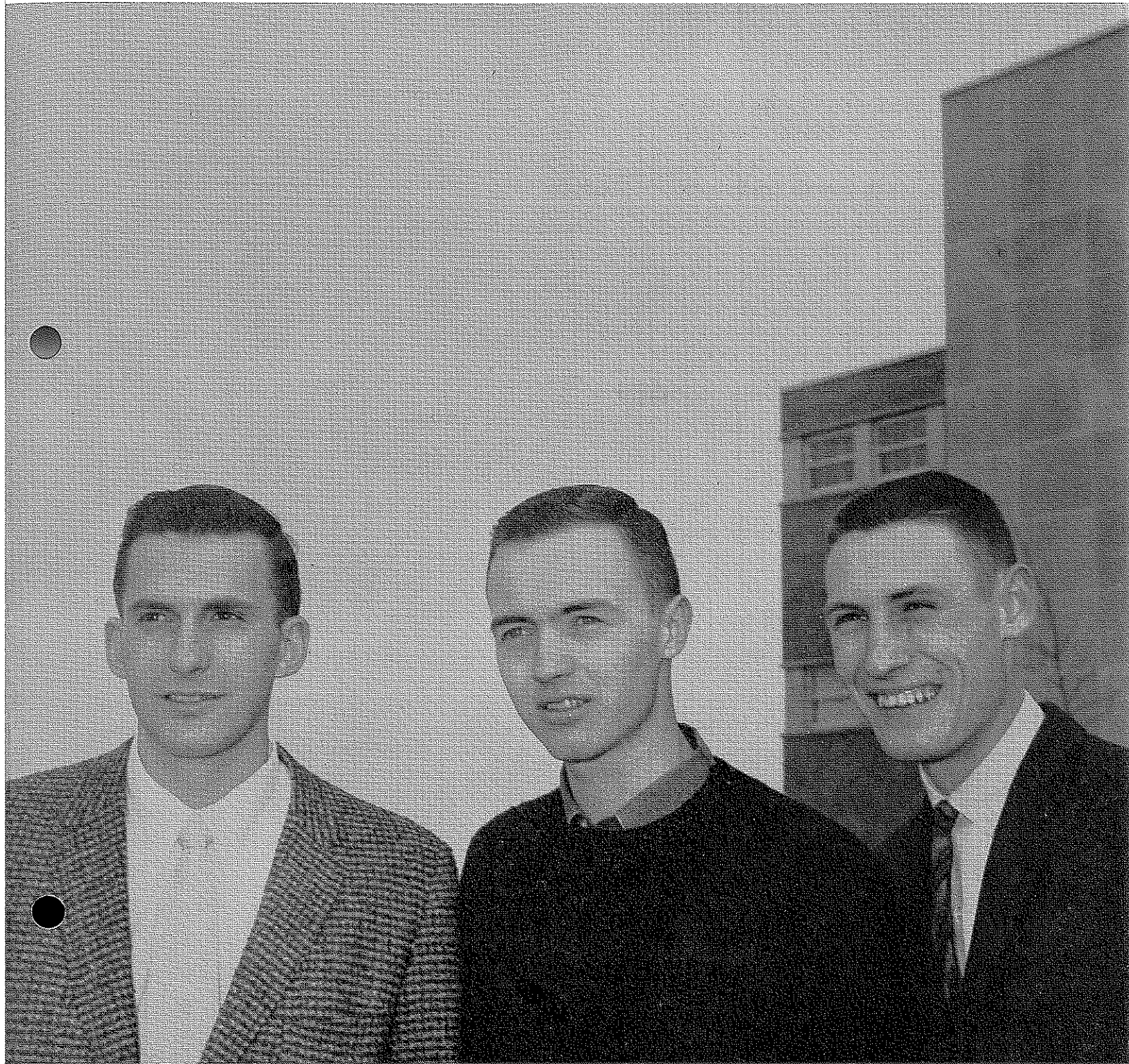


AGricultural EDucation

Featuring—Recruiting Tomorrows Teachers

DECEMBER, 1963



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

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The Agricultural Education Magazine

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Guest Editorial

Securing Faculty Support

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



The statement that we can't do the job alone is a truism. Especially is this so whenever we attempt to develop a comprehensive program of education in agriculture. It is a physical impossibility due to the number of persons reached and the variety of activities included in this type of endeavor. Therefore it behooves us to secure assistance for the accom-

plishment of this work.

The energetic teacher may discover to his dismay that his program is not progressing. He may receive a rather rude awakening and find that his colleagues do not exhibit the same feelings for various activities as he does. In fact it may be shocking to discover that some members of the school staff are openly hostile and display a high degree of resistance to the entire program of vocational agriculture. Others may follow more subtle lines of resistance such as indifference and undercover or silent opposition. When the teacher presents a phase of his program at a faculty meeting he is met with apathy and bored expressions on the faces of the faculty. There may be open and caustic criticism of every aspect of the program presented.

This situation is most disconcerting, especially to the young and inexperienced teacher. The question that arises from such a situation is "what is the problem?" or "what brought it about and what can be done to alleviate the situation?"

Resistance to a Direct Approach

Can it be that the teacher of agriculture has been attempting to push the faculty in certain directions and a high degree of resistance is the result? Psychologists tell us that people are moved by their basic needs and that they often exhibit considerable resistance to outside force especially when it is applied by a direct approach.

It seems that this holds true for faculty members as many of the school activities engaged in are of a voluntary nature. The teacher operates within a specific sphere and any participation other than this is largely dependent upon the goodwill that the instructor has toward the project in question. What are some of the needs and interests of the school staff and what can we as teachers of agriculture do about it?

(Continued on next page)

From the Editor's Desk

When You Talk with Future Teachers

Whatever is done in attracting high quality young men into the profession of agricultural education must start with the teacher of vocational agriculture. While what he does and how he lives will be important influences, what he *says* about teaching will also be important. What should a teacher say to high school students about teaching vocational agriculture as a career? Since all of us are so close to our jobs, it might help to review some aspects of our work which prospective teachers should understand.

The following statements are a suggested answer as to what teachers need to say about teaching as a career:

As a teacher you can make a real contribution to the education of youth who hold our nation's future in their hands. The future of our country is determined to a large degree by the teaching in our schools.

Your work results in improving the agriculture of the community in which you teach. More efficient farming results in a more prosperous community, state, and nation.

Teaching is interesting. As a teacher of vocational agriculture you teach high school boys, young farmers, and adult farmers. Much of the work is on the farms of your class members. Your teaching will deal with practical farm problems which the members of your classes need to solve. In a single day, an agriculture teacher may make a field trip with a class to select dairy heifers, work in the shop with another class on adjusting combines, and teach still another group new practices of crop fertilization.

Another part of your work is that of serving as adviser of the school chapter of Future Farmers of America. Typical activities under your direction might include a trip to an F.F.A. Camp, sponsoring a school dance, and training a livestock judging team.

Teaching vocational agriculture gives you an opportunity to be creative and imaginative. It challenges you to put forth the best that you have.

You will enjoy watching the development of those you teach. There is a real thrill awaiting you the day your first State Farmer receives his gold key, or your first young farmer achieves a 175 bushel per acre corn yield.

Your work is practical and useful. It deals with the interesting and changing science of agriculture. You may some day have the satisfaction of driving through your community and seeing contoured, high yielding fields replacing eroded, unproductive land, a result of your teaching.

(Continued on next page)

Faculty Support . . .

First, the teachers on the faculty cherish the value of recognition. We must show an interest in them as individuals and in their specific problems and accomplishments. There is a tendency to like those who like us and who manifest a concern for our problems and activities. We all prefer to feel that we have made real achievements and appreciate recognition of our accomplishments. Possibly we have failed to give due consideration to the program and interests of others while at the same time we desire their acclaim for ours.

Promoting Faculty Participation

Second, most teachers cherish the value of participation and sharing. Could it be that we teachers of agriculture have viewed the work as *my program*? If so we have overlooked one of our greatest tools for achievement—cooperation. There are a number of techniques that may be used to involve other faculty members and to help them see that they have made a significant contribution. Sometimes a suggestion or idea they express can be used to good advantage. Each teacher possesses certain talents, some which we may use advantageously in an aspect of the community program of agricultural education. In other instances, the physical presence of the teacher or several teachers at an activity may be beneficial and give a boost to the work. In each of the cases the assistance will likely have to be solicited. Appreciation should be expressed appropriately for the cooperation extended. Due recognition given will not detract from the job done and will assure continued support for the educational program.

Third, making vocational agriculture an integral part of the public school program can win faculty support. We all take a measure of pride in what is ours and are willing to put forth effort to make it better. This may cause the teacher to revise his thinking and speech so that it becomes "our" program rather than "my" program. Fundamentally, this will take nothing away from the teacher of agriculture. It may add considerably, however, to the work. Whenever we develop the attitude with the faculty that each has a stake in the operations and success of any phase of the school work we have come a long way toward building a friendly attitude and a spirit of cooperation in the accomplishment of work in that area.

Appreciation Is Important

Fourth, the faculty members cherish the value of appreciation. The road to continued cooperation and support will contain many paving stones consisting of "thank you." It is difficult to continue to receive unless we also give. Numerous opportunities present themselves where it is convenient to let our co-workers know they have made a contribution to the agricultural education program and that their efforts are valued. A few of these include statements personally to the individual concerned, to groups of the faculty, during assembly programs, before groups in the community, and in articles we submit to the press.

These types of relationships are conducive to building faculty support and in bringing about a degree of oneness in the total school effort. It needs to be remembered though that the bridge of faculty approval and cooperation is one that must be kept in a good state of repair if we are to expect smooth travel over it continuously. The faculty can facilitate or retard our efforts. It is to our best interests that we build a favorable climate among our school faculty. □

When You Talk . . .

Since you are employed on a 12 month basis, your salary will be 25% higher than teachers working only the usual nine months. Salary increases come with additional service and training.

Good teachers of vocational agriculture are sought for positions in similar agricultural fields such as Agricultural Extension, Soil Conservation, Farm Machinery Sales, and Farm Management. Many build on their teaching background to enter college teaching.

If you have a farm background, are a good student, possess a pleasing personality, can work well with people, and have certain qualities of leadership, you can become a successful teacher of vocational agriculture and you will enjoy your work. □

Ray J. Woodie

One thing I know; the only ones among you who will be really happy are those who will have sought and found how to serve.

—Dr. Albert Schweitzer

LETTERS

Sir:

The article written by Everett D. Edington, Teacher Education, University of Oklahoma on the subject, "Providing Teachers Farm Management Materials" is a very timely article. The special emphasis now being placed on farm management instruction both in the high school and for adults, makes this kind of information very valuable.

I have no special suggestions to make in regard to this article except that each state would necessarily need to adapt the accounting and budgetary provisions to the specialized farm accounting which may be accepted in a certain state. For example, we are in Michigan now moving to electronic accounting for the farmers and this necessarily makes for some adaptations to this program which will be conducted by the Agricultural Economics Department at Michigan State University.

The booklet to which they refer in this article should be a great value to the teachers and I hope a copy of this booklet will be available to each of our states.

HARRY E. NESMAN
Supervisor
East Lansing, Michigan

Sir:

I just received and just completed reading the September *Agricultural Education* magazine, featuring Farm Management Teaching. I thought this was

an exciting issue. The quality of the articles reflected some of the good work being done in this area. I am sure we have all placed great value on Farm Management. I hope we do not neglect some of the other areas of Agricultural Education.

The *Agricultural Education* magazine has been a big help to me as a teacher educator. It is my best source of reference material for graduate classes. The September issue was an especially superior one.

LEO L. KNUTH
Bozeman, Montana

Sir:

Your editorial "Equality of Opportunity Needed" should raise questions among those engaged in Vocational Agricultural Education throughout the country. Why, according to latest available figures, is it that 8 states do not offer adult courses in Vocational Agriculture and 15 do not have young farmer programs? Why is the enrollment in each of these two programs less than 1,000 in 18 additional states?

Who can be blamed for the existence of this situation? Does it exist because of a lack of supervisory leadership at the national and state levels? Have teacher educators failed to impress trainees with the importance of these areas in the total program? Have agricultural teachers failed to recognize the need for adult and young farmer classes? Does

the fault lie with school administrators who do not accept a philosophy that education beyond the high school level is not a responsibility of the local school?

I would be the last to try to lay the blame at the door of any particular group. In a sense, probably many groups can be faulted. Regardless of where the blame lies, we must face the fact that the record is far from being impressive. This apparent weakness could be one of the main reasons that much criticism has been leveled at Vocational Agriculture during recent years.

When we note that 87% of those enrolled in distributive education and 70% of those in trade and industrial education are in out-of-school programs, compared to 43% for Vocational Agriculture, perhaps we will be more concerned about the need for young and adult farmer classes.

I have asked quite a number of questions which I will not attempt to answer nor will I try to interpret the reasons for the existing situation. Perhaps someone from a state that does not have young and adult farmer programs will want to answer the questions I have raised by explaining why young and adult farmer programs are not conducted in their state.

JAMES WALL
Executive Secretary, NVATA
Box 4498
Lincoln, Nebraska 68504

Sir:

When I was a teacher of vocational agriculture years ago, I noted a roadside hilly "patch" had apparently been planted in corn again. I confronted the farmer to see if this were true and, if so, why? Yes, he had. The "why" question puzzled him. After telling how pa and grandpa had planted corn there for 40 years, he arrived at the "why." "I guess it's just my corn patch," he said.

Although I had this farmer in our adult class at the time, I doubt if I had given him much in "a farm management core." If farming is a business, then it must be taught as such. I congratulate Mr. Bullard for his fine article describing the new approach to adult education in North Carolina. His method of relating the "complementary" parts to the unifying "Farm Management Core" is good.

One word of caution about any of our efforts to find better procedures for meeting our ever-changing needs: Let us not over structure our procedures. Mr. Bullard notes that this pattern is flexible. Let us keep them that way. If we don't, our noble efforts at group involvement in program projection will be of little help as we try to keep our programs adjusted to continuous change.

R. W. MONTGOMERY
Auburn, Alabama

Sir:

The article "Ohio Seniors Given Work Experience in Farm-Related Occupations" by Mr. Rex Cunningham, has real implications for a modern program of vocational agriculture. We must consider agriculture as including all phases, rather than just production. The productive phase is merely the channel through

which a great many resources flow. We must not restrict our efforts to the maintenance of the channel, but should encompass the two broad reservoirs at each end of the channel; one being the input factor involving such things as finance, credit, equipment, fertilizers, pesticides, and management; the other being the output factor, which includes transportation, storage, processing, merchandizing and advertising.

The future of our program lies in the development of guidance and work-experience programs to complement the very successful productive portion. Work experience in related fields of agriculture will serve as the supervised practice for many students. To be effective, they require as much and perhaps even more effort and supervision than do successful productive projects. Follow-up with job placement service is essential.

I do not believe we can limit our programs to only the average, or above-average, students. Certainly we have a responsibility to all students, and by the very nature of our programs, we may well be able to do more for the so-called below average students than many other departments in the schools. It seems to me that Mr. Cunningham is on the right track.

DONALD E. WILSON
Regional Supervisor
San Luis Obispo, California

Sir:

Gerald Fuller is to be commended for tackling a difficult subject in his article titled, "Organizing the High School Curriculum Around Farm Business Management."

Although I feel that our greatest accomplishments in the teaching of farm business management are to be found in the area of adult education, Gerald expresses a point of view which I share wholeheartedly. We must endeavor to find a better system of introducing high school students to the rudiments of farm accounts, record analysis and budgeting, especially during their junior and senior years. I am convinced that our continued success in vocational agriculture at the high school level depends on it. Then, too, what better way is there to lead an FFA boy with an interest in farming into an adult program where he can continue his study of farm business management as he matures and as his business grows? Of course, the key to the success of any program of this type with high school age boys is their interest and involvement in farming.

GENE M. LOVE
University Park, Pa.

Sir:

I wish to commend the young man from Reynolds Area Joint High School in Pennsylvania on his excellent article, "The Community Changed. . . I Decided to Stay." It is my hope that every instructor of vocational agriculture will read it and take it to his advisory committee and administrator for discussion.

At this writing Congress is considering legislation which will, if passed, strongly encourage our instructors to take a long look at their curriculum in light of

changes necessary to bring or keep it up-to-date. Those who close their eyes to change will not remain with us.

Our fine teacher educators are a key link in the necessity for change. Their job is a tremendous one. Information must be collected on trends of agricultural employment in their service area. The employment security people can furnish much of this information which will present the picture of employment in each community. Workshops will need to be held in cooperation with industry and labor to study employment trends, and school administrators should be encouraged to participate.

The challenge is here and our vocational agriculture instructors are meeting it.

PERCY KIRK
Cheyenne, Wyoming

Sir:

The article "In Service Education in Farm Management" by Julian Campbell of Virginia, seemed a long way from the ultimate.

I personally feel that Farm Business Analysis, Minnesota style, seems the most realistic answer to the complex problems confronting today's farmers and ranchers.

I believe Virginia could have learned much from the Farm Management Workshop held in Minnesota this past summer. They have been in this business for about seven years and currently have 2,000 farmers enrolled in one of three phases of Farm Business Analysis. The sooner we all take a leaf from their pages of success, the better agricultural education will be.

MAX L. AMBERSON
Supervisor, Helena, Montana

Sir:

I have read with interest the reasons for a change of the name of the Agricultural Education Magazine.

I feel the present name comes nearer meeting our needs in Vocational Agriculture; that the present form can meet our needs in the years ahead better than a change to a Journal.

Catching up on back issues, I find some very fine articles that can help me. The issues this summer have been especially helpful.

Lawrence W. Drabick's article in the June issue on "Study the Whole Community" along with your comment on "Understanding Your Community" should challenge many in the field of teaching Vo. Ag.

L. M. MCILWAIN
Clinton, Tenn.

Four leaders in vocational agriculture have been awarded National FFA Fellowships for study at the University of Maryland during 1963-64. They are: Donald E. Cockroft, Eaton, Colorado; Melvin C. Somers, Danville, Vermont; Lloyd L. Wiggins, Stillwater, Oklahoma; and George A. Robinson, Grinnell, Iowa.

Recruitment Responsibilities

RALPH E. BENDER, Teacher Education, The Ohio State University



One of the most urgent needs for the further development of vocational agriculture is the recruitment of an adequate number of persons who have the potential of becoming competent teachers. Vocational agriculture has never been and never will be any more effective than the teachers. The teacher is the key person in the success or failure of the program.

Difficulties and Challenges

For too many years we have "scraped the bottom of the barrel" in filling positions. In many of our states there has never been an adequate supply of teachers from which to choose to fill the vacancies. During the past several years, this problem has become increasingly critical. Undoubtedly, many factors have affected our supply. The image of agriculture as a dying industry on the part of many people, including some students of vocational agriculture and their parents, has had a discouraging effect on recruiting teachers. The concepts that vocational agriculture was a program limited to the preparation for farming and that

agricultural education prepared only for teaching vocational agriculture were further limitations.

Opportunities in agriculture looked all the more barren to prospective college students because of the great emphasis given to engineering and science. College curriculum committees and others have planned curricula with almost all of the first two years of study in science, humanities and social sciences. Many believe that the very limited work in agriculture and agricultural education during this period has created a more difficult situation for the agricultural student to "get centered" on his objectives. Still another factor was that of College of Agriculture graduates having many opportunities for excellent positions other than teaching vocational agriculture. We were not accustomed to such keen competition.

Generally, the teaching profession, including vocational agriculture, has not conducted an effective recruitment program. We have been apologetic rather than proud that we are teachers. State staffs have been negligent and lacking in leadership for teacher recruitment. Is there any

wonder that we have been short in teacher supply? Do we need, however, to submit to the difficulties or can we do something about molding the kind of future we want?

With renewed emphasis upon the importance and support of vocational education, including broadened and more specialized programs in agricultural education, it is high time for our profession in agricultural education to develop and conduct a recruitment program. We will not be able to take advantage of the opportunities for an expanded program including technician training, horticultural courses and special adult classes unless we have an adequate supply of competent teachers.

The basic purpose in our recruitment program is to develop interest and understanding concerning the teaching of vocational agriculture on the part of those persons who possess qualities for becoming successful in the profession. This necessitates reaching potential teachers with a program that will facilitate valid decisions for them and the profession. This is more than propaganda. It entails knowledge about vocational agriculture as a career. We must answer such questions as: What is vocational agriculture? Where is it tending? What are the opportunities in teaching now? What are the opportunities likely to be in five and ten years? What are the advantages and disadvantages of careers in agricultural education? What are the personal qualifications and requirements for such work? What are the opportunities for in-service development and advancement?

Teachers Have a Responsibility

Teachers of vocational agriculture are in the best position to develop understandings about their work with prospective teachers. Their day-to-day work is of utmost importance. Attitudes are caught, not taught. If teachers are to be effective recruiting agents for the profession, they must *demonstrate by example that*



Experience such as these students are receiving often leads to an interest in teaching vocational agriculture.

their work is pleasant, challenging, and rewarding. Boys will not become teachers if their daily observation shows that teachers are disgruntled and pessimistic.

Among many other responsibilities, the teacher needs to *do effective teaching concerning career opportunities.* Agricultural education should be considered along with other possibilities for life's work. For this purpose it is evident that teachers need materials and information that are more inclusive than the local community. They need to know the state and to some extent the national situation so far as the number of teachers needed, their salary, retirement provision, vacation privileges, and opportunities for in-service growth and advancement. It would seem that such materials can best be prepared at the national or state levels. These materials should be made available to guidance personnel as well as to the teachers of vocational agriculture.

Many teachers have found that *college students*, particularly those who are majoring in agricultural education are effective recruiters. They *should be invited to meet with high school classes or F. F. A. chapters* to relate their personal experiences in college, how and why they selected their major and factors that should be considered by the high school students in preparing for a career.

Teachers should *acquaint their students and any other good prospects who they may know with the opportunities for securing university scholarships.* Good students should be encouraged to participate in scholarship examinations and apply for scholarship awards. They should be advised about loan programs and job possibilities in college. Another activity that has proven helpful to develop interest in teaching vocational agriculture is to *provide some opportunity for the more mature and capable boys to do some teaching while still in high school.* Plan this experience carefully so that those involved will be successful. Generally, it is best to limit this activity to upper classmen who will teach at the freshman or sophomore level. However, there are many opportunities in most departments for students to participate in such teaching as panel discussions and demonstrations. Students should be made aware that there are many methods in teaching such as the F. F. A. and supervised occupational experience in addition to the typical, more formal class pro-

cedures. *Further teaching experiences or related activity should be sponsored by the Future Teachers Association.* Boys should be encouraged to participate in this organization. Perhaps the F. F. A. can plan some joint activity or program that would be of mutual interest and benefit.

Studies have shown that parents are among the most influential persons in affecting choices of their children concerning college and career selection. Therefore, a special effort should be made to *acquaint parents with the opportunities in agricultural education.* It would be well for the local teacher to have conferences with the parents concerning problems and procedures in college and career selection. Parents, as well as the prospective teachers, should attend college career days.

State Staff Must Assist

In addition to preparing career information and assisting local teachers of vocational agriculture and others, it is necessary for the state staffs in Supervision and Teacher Education to be actively engaged in recruitment. The activities would include some of the following:

Participate in college recruitment programs. Many persons in our profession believe that the emphasis of the recruitment should be for the college. They assume that if we have an adequate number of competent students going to college, agricultural education will secure a fair share of majors. This implies that the students will learn about the program of agricultural education in the institution and that it is on a level of excellence with other departments. If it is not, it may be unfair to expect the student to major in the department. A mutual benefit accrues to all advisors of students and others who participate in a college or university wide recruitment program. This exchange of background information and experience should contribute to a more effective guidance and selection program on the part of all concerned.

Encourage the need for teachers in relation to program development. As we report or discuss possibilities for new and enlarged programs in agricultural education, attention should be given to the recruitment of teachers. Understandings should be developed concerning the number and kind of teachers needed. This includes the need for specialized personnel at the post-high school

and adult program level in addition to the teachers for high school programs. We must not forget to give emphasis to retaining the good teachers we now have. Their welfare and advancement is highly important. Program development, including recruitment, is more effective if a variety of media such as radio, T. V., newspaper and magazine articles, programs at local organizations and exhibits are used.

Counsel with groups and individuals when visiting schools or in offices. Teacher educators and supervisors should solicit opportunities to talk with good prospects. In serving this purpose it is well to have attractive and up-to-date recruitment brochures available at all times.

Write letters to interested prospects and their parents. Some staff members have followed the practice of writing letters to State Farmers, State F. F. A. officers and 4-H Club winners to congratulate them on their accomplishment and call attention to the need for qualified leaders to continue such work so that other boys and girls can have the advantages that they have enjoyed. An invitation to come to the campus and offers for conferences and assistance can be made in such communications.

Take leadership in making agricultural education scholarships available. More and more scholarships are being made available to worthy students. Many times a scholarship is the enticement that causes a student to select the institution and pursue the program promoted by the scholarship. Agricultural Education must meet this competition. We need many scholarships. Businesses as well as professional organizations are interested in supporting such a cause. The least we can do is ask.

Solicit support from various groups to sponsor recruitment meetings. An example of this suggestion is a recruitment luncheon which is held each year in Ohio at the time of the State F. F. A. Convention. This luncheon is sponsored by the Vocational Agricultural Teachers' Association, the State FFA and the Agricultural Education Society of The Ohio State University. Worthy boys are extended invitations through their teachers. In addition to the luncheon, the opportunities and requirements for qualifying for the profession are discussed. Names are secured and followed up with additional letters and conferences.

Recognize those teachers who have recruited prospects for agricultural education. A good feature at an annual teachers' conference is to recognize teachers for worthwhile accomplishments during the past year. In such recognition do not overlook those teachers who have boys who are in the process of preparing for teaching vocational agriculture.

Undoubtedly there are many other activities and procedures that can and should be conducted. For the welfare of our profession and in the interest of accomplishing the worthwhile objectives of vocational agriculture it is essential that we plan and conduct a continuous and effective teacher recruitment program. One of the hallmarks of every mem-

ber of a profession is a concern and sense of responsibility for acquainting capable young people with career opportunities in his field. We should work individually and take advantage of the tremendous force that we have—the F. F. A., N. V. A. T. A., Teacher Educators and Supervisors—in meeting this challenge. □

Nebraska Recognizes Teachers of Teachers

C. A. CROMOR, Assistant Supervisor, Lincoln, Nebraska



It is recognized that one of the problems of concern facing Vocational Agriculture today is teaching recruitment. The Professional Improvement Committee of the Nebraska Vocational Agriculture Association mulled over an idea, and with the help of some members of the Organization, created a gimmick that should give considerable impetus and prestige to teacher recruitment.

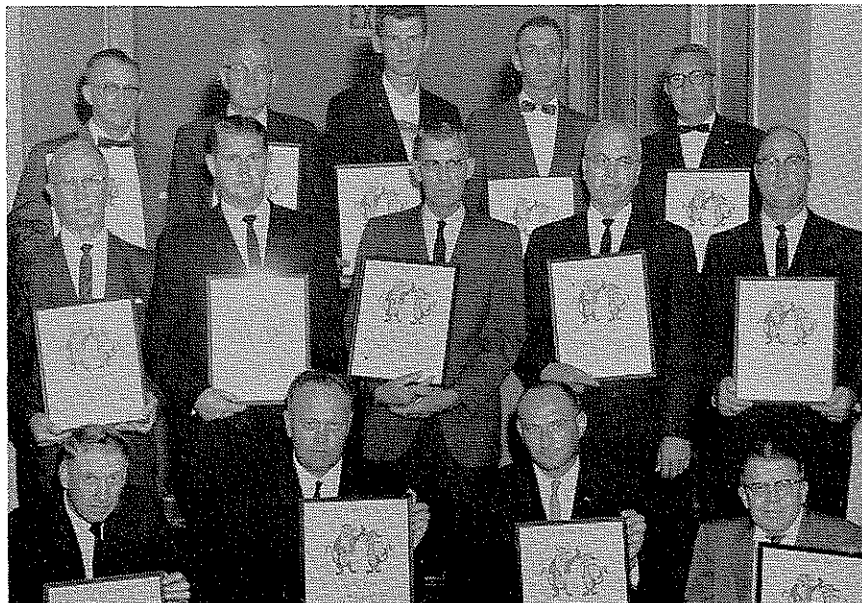
The movies have their "Oscars," T.V. has their "Emmies" which are symbolic of an outstanding contribution to their profession. It is hoped that the "Proven Sire" will identify those with a particular accomplishment in the field of Agriculture Education. At the Public Relations Banquet conducted during the annual Vocational Agriculture Conference

held in July, sixteen eligible Vocational Agriculture educators were presented "Proven Sire" certificates, emblematic of having perpetuated themselves within their chosen profession. To secure a certificate, a teacher must have a former student now teaching Vocational Agriculture.

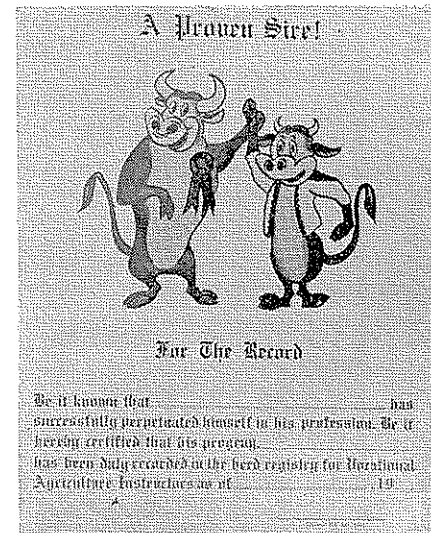
For a number of years it has been recognized that Vocational Agriculture teachers can be a vital influence in the lives of their students. To support this statement a study of the male enrollment at the College of Agriculture in Nebraska for 1962-63, revealed that 53.9% were former FFA members. Even though significant numbers were influenced to attend the College of Agriculture, there has been an insufficient number who

accepted the call to fill Vo Ag teacher replacement needs.

With the first presentation of the certificates, now a record in the Secretary's minutes, it is the committee's opinion that the "Proven Sire" presentation was enthusiastically received by the teachers, that it created much interest, and that the idea



14 Recipients of Proven Sire Awards at the 1963 Vo Ag Teachers Conference in Nebraska.



The certificate awarded teachers whose students become teachers.

of "perpetuation" would generate a desire among others to accomplish this professional goal.

The certificates are a four-color production, thereby necessitating a volume order. As a result, Nebraska is in a position to supply certificates to other interested State Vocational Agriculture Teacher Associations, for presentation to Vo Ag teachers who believe in what they are doing and

(Continued on page 156)



Factors Influencing the Vocational Choices of Agriculture College Freshmen

RALPH R. BENTLEY, Teacher Education, Purdue University

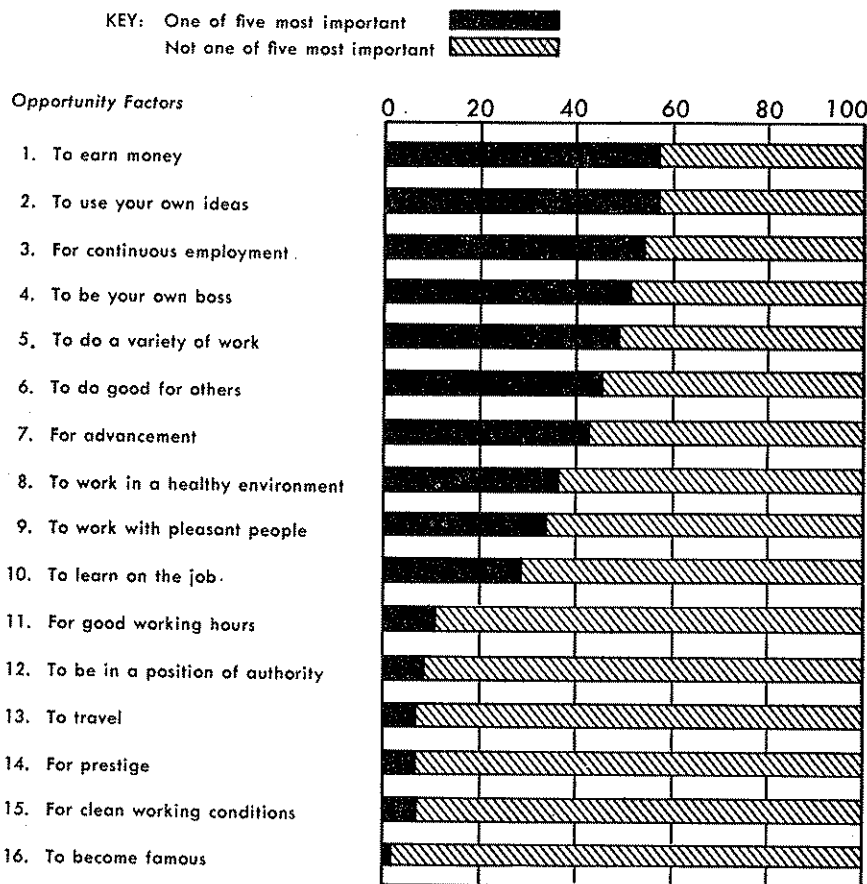
Few of the many decisions a person makes during his lifetime have more far reaching consequences than the choice of a vocation. One's choice determines to a large extent the location of his home and place of work, the financial rewards he will receive, who his friends and associates will be, his opportunity for advancement, and many other factors having to do with his life activities.

Researchers in guidance have for a number of years been concerned about problems and factors related to vocational choice. They have developed and experimented with devices and measuring instruments designed to help individuals assess their vocational interests, aptitudes, and abilities. Having this information, it is assumed that individuals will be in a better position to make wise vocational choices.

In recent years some interesting theories regarding vocational choice have been proposed. Ginzberg (1951) suggested vocational choice involved *three* stages—fantasy, tentative, and reality—and *three* principles; (1) occupational choice is a process extending over a minimum of six to seven years, (2) the process of decision making is irreversible, and (3) vocational choice is a compromise between aspiration and reality. Super (1956) proposed that vocational choice was more accurately understood as a synthesis, by the individual, of a number of factors entering into his choice. Hoppock (1957) described vocational choice in terms of need theory while Schaffer (1953) employed a similar concept by relating job satisfaction to need satisfaction.

Blau and others (1956) analyzed vocational choice in terms of *four* characteristics of an occupation: formal demands, technical requirements, social requirements, and rewards, and *four* corresponding characteristics of an individual: knowledge of the vocation, technical qualifications, social role qualifications, and reward hierarchy. These theories together with others have generated considerable interest and research pertaining to vocational choice and related factors.

Figure 1.—Percentage of Agriculture College Freshmen Selecting Each of the Designated Factors as One of Five Most Important Factors in a Job



Purpose of the Study

This study was designed to investigate the influence of selected factors on the vocational choices of freshmen agriculture college students in seven midwest universities.

Procedures

A. The University Sample

The seven midwest universities cooperating in this study were:

1. Purdue
2. Ohio State
3. Minnesota
4. Missouri
5. Kansas State
6. Wisconsin
7. Kentucky

B. The Student Sample

The student sample consisted of freshmen agriculture students who were enrolled in one of the cooperating universities during the first semester of the

1961-62 academic school year. Personal data obtained from these students shows that they were quite similar in other ways as well as being freshmen. A summary of this information is given in Table I.

C. The Purdue Agricultural Vocations Opinionaire

The Purdue Agricultural Vocations Opinionaire consists of three separate parts. Part I was designed to collect personal data; Part II consists of a list of 36 selected factors and space for the respondent to indicate the relative amount of influence each factor had *first* on his choice of agriculture as a career; and *second* on his choice of a field of specialization.

D. Factors Most Important in a Job

Figure I shows graphically,

for each of 16 opportunity factors, the percentage of freshmen agriculture students who selected each of the factors as one of five most important fac-

tors in a job. Factors selected with respect to their importance by the students may be clearly seen.

tors influencing them the least were "work with farm machinery" and "work with farm crops."

Table I *Desire to Work with Farm People*

Years of 1. Farm Experience	No. of Freshmen	A ¹	L ²	N ³	Chi-square
None	139	22	26	52	
One or two	92	36	26	38	
Three or more	899	55	29	16	115.13
Total	1130	50	28	22	P .01

1. "A great deal"; 2. "Little"; 3. "None at all."

Table I was prepared to show the percentages of agriculture college freshmen, *by fields of specialization*, who chose each of 16 opportunity factors as one of the five most important in a job. Chi-squares were computed to determine whether student responses, regarding factors most important in a job, were significantly different with respect to fields of specialization. Student responses were found to be significantly different for eight of the 16 opportunity factors. These factors were opportunity "to earn money," "to use your own ideas," "to be your own boss," "to do good for others," "for advancement," "to work in a healthy environment," "to travel," and "for clean working conditions."

Summary

The findings of this study, regarding the amount of influence selected factors had on agriculture college freshmen with respect to: *first* their choice of agriculture as a career; *second* their choice of a field of specialization in agriculture; and *third* regarding the factors they believed to be most important in a job, may be summarized as follows:

1. In general, factors influencing most agriculture college freshmen with respect to their choice of agriculture as a career, likewise influenced most students with respect to their choice of a field of specialization in agriculture.
2. Persons influencing the largest percentage of freshmen were fathers, mothers, teachers of agriculture, and friends.
3. Significantly more freshmen were influenced by teachers of agriculture than by any other professional person.
4. The factors influencing most freshmen were factors catego-

rized as "Work and Farm Experiences," and "Vocational Factors."

5. The seven factors influencing most ("a great deal" plus a "little") freshmen with respect to their choice of agriculture as a career were: "experience in farming," "want to work with farm people," "want to live on a farm," "work with livestock," "fathers," "work with farm crop," and "opportunity for employment."
6. The six factors influencing most ("a great deal" plus a "little") freshmen with respect to their choice of a field of specialization in agriculture were: "want to live on a farm," "want to work with farm people," "experience in farming," "opportunity for employment," "economic advantages of the job," and "work with livestock."
7. In general, the more experience agriculture college freshmen have had in vocational agriculture, FFA, and 4-H Club, the more influence they attributed to teachers of vocational agriculture, vocational agriculture, FFA, and 4-H Club.
8. The more experience agriculture college freshmen have had in farming, the more influence they attributed to the following factors: "experience in farming," "work with livestock," "work with farm machinery," "desire to work with farm people," "want to live on a farm," and "work with farm crops."
9. Of five selected factors, those influencing the largest percentage of students having no years of farm experience were "want to work with farm people," "want to live on a farm," and "work with livestock," while those fac-

10. Opportunity factors selected by more than 40 per cent of the freshmen, as one of the five most important factors in a job, in order of importance are as follows: "to earn money," "to use your own ideas," "for continuous employment," "to be your own boss," "to do a variety of work," "to do good for others," and "for advancement."

11. Very few freshmen indicated that fame, clean working conditions, prestige, travel, and positions of authority were among the five most important factors in a job.
12. There was a strong tendency for freshmen to agree with the opportunity factors selected as most and least important in a job.
13. Student responses by universities, with respect to factors selected as one of five most important in a job, were significantly different for nine of the 16 opportunity factors.
14. Student responses by fields of specialization in agriculture, with respect to factors selected as one of five most important in a job, were significantly different for eight of the 16 opportunity factors. □

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Recruitment Requires Coordination

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A College of Agriculture faces the same problems in securing students as do those who train vocational agriculture teachers and county extension agents. One of the most profitable ways of solving the problems lies in a coordinated recruitment effort of all groups.

Vocational agriculture teachers and county extension agents are the most influential professional persons who help young people choose agriculture as a career. This statement has been made many times and observation of the results of a recent study completed by Bentley at Purdue University would indicate this to be true.¹ Further review of this study shows that the most influential nonprofessional people in career selection are parents and friends of the students.

Professional agricultural educators have an excellent opportunity to assist in the recruitment of young people to agriculture. What other group of people, have more contact with youth who may be potential students, with parents of high school students and know best the school counselors and can inform them about the needs for agriculturally trained individuals? These attributes have made it possible for the agricultural educators to be the "key" to recruitment for agriculture in past years.

However, it is important that we agricultural educators continue to look ahead in order to improve our profession and all the professions in agriculture. Certainly we see the great need for agriculturally trained individuals in tomorrow's society and we need to help youth, parents, and other educators to see these opportunities.

Recruitment for agriculture or education is not the entire responsibility of vocational agriculture teachers and county extension agents, but is the responsibility of many people working together toward common goals.

Personnel from industry and from the colleges and universities are vitally interested.

The recruitment committee of the College of Agriculture and Home Economics at The Ohio State University developed a list of guiding principles for recruitment which offer much help to the committee members in developing recruitment programs. As a new member of the committee, who previously had experience as a vocational agriculture teacher and county extension agent, it appeared to me that the principles are generally applicable to all who are concerned with recruitment.

Some of the more important principles and how they have guided recruitment in Ohio are listed below. These are offered for consideration in guiding recruitment activities in other states.

Guiding Principles

1. *The need for more graduates from the college can be met through an active, well-planned, and coordinated program of recruitment, directed toward high school students in the state.*

Each year there are more opportunities for agricultural graduates than are available through our Land-Grant institutions. The relating of this fact in some detail to those who in-

fluence the vocational choices of high school students will help to secure the needed students in agriculture. Recruitment does mean a difference in enrollment and an active planned program is needed to accomplish the securing of needed students.

2. *The College of Agriculture and Home Economics has a responsibility to the citizens of the state to acquaint prospective students with the rewards and opportunities which come to the graduates of the college.*

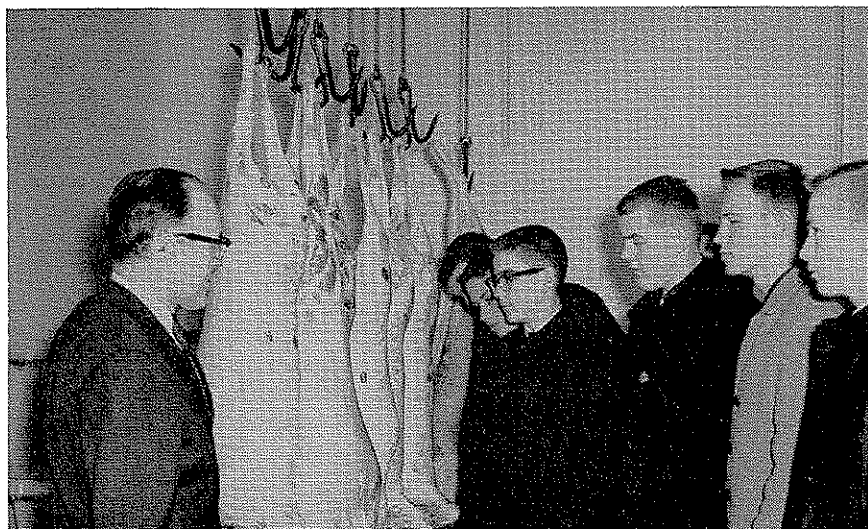
If the college does not have this responsibility, who does? Certainly the college must initiate some recruitment activities and help others do this job also.

Likewise, those in Agricultural Education have a responsibility to see that a true picture is available to the citizens of the state concerning the opportunities in Agricultural Education.

However, those in any specific field cannot be entirely concerned about their own field for the following principle is probably the most important.

3. *The best interest of the individual must always be considered in the recruitment program.*

Any recruitment activities must be educational in nature and be directed toward providing accurate, up-to-date information which will assist high



High school students visit various departments of the College of Agriculture during a career day.

¹Bentley, Ralph R. *Factors Influencing the Vocational Choices of Agriculture College Freshmen*, Department of Education, Purdue University, August, 1963, p. 8.

school students to make decisions as to whether to attend college and where to attend college. Our concern for the individual student makes it difficult to distinguish between education and recruitment.

4. *The recruitment program should make use of appropriate research as to placement opportunities, geographic distribution of students, and factors contributing to success in college.*

There is a wealth of information available if we just take the time to help youth, parents, and other educators understand what it means. This type of information is readily available in most colleges.

5. *Both students and parents should receive information and guidance regarding opportunities in the College of Agriculture.*

Not only must students know about agricultural opportunities, but parents must know and appreciate these opportunities. Parents are highly influential in helping youth select careers as is evident in many studies and most recently in Bentley's.²

6. *All recruitment activities should be guided by the assumption that some students will have made their vocational choice before entrance, and others will have an opportunity to make this choice during their first two years on the campus.*

In an effort to follow this principle, we have attempted to secure a commitment from the student only to the College of Agriculture and Home Economics and not to a specific field. If students come committed to agriculture, there will be ample opportunity to explore the careers in specific fields. The freshmen orientation is directed to make this possible.

Students who have made their vocational selection before college are encouraged to pursue their major field shortly after entrance in college.

7. *Selective recruitment should be practiced which will encourage prospective students who show reasonable promise of developing into satisfactory graduates.*

Our recruitment efforts must be realistic and be aimed primarily at those who can achieve well. Those students in the lower third of their high school class need to realize the difficulty they will face in college.

8. *Satisfied students, properly directed and organized, will always be our most important agents of recruitment.*

A group of outstanding students are selected and trained in the College of Agriculture and Home Economics at The Ohio State University, whose major purpose is to help in the recruitment of students. This is done through assistance at career days on campus and in their home counties. These Agriculture Corpsmen serve as the student contact between the college and the county.

9. *The College should assume leadership in developing a coordinated plan of recruitment which will utilize the resources of the Extension Service, the School of Home Economics, and of the several departments and will include certain college activities and functions, and certain departmental and extension service functions and activities.*

Typical examples of programs in Ohio which follow this principle include:

a. The functioning of a college recruitment committee toward a unified recruitment program has been a help in this task.

b. Each county has a man and woman extension agent who is assigned as a counseling agent, which includes responsibilities in recruitment.

c. Two career days each year on campus are a climax to other recruitment programs.

10. *A part of the professional time of selected staff members must be budgeted for carrying out recruitment activities.*

Recruitment does take time. Everyone concerned with securing good students in agriculture must budget some time to accomplish the necessary work. Use of staff time for recruitment is time well spent and each of us should plan to spend some time in this worthwhile effort.

11. *The program of recruitment should utilize, for planning, execution, and initiation, representatives from appropriate institutions and agencies such as agricultural organizations, student organizations, alumni, secondary education, business and industry.*

In our state, business and industry representatives have taken the initiative to help see that youth throughout the state have the opportunity to participate in career days at the university. They have done this through personal contact and also by making it possible for school guidance personnel to better understand the opportunities in the college. We have found that industry people can provide valuable assistance by

telling about their needs for graduates with training in agriculture and education.

12. *Many media of communication should be employed in contacting prospective students rather than relying upon one or two.*

Certainly individual contact is still the most effective means of doing recruitment. However, much recruitment can be done through newspaper and magazine articles, on radio and television, through letter contact and in group meetings. We need to take many approaches to accomplish our purpose.

13. *The program of recruitment should be a continuing activity which will be planned with objectives projected several years ahead.*

Agricultural career days on the campus at The Ohio State University are one type of continuing effort which has become a part of the on-going program of county extension agents and vocational agriculture teachers. Much effort is directed toward having students come to the campus, for nearly one-half of those coming to career days do enroll in the college after high school graduation.

14. *The program of recruitment should be evaluated continuously, and all participants in recruitment procedures should share in this evaluation.*

Teachers of agriculture have a vital role in the recruitment of students for their specific profession, but also must continue to recruit for all areas in agriculture. A joint effort by teachers, agents, and resident staff members must be continually in effect if agriculture is to continue to grow.

Utilization of some sound guidelines similar to those listed in this article will help in the recruitment of an adequate number of students for agriculture and the specific professions within the entire field of agriculture. □

Nebraska . . .

(Continued from page 152)

who encourage "educational progeny" to follow in their footsteps.*

The certificate, mounted in a Vo Ag Classroom, should become a conversation piece and be an attention-getter and a constant reminder of the high calling of a Vocational Agriculture educator.

*Certificates may be ordered from:
B. E. Gingery, 2309 Burnham
Lincoln 2, Nebraska (68502) □

²Ibid, p. 8.

Who Wants to Be Stationed by the Owl?

JOEL H. MAGISOS, Teacher Education, Washington State University



Who wants to be stationed by the owl? The answer to this question plagues the teacher educator. With an expanding program on the near horizon, an annual shortage of qualified agriculture teachers, and low enrollments in university agricultural education departments the question must be answered soon or vocational agriculture may be faced with cutbacks at a time when the opportunity to expand is at its finest. Surely, there are many graduates of high school vocational agriculture who can be persuaded to prepare for a career in agricultural teaching. By the nature of the excellent relationships existing between teacher educators, supervisors, and agriculture teachers, we have a keen competitive advantage over other fields.

With what do we compete for students and potential teachers? Considering the high school and college level, we can make some generalizations. With high school graduates, we must recognize that many bright young men, graduates of our own program, are shunning further education in favor of immediate job opportunity. Vocational agriculture itself may have made this a more attractive opportunity by developing a degree of marketable skill in these high school graduates. For the college-bound youth, the spectrum of opportunity for training is extremely broad, both within agriculture and out. This is one of our problems as we attempt to recruit agricultural education enrollments. Certainly other fields may appear to have more glamour and prestige. Once enrolled in a college or university, a student is beset by the recruitment advances of many departments, the attitudes of his peers, and all of the concerns of a young man on his own for the first time. Perhaps we in agriculture have been negligent in our outward appearance and low in our own morale. It is a wonder that we have any students at all!

Meeting the Shortage

The state of Washington has a particularly acute shortage this year. With a necessary annual replacement rate

of 12 teachers, only 24 students are majoring in agricultural education. During the past 10 years, it has been necessary to raid other states for a total of 38 teachers, even with relatively high enrollments in agricultural education during this 10-year period.

Three studies in Washington have shed some light on possible methods of approach to overcoming low enrollments.

Aldrich found, in a survey of 139 high school senior boys in five schools, that interest in the work, job security, availability of employment, and working conditions were ranked highest as factors in making a vocational choice.¹ In separate studies directed toward high school vocational agriculture enrollment problems, Magisos and Nelson had similar findings as to who influenced students to first enroll in vocational agriculture.^{2,3} Both studies found the father, high school friends, the vocational agriculture instructor, and the mother as the four highest ranking persons to influence the decision.

A State Plan for Recruitment

Capitalizing on the results of these studies, the author determined that intensive recruitment efforts should be made in a direct and personal manner to students, their parents, and instructor.

The plan was to operate as follows:

1. All district supervisors were to contact every promising prospective student in their supervisory district and invite them into agri-

¹Glenn Conan Aldrich, "An Investigation to Identify the Aspects of Occupations Which Rural Boys Consider Important in Choosing an Occupation" (unpublished Master's thesis, Washington State University, 1962), p. 52.

²Joel H. Magisos, "Identification of Some Factors Influencing First Enrollment of Students in Vocational Agriculture in Northeast Washington" (unpublished Master's thesis, Washington State University, 1962), p. 43.

³Clifford L. Nelson, "Identification of Some Factors Which Influence Freshman Boys at Three Northwestern Washington High Schools to Enroll or Not to Enroll in Vocational Agriculture" (unpublished Master's thesis, WSU, 1962), p. 46.

cultural education at Washington State University.

2. Names, parent's names, and addresses of all likely prospects were to be sent to the teacher educators.
3. Individually typed letters were to go to each prospective student and his parents encouraging enrollment and making reference to the recommendation of the district supervisor.
4. The president of Alpha Tau Alpha was to send a personal letter of encouragement to each prospective student.
5. Every vocational agriculture teacher was to receive a letter describing the acute shortage and its implications.
6. Each principal and counselor would receive a letter describing the shortage and enlisting their cooperation.
7. Copies of the national recruitment brochure were to go to each person contacted.

The plan was agreed upon at a state supervisory staff meeting in January and since then 140 letters have been written to some 41 students and their parents. A similar plan was put into effect at the junior college level.

These activities have been supplemented by other means of recruitment: addressing groups, taking part in College of Agriculture open houses, and individual on-campus conferences with interested university students enrolled in other fields.

The key considerations in all letters and personal contacts have been:

1. Vocational agriculture teaching is challenging, interesting, and respectable.
2. Vocational agriculture teachers are well paid.
3. There is a shortage of teachers.
4. Many opportunities for advancement exist.
5. Preparation for vocational agriculture teaching permits a later change to a specific field.
6. The teacher education staff is in-

terested in the prospective student and his future.

The program is described in specific detail in a publication available from Agricultural Education, Washington State University, Pullman, Washington, including copies of letters used in each instance. Routine procedures were developed to handle the work

load, progress charted for each prospective student, and numerous conferences were held with prospective students and their parents as a result of the campaign.

September registration at Washington State University was extremely gratifying. Sixteen new agricultural education majors, ten of them fresh-

men, enrolled for the fall semester. All except one were first contacted by the methods described in this article. Final evaluation of the program must be reserved until several years have passed, but immediate results are extremely promising. Total enrollment has increased 58% and morale is high. □

Making Up Your Mind to Teach

CLYDE F. ARCHER, Senior in Agricultural Education, The Ohio State University



Ever since World War I people have been asking, "How you gonna keep 'em down on the farm—after they've seen Paree?"

Or, to give the modern version: "How can agriculture retain a number of its best young minds to teach Vo-Ag despite the call of other professions?"

I chose Agricultural Education. A number of my friends at Ohio State chose Agricultural Education. The purpose of this article is to examine the "reason why" our decisions were made.

My decision proves the old adage, "A good teacher's image lasts forever." The principal factor behind my decision was the strong personality of George Hyatt, who was my Vo-Ag instructor. As a boy I worshipped Mr. Hyatt and determined to grow up to be a man like him.

How many other Agricultural Education majors have the same reason for wanting to be Vo-Ag teachers? For the answer to this question I went to Dr. Willard Wolf, Professor of Agricultural Education at Ohio State, who maintains a study on this subject. During our discussion he took from his files a summary of many questionnaires that had been given to his students in the introductory course in Agricultural Education. I was amazed to find that 50 per cent of the students had stressed the same reason as mine, for majoring in Agricultural Education—their Vo-Ag teacher.

Why do students think so highly of the Vo-Ag teachers? Is it the trip to the state and national FFA conventions, or the state judging contests to which the teacher takes his students? The answer to these questions is a combination of these and many other factors. In the students'

eyes the Vo-Ag teacher is "Mr. Great," and the student has more admiration for him than for any other teacher.

This is my fourth year in college and I have had the opportunity to discuss the pro's and con's of Agricultural Education many times with other college students. I would like to share some of our conclusions.

Of course, the question of salary eventually enters the discussion, and rightly so. It is difficult to find other occupations with starting salaries that can compare with those in teaching. Naturally, one cannot justify teaching on income alone, but it takes money to feed the kids.

I recently talked to Larry Heintz, a graduating senior, and this is one of the reasons for his decision to major in Agricultural Education. He said, "The college curriculum offered to Agricultural Education majors provides training in almost every area of agriculture. The broad training not only widens my background for teaching but also prepares me to enter many different fields as well. It gives me more than one string on my bow."

This fact often motivates the student who cannot decide upon a career. Of course, he must have some interest in teaching. This is one way to prevent putting all of his eggs in one basket.

"I cannot duplicate the personal satisfaction I receive from teaching," said Larry Hale after returning from student teaching. Call it a "fringe benefit" or the "reward from seeing a student succeed." I can think of no greater satisfaction than to see a student grow and know in some small way I was responsible.

I constantly have to refute statements made by people not familiar

with Vo-Ag. "Agriculture is on its way out," or "Vo-Ag is washed up" are just two of the most common. The basis for their opinion is that the number of farms is decreasing, but they fail to realize that the size of farms is on the increase. The number of people actually engaged in farming is naturally decreasing but the number of people employed in agriculturally related occupations is expanding. Indeed, two fifths of our working population are employed in agriculturally-related occupations.

I am confident that until a pill is invented to replace food that there will be a desperate need for agricultural education. As long as agriculture is needed, workers will be needed to produce, process and market agriculture products and agricultural educators will be required to train these people.

Vo-Ag is a career with a future. The opportunity to work with rural people, both young and old, is another reason for my decision to major in Agricultural Education. I appreciate the chance to work with youth in particular. The FFA organization provides an excellent opportunity to fill this desire. Taking an overnight trip with students to the state convention and spending a week in Kansas City with them at the national convention appeals to me. It is a good way to retain my youth.

How can the Vo-Ag teachers aid in the recruitment of tomorrow's teachers? Maintaining the high degree of integrity the Vo-Ag teacher now possesses is of primary importance. It must be kept in mind that the student looks at the Vo-Ag teacher with big eyes and as his example to follow. If this image-

(Continued on page 164)

Farm Skills for Prospective Teachers

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All learnings which eventuate from teaching vocational agriculture can be grouped into three classifications: (1) cognitive learnings, which deal solely with the knowing of facts and information; (2) noncognitive, or affective learnings which are characterized by an emotional dimension; and (3) psycho-motor learnings, which in common parlance are the manipulative skills requiring coordination in the execution of learned motor performance. It is the last of these—psycho-motor learnings—with which this article is concerned. The purpose of this article is to build a defensible case for skills teaching in preparing teachers of vocational agriculture, and to suggest a blueprint for doing so in pre-service preparation.

It is frequently assumed, perhaps erroneously, that prospective teachers of vocational agriculture, upon entering their pre-service program of preparation, possess all the needed manipulative skills as a consequence of their farming experience. Many, however, come from specialized farming situations or other settings which do not offer all the skills experiences desirable for teachers. Some means of providing such experiences are, therefore, highly desirable in preparing effective teachers.

An impediment to equipping prospective teachers with adequate skills in the fear of sacrificing some of the academic respectability associated with college courses through the teaching of manipulative tasks. Then too, one of the important current emphases in vocational agriculture is the management approach to farming. But is it not readily apparent that management in farming, to be effective, must involve the performance of skills? From an efficiency standpoint, for example, how highly regarded would the livestock farmer be who does not possess adequate competence to castrate his own pigs, sheep and calves? Moreover, there is a great fetish nowadays for attention to principles. While it would be less than fair to negate their importance, it must be recognized that manipulative tasks are based upon principles,

and one without the other is of little if any value.

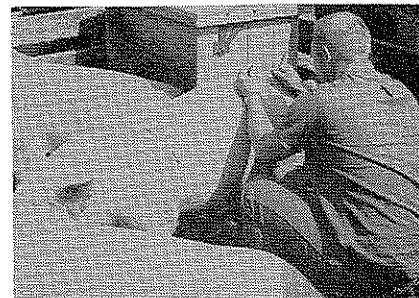
The confidence of the beginning teacher is enhanced perceptibly by adequate skills mastery. The prospective teachers' question—"Where are we supposed to learn how to perform such skills?"—has reverberated throughout many agricultural education classrooms. This question implies a felt need which has not been satisfactorily met. The beginning teacher's image of his role typically places a high premium on the doing phase in skills teaching. Accordingly, meeting this need is paramount, because effective on-the-farm teaching frequently depends on skills mastery, as does the development of supplementary farm practices in supervised farming programs.



Fruit tree grafting is demonstrated.

Ag Ed Club Impetus

Since it is very atypical to find a pre-service setting in which such skills are adequately learned as part of the content of technical agricultural courses, a consideration of alternatives is necessitated. One such alternative was recently attempted at South Dakota State College, and some highly desirable outcomes resulted. Although the idea of Agricultural Education Club Skills Days is not new nor indigenous to this institution, a cursory review of the procedures utilized has significance. The Agricultural Education Club incorporated the Skills Days idea in its program of work as a means of realizing the objective pertaining to skills mastery among its members. A committee was appointed to survey the skills needs, and to make arrangements with departments where the



An Ag Ed senior learns the skill of probing for backfat thickness.

skills were to be taught.

Two consecutive days, a Friday and a Saturday, were designated as Skills Days. A schedule, showing times and places as well as skills to be learned, was devised and distributed amongst the members. Pertinent details regarding apparel, transportation and similar matters were also included. The departments in which skills were performed included animal science, agricultural engineering, horticulture, agronomy, dairy science, and poultry science. Following are listed the specific skills which were first demonstrated by specialists and subsequently performed by the agricultural education majors:

Swine:

- Vaccinating
- Castrating
- Probing back fat
- Ear notching
- Clipping needle teeth
- Treating for mange

Sheep:

- Docking and castrating
- Shearing
- Drenching

Mechanized Agriculture:

- Hooking up a 230-volt welder
- Determining electric motor size
- Wiring a circuit
- Determining needed motor repairs
- Calibrating grain drill and corn planter
- Adjusting plow, mower, combine, and corn picker

Agronomy:

- Inoculating and treating seed

Grading grain
 Testing and judging soil
 Purity and germination testing
 Moisture testing of grains and roughages
 Making plant and seed mounts

Horticulture:

Planting, pruning, and grafting trees
 Propagating root and leaf cuttings

Poultry:

Selecting breeding stock
 Grading eggs
 Debeaking
 Caponizing

Dairy:

Making samples for teaching product quality



Prospective teachers learn how to make milk samples for use in teaching dairy product quality.

Despite the decision to make participation on the part of the club members voluntary, the event was well attended both days. Each member carried the learning to the doing level, and the cooperation extended by the various departments was excellent. This initial attempt at providing skills experiences led to the following summary observations:

- (1) Such an event represents a desirable project which can in itself justify the existence of an organization such as an Agricultural Education Club.
- (2) Here is a means of making teacher preparation more of an institution-wide responsibility. This is one of the requisites of an effective pre-service teacher education program.

- (3) Planning and conducting such an event annually could keep prospective teachers up-to-date on skills which are subject to change.
- (4) Experienced teachers located in reasonable proximity of the campus could justifiably be invited to participate, making it an in-service as well as a pre-service venture.
- (5) Understanding and support of the agricultural education program by other faculty members are improved.
- (6) Greater interest in and commitment to effective teaching are seen among student participants. Their confidence in

their own abilities is strengthened.

- (7) A keener awareness of skills possessed and of those needed is developed.

An index of the popularity of Agricultural Education Club Skills Days among prospective teachers at this institution is their plan to make the undertaking an annual event. Letters of appreciation were sent by the club to the department heads and other faculty members concerned. Agricultural Education majors and teacher educators at all institutions engaged in this endeavor might well consider this means as a possibility aimed towards needed skills development. □

Why Don't Vo-Ag Teachers Get a Master's Degree

LAWRENCE LA RUE, Vo-Ag Teacher
 Vallivue High School, Caldwell, Idaho



Vo-Ag teachers are concerned with the importance of earning a Master's Degree in order to advance in their profession. More agriculture colleges are also initiating graduate programs that better provide an opportunity for agriculture instructors to obtain a Master's Degree. In order to learn more about current problems encountered by instructors seeking advanced degrees the following thesis study was completed.

This study deals with the opinions of seventy-four vocational ag-

riculture teachers in Idaho during 1962-63.

The data revealed that the Idaho teachers of vocational agriculture were a relatively young group, as there are only seven instructors who were over the age of forty-five. Sixty-four (87 per cent) of the teachers have taught vocational agriculture from one to fifteen years. One instructor has taught vocational agriculture in Idaho for thirty years. After fifteen years of teaching experience the number of instructors

who continue in this field declined rapidly. These teachers apparently left the field for higher salaries and to enter private business.

The area in which graduate credit was earned by vocational agriculture teachers listed in order of frequency were: (1) Idaho Vocational Agriculture Teachers Associations' summer conference workshops; (2) residence at college or university, (3) extension courses, and (4) correspondence courses.

Thirty-seven (50 per cent) of the

teachers plan on earning a Master's Degree and twenty-two (30 per cent) of the teachers are undecided on earning a Master's Degree. The average yearly increase in salary with a Master's Degree was two hundred seventy-eight dollars. The highest increase in salary the first year of teaching after receiving a Master's Degree was seven hundred dollars. Two teachers reported no increase in salary with a Master's Degree.

School administration was selected by twelve of the teachers as a minor teaching field and agronomy was selected as the second most frequent choice of minor teaching fields with three selecting this minor.

Six factors were listed as motivating reasons for securing a Master's Degree. These reasons as ranked by the teachers were: (1) professional improvement, (2) increased financial returns, (3) prestige, (4) future promotion in profession, (5) keeping up to date, and (6) job security.

Apparently the teachers were satisfied with their present occupations

as thirty-nine of the teachers said they would continue in their present teaching field after completing a Master's Degree, and seven of the teachers said they would like to enter school administration after completing their Master's Degree.

The University of Idaho would be the institution selected by thirty-seven (71 per cent) of the teachers for graduate work, and Utah State University would be the choice of nine (17 per cent) of the teachers for graduate work. The factors listed as influencing the selection of an institution for graduate work were as follows: (1) the reputation of the institution, (2) graduate credits already obtained at the institution, (3) courses offered pertaining to teaching locality, (4) excellent facilities available, (5) location in state where the teacher intends to teach, (6) reliability of the instructional staff, and (7) the entrance requirements.

The three major personal prob-

lems in regard to graduate work as rated by the teachers were: (1) lack of finance, forty (54 per cent), (2) the distance away from college, twenty-two (30 per cent), and (3) inability of teachers to take their families with them, seventeen (23 per cent).

The following solutions of personal problems in regard to graduate work were listed as satisfactory by over fifty per cent of the teachers. These solutions, listed in order of frequency, were: (1) to have the local school pay additional salary for graduate credits earned, (2) to take the family to summer school, (3) to use vacation time to attend summer school, (4) to have the local school agree to give two weeks time in addition to summer vacation to attend summer school, (5) to receive a low interest loan, (6) to work week ends before summer school to gain an additional week for attending summer school, and (7) to attend a school closer to home. □

Vocational Education Depends Upon the Community Power Structure

OTTO LEGG, Teacher Education University of Tennessee



Will vocational education develop into a program of economic and social first aid for untrainable and inadequately trained youth and adults?

In all, 14 million workers were unemployed for at least part of last year. Most of the 1,000,000 1962 high school graduates not in college are now in the labor force, plus over 350,000 dropouts who are younger and have less education. The unemployment rate for these groups has been 18 to 27 per cent. Their plight is further augmented by unfavorable economic positions evident in many of the jobs which they obtain (7).

The Employment Security Division of the Department of Labor which selects trainees for the Manpower Training Programs are taking many untrained and unemployed. By use of their General Aptitude Test Battery scores, many are eliminated as potential trainees so as not to become Employment Security liabilities for employment following

the training period.

Who is responsible for this hard core, difficult to educate group?

Edson (2) says, "The real underlying cause of unemployment is lack of basic education and training in advanced skills for which there are actual shortages of qualified workers."

Structure of Boards of Education

A partial answer lies in the power structure governing education. Boards of education consist of members with special interests. Curriculum offerings have not been decided by need; they have been a series of compromises at times in the absence of basic facts.

What of the structure of boards of education at the local, state or national level? Are board members the parents of vocational students who are to be trained as technicians, or for that matter, are they even interested in good education? What per cent of the school board members are from among the lower mid-

dle and lower class economic groups from which most of the vocational students come? Will their children go into trades? Some of their children may, but more than likely not until after they have first been urged to try the college preparatory curriculum. Guidance procedures at present are directed primarily toward selecting out students considered college material.

Vocational education, except for a few crash programs, has generally succumbed to a lesser role in education as the demands continue to increase for academic preparation and gymnasiums for spectator sports.

Problems with Pressure Groups

Vocational education has been somewhat successful in obtaining funds at the federal level but is having little or no voice in educational expenditures at the local or county level. Pressure groups exert sufficient pressure on local school officials to make most vocational of-

ferings token efforts where educational funds are severely limited.

After sufficient funds have been made available to care for the college preparatory demands of the power group (from which two out of ten children who start are prepared and graduate), then the vocational training needs of the remaining eight out of ten children are next considered for vocational courses.

The lack of qualified vocational teachers and modern equipment for teaching vocations are largely responsible for the school leaving and dropout of students.

Let us consider the evidence. A study of student dropouts in Maryland by Williams (9) showed that 49.8 per cent were average or above average in intelligence, 70 per cent were living with both parents, and 79 per cent were not considered behavior problems by either counselors or parents. This would seem to refute many previous assumptions concerning the ability level and social adjustment of dropouts.

Johnson (5) concluded education should concentrate on motivating students through meaningful course content and through interesting instruction. Gallahar (3) documented several woes of a small town, one of importance needing immediate attention was vocational preparation geared to a mobile student population.

Only those facilities and equipment administratively provided make learning opportunities educationally possible. Griffiths (4) gives another view on why curricula are not better received in the educational structure when he says, "The ability to perceive problems is also related to knowledge of the area in which the problem resides."

Administrative Responsibility

If administrators do not have on hand workable plans for vocational education (including goals, content, and outcomes) they will not implement those courses even though they should be as responsible for developing vocational education as they are in preparation for college.

Bierstedt (1) states this idea of power very well: "Power supports the fundamental order of society and the social organization within it, wherever there is order. Power stands behind every association and sustains its structure. Without power there is no organization and without

power, there is no order."

Perhaps what was once a power role of vocational administration and supervision has become an advisory or consulting role with the true administrative authority placed more firmly with the chief school officers.

Vocational Education for Misfits?

Many vocational departments have only an appendage status. The subsequent curriculum offered is based on financial and administrative decision, causing many vocational efforts to become negative learning situations and, as such, vocational classes become a receptacle for misfits.

It would seem logical to consider the following: (1) Elevate the local vocational director to the staff of the superintendent of schools equal to other major principals, service and curriculum personnel; (2) Offer vocational subjects, not on the basis of amount of federal support, but on the needs of the large number of students; (3) Continually evaluate existing program goals, content, and outcome; (4) Increase expenditure of federal and state funds in communities from which students are highly mobile toward population centers; and (5) Work with the power structure (if ours is an advisory role), then work with the power figures or groups which administer education. □

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The Future Farmer as His Teacher Sees Him

C. C. BEAM

Instructor of Vocational Agriculture
Herndon, Virginia

The Future Farmer of America while in the classroom is asking questions trying to find the answer to problems. He is always on time for all classes and meetings and is late in leaving. In the shop he gets his hands and clothing dirty, but learns by doing.

In the field he is plowing, fertilizing, seeding, spraying, harvesting, repairing fences, and setting out seedlings.

Little boys like to follow him. Experiment stations' results confuse him. City relatives and friends visit him. While some detain him, his agriculture teacher boosts him. Weather, sick animals, and broken-down equipment may delay him; but it takes Heaven to stop him.

When his mother and girl friend suggest a new suit, he can quote from memory the things he needs to enlarge his project and what it will cost. He'll tell them how long it will take him to save enough money to buy it or how much he should make from his project to have enough money to pay for it.

A Future Farmer could be called a paradox as he is an executive in overalls in his home, agriculture classroom, and his offices. He is a mechanic and a scientist. He uses seeding and fertilizer attachments. With his agriculture instructor he is a purchasing agent in a baseball cap and overalls with the knees out. He is a personnel director with no seat in his pants and a dietitian and doctor for his animals and plants. He is faced with a surplus, low prices for his products, and the problem of trying to squeeze out five cents to pay the executive.

When he has time, he likes to go fishing and hunting and to play baseball, basketball, and football to take his mind off the executive job. He likes sunshine, good food, state fairs, and animal shows. He likes



to spend Saturday night in town or at his girl friend's home. He likes hot summer nights in July and August and good slow soaking rain.

He punches no clocks to start his eight hours a day because weeds and grasses use no clocks. They grow from daylight to dark, and his work must go as the grasses grow.

No one else is so far from cares and evils of life and yet so close to God in Heaven. No one else gets so much satisfaction from showing the results of his work and letting others sample the results of his work. No one else has in his pockets

at one time an old beat-up knife that is used for a knife, a hammer, and a wrench of all kinds; a billfold with only pictures and a driving permit; a pair of pliers, a few nails, washers, and nuts to rattle for money; paper and a beat-up pencil; memo pad and notes for a guide.

No one else but his mother can remove these things from his pockets. On washday she finds nails, washers, nuts of hardware, some small grain and plain dirt, and chaff from the trouser cuffs. She will not get mad because she has done it for "dear old Dad" for many a wash.

A Future Farmer must be a fatalist

and have faith in his everyday farming. He must have faith to continually meet the everyday challenges of his capacities amid an ever-present possibility that an act of God in Heaven (death for his animals, drought for his crops, wet, late spring, and an early killing frost in the fall, fires, floods, and tornado) can bring his business to a standstill. He can reduce his acreage and yield per acre but cannot restrain his ambition.

When you have a student that meets the requirements above, you have a real Future Farmer in your class who some day will help feed and clothe the world. □

State Plan Aids in Teaching Farm Management

H. W. GREEN, Subject Matter Specialist, Alabama



Vocational Agriculture was founded on sound basic principles, however the early leaders would advise change and adjustment where this would result in greater efficiency in meeting needs that probably did not exist in the early days of this work. This fact has been recognized by present day leaders. Just recently training for employment in agricultural occupations other than farming and ranching was recognized as a responsibility of Vocational Agriculture. This is a highly significant adjustment in view of reliable statistics which indicate that in today's modern agriculture, for every one man on the farm there are three men engaged in agricultural work off the farm. In a recent address Dr. Ben T. Lanham, Jr., Head of Agricultural Economics Department, Auburn University, Auburn, Alabama, pointed out that agriculture today, as in the past, occupies a key role in our over-all economy, and that as a principal source of food and fiber, agriculture is and will continue to be this country's most basic industry. He further stated that job and career opportunities in agriculture and related areas are increasing and not decreasing.

In Alabama, staff members and teachers are concerned with changing course content and objectives in Vocational Agriculture to keep pace with these changing needs.

Teaching Economic Principles

One change in approach has been the placing of greater emphasis on farm management. It was recognized that farm decisions will continue to be made in the framework of an uncertain future, and that farming will continue to be risky and costly. Good management will be the key to success in farming. Furthermore, in case the student enters a related agricultural field, the basic economic principles which must be stressed and understood in farm management are equally applicable to any business firm which faces the task of combining its available labor, capital, and other resources into a successful operating business.

Recognizing that teachers do the best job of teaching what they know best, the first responsibility faced by the staff was the involvement of



A group of Alabama Vocational Agriculture Teachers on a Farm Management field trip during the Annual Teachers Conference.

teachers, farm management personnel, and the staff in developing a plan for giving greater emphasis to farm management. This group recognized that much had been done in this field in the past and that additional gains could be made by orienting efforts in a new managerial perspective. They also felt that the problem could best be solved by a continued long time effort in farm management with some momentum gained each year rather than by a spasmodic breakthrough. Much awaited to be done.

A Reference Is Developed

First, the need was realized for reference material written on a high school level and oriented to problems existing in the region. Staff members of the Agricultural Economics Department at Auburn University accepted the challenge to write such a book.* The manuscript was reviewed by teachers of Vocational Agriculture and professional people in Alabama and other states who gave suggestions for its improvement. Copies of the book were made available in quantity to all Vocational Agriculture departments.

Following this, a close working relationship of staff members in Vocational Agriculture and the staff members of Agricultural Economics

*Chastain, E. D., Yeager, J. H., and McGraw, E. L., *Farm Business Management*, Auburn Printing Co. 1962.

Department at Auburn University resulted in further augmenting the movement. Lesson plans were developed, supplemental teaching materials were provided, and the program was under way.

Presentation at Teachers Conference

Through a series of discussions at the annual teachers conference, teachers were brought up to date in applying the principles of good farm management to actual farm situations. One full day at the conference was spent in field trips to farms in the area. Teachers selected in advance the type of farm they wished to visit. Some selected a dairy farm or beef cattle farm, while others selected a farm combining row crops and livestock.

Five groups, with approximately fifty teachers to the group, spent the morning at the farms selected analyzing the farm organization and operation. In the afternoon these groups discussed the farms visited and agreed on farm management practices they

would recommend in each case. Searching questions relating to strong and weak points of the farm organization, to adding, dropping or expanding enterprises, and to recommended managerial changes were answered after much deliberation. "For what purpose would an expenditure of \$1,000 on this farm pay the highest return?" was one question asked that involved much thought.

Through help obtained in these meetings and reference material provided there is an increased interest in the management phase of agriculture that should result in strengthening instructional programs.

A Long Range Approach

Much remains to be done in the future, but as was previously mentioned, the approach is a continued long time effort and it is hoped that some momentum will be gained each year. As problems in management are solved, new ones will arise and teachers are challenged to study and adjust continually to meet the manage-

ment needs of those enrolled in Vocational Agriculture. There must be a balance between efficient production and management if those engaged in agriculture are to take full advantage of scientific and modern technological developments. Our success in the field of Vocational Agriculture, and the success of those earning a livelihood in agriculture, for that matter, can depend on how well this balance between production and management is achieved. □

Archer—

(cont. from page 158)

should slip, the chance to recruit teachers would be remote. Second, the Vo-Ag teacher should not sell teaching short to his students. After all, it is his profession. If he does not believe in teaching why should the students? Third, there is no other profession with as close contact with its potential recruits as the profession of teaching—so let's take advantage of the opportunity now. □

A Testing Program in Selecting Students for Agricultural Education

WALTER WARD, Vo-Ag Instructor, Palmer, Alaska

Too often the vocational agriculture departments become dumping grounds for the slower students. We do not wish to skim the cream off the top, so to speak, because we realize our vocational programs also fit the needs of students of lower ability who show an interest and aptitude toward vocational agriculture. Many of these students will not go to college and must be prepared for a useful, happy citizenship during their high school career. But, from the vocational standpoint, it is also important to obtain their share of the top students who show interest in vocational areas.

The purpose of this paper is to show why intelligent individuals with knowledge and aptitudes for science, mechanics, and business are also needed in the vocational and professional agriculture fields. A well-informed guidance program will help direct the qualified and interested students into these areas.

A testing program for vocational agriculture students should take into

consideration the following tests: intelligence, aptitude and interest, personality and social, science, achievement and special abilities. If these tests are already being used, we are not advocating extra tests or duplication of tests. We are advocating, however, that the results obtained from these tests be used to guide qualified students into vocational agriculture.

Eighth Grade—*Aptitude and Interest*
Occupational Interest Inventory
B C D

Ninth Grade—*Intelligence*
Kalmann-Anderson Intelligence Test
Achievement
Essential High School Content Battery

Tenth Grade—*Personality and Social*
California Test of Personality

Twelfth Grade—*Achievement*
Retest
Aptitude and Interest
Occupational Interest Inventory

MEASURE OF APTITUDE

"The chief purpose of an aptitude test is to predict, to identify individuals having the greatest potential and who will profit most by special training."¹ The aptitude test will help to show the areas of the student's greatest interest, whether it be farming, animal husbandry, machine operation, or business. This information will enable the instructor to help the student help himself.

Agriculture mechanics is an important part of today's farm operation. About one-fourth of the agricultural training is in mechanics. The aptitude test will help determine the extent of the student's mechanical ability. This information will help the instructor to understand the student, in order that a better job of counseling and instruction may be given to him.

I have chosen the California Occupational Interest Inventory to measure this area.

¹O. K. Buros, *The Fifth Mental Measurements Yearbook*, p. 892, Test 864.

INTELLIGENCE TEST

An intelligence test should be given during the first part of the ninth grade. The results of this test will help the instructor evaluate his freshmen students and gear the course to their needs. This intelligence test is important in the counseling of agriculture students. There are 15,000 jobs opening each year in the field of agriculture and only about 8,000 qualified students graduating to take these jobs. The counselor and the agricultural instructor play important parts in guiding students with above average I. Q. into the fields of agricultural chemistry, agricultural engineering, soils, teaching, and many related fields.

The intelligence test will also indicate the students who will not have the ability to attend college. These individuals will need concentrated training in the areas from which they will benefit.

The Kulmann-Anderson Intelligence Test is the one I have chosen to be given during the freshman year.

PERSONALITY TEST

Personality is the combined characteristics of a person's behavior. His intelligence, knowledge, attitude, interests and responses constitute this personality. The personality is a reflection of the person's inner-most self, and influences everything he does.

If, through observation, the student indicates a problem in personality, he can be given a personality inventory test. From this test he and the counselor can determine the cause of his difficulty and start working to overcome it.

Agriculture instructors visit their students' homes to supervise the farming programs. Many problems can be solved through these visits with the students and their parents.

Although personality adjustment is important through all grades, I feel the sophomore year is the most important. At this age their bodies change, their voices change, they sometimes begin dancing and to be accepted by their peers is especially important at this stage.

If a personality inventory is to be used, I will choose the California Test of Personality.

ACHIEVEMENT TEST

An achievement test should be given in the freshman and senior years. The results of this test will help the student to see where he stands; the information from this test should help the student to decide his



Palmer FFA boys examine environmental experiments with alfalfa at Alaska Agricultural Experiment Station. Superstructure in foreground supports artificial lights to lengthen fall days while the cover in background slides over plants to shorten the natural fall photo-period.

future. If the test shows he is capable of going to college, and if he has a good background in vocational agriculture, he should be informed of the many job openings in the agriculture fields. He should also be informed concerning college training and how it will better prepare him for the business of farming.

If the test shows high ability in science, he might be interested in soils, agricultural chemistry, or weed control. A high score in the mathematics test might be an indication of his possible future in agricultural engineering. There are many agricultural fields waiting for well-trained individuals. Intelligent persons well trained in agriculture, must feed and clothe the peoples of the world.

The achievement battery I will use is the Essential High School Content Battery.

The ultimate goal of guidance is self-guidance. By knowing the results of the foregoing tests, observing and associating with the students over the four year period, the counselor and agriculture instructor should be in a good position to show the student where he is, and point in the many directions in which he may go. *The distance and direction must be up to the individual student.* □

The world's moving so fast, the man who says it can't be done, is interrupted by someone doing it.

—Elbert Hubbard!

Educators to Define Workshop Standards at National Seminar

One-hundred of the nation's leading farm educators converged on the Thor Center for Better Farm Living near Huntley, Illinois, for the first National Farm Shop Seminar on September 5 and 6 to examine existing problems and future developments of farm workshops.

Agricultural engineers, safety and farm shop specialists, farm superintendents and instructors represented the following universities: Auburn, Clemson, Colorado State, Connecticut, Cornell, Florida, Georgia, Kansas State, Illinois, Maine, Maryland, Michigan State, Minnesota, Nebraska, No. Dakota State, Ohio State, Oklahoma State, Penn State, Purdue, So. Dakota State, Southern Illinois, Texas A & M, Texas Tech, Virginia Polytechnical Institute, and Wisconsin. □

In the January, 1932 issue, Editor, Sherman Dickinson, discussed the effects of the great depression on vocational agriculture and made this statement: "Now is the time to organize more evening school courses rather than fewer, to interest more boys in part-time work rather than to drop the activity, to increase supervised practice emphasis rather than decrease it. Now as ever farmers and farm boys need help. □

News and Views of the Profession



New York State Teachers of Agriculture recognized for 25 years of teaching Vocational Agriculture by the award of gold watches at the 53rd Annual Conference of teachers of Agriculture at Harpur College, Binghamton, pose with John Terrell, Regional Director of Sears, Roebuck Foundation, left to right, seated, Clifford Luders, Donald Watson, John Terrell, who made the presentations, Stephen Hubbell, and Leonard Grubel. Standing, Lyle Barnes, Franklin Karn, and William Kumpf. —Photo by W. W. Sharpe

HERBERT R. DAMISCH, 1900-1963

Herbert R. Damisch, Chief of Agricultural Education in Illinois was stricken with a fatal heart attack on August 11, 1963.

He received his B.S. and M.S. degrees from the University of Illinois. He taught vocational agriculture in Ohio and in Illinois, before becoming an assistant state supervisor in 1930.

Mr. Damisch entered military service at the outbreak of World War II, and served in the South Pacific. He had the unusual distinction of being cited for heroism on recommendation of the enlisted men in his command.

After the war he again joined the state office staff as a supervisor, devoting his time largely to northern Illinois. On September 1, 1956, he was named Chief of Agricultural

Education, holding this position until his death. □

A recent report from Illinois shows 453 schools offering vocational agriculture in the state with 15,591 high have Master's Degrees and the average of 4.4 per school. 211 teachers have Master's Degrees and the average number of years taught is 12.3. The average salary reported for all teachers was \$6,708.

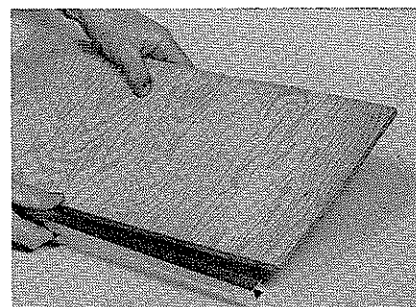
Indiana NVATA members have recommended to their State Office Building that a Vocational Agriculture Information Service he started. Indiana has a total of 308 Vocational Agriculture Departments and 298 members of NVATA.

For the first time this year, a joint conference was held in Kentucky for

all vocational services in the state. This conference was held at the University of Kentucky beginning July 30. Such conferences are planned about every four or five years in the future in order to provide for an exchange of ideas between all branches of vocational education in the state.

Dr. Guy Timons of Michigan State University is serving on half-time basis as coordinator of in-service training for vocational agriculture in Michigan.

Missouri Vocational Agriculture Teachers have a number of joint activities with Production Credit Associations within the state. Production Credit Associations provide annual activity calendars for all Departments of Vocational Agriculture, and they also, last year, provided a breakfast for Vocational Agriculture teachers, wives, and guests at their annual conference.



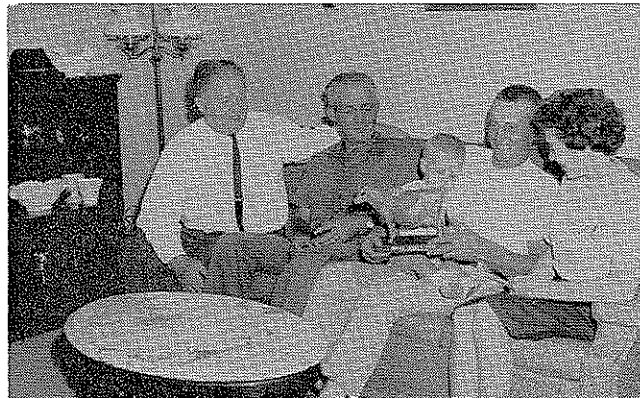
This U-shaped aluminum channel takes the edge off many do-it-yourself woodworking projects.

The product fits snugly over the edge of plywood or hardboard, eliminating the need for planing, sanding, painting or finishing the edge. The fluted aluminum piece also provides a handsome decorative effect.

Designed for projects ranging from pegboards and bulletin boards to desks and tables, the aluminum U-channels are eight feet long, can be sawed and drilled with regular hand or power woodworking tools, and can be attached with glue, nuts and bolts, or simply slipped on.

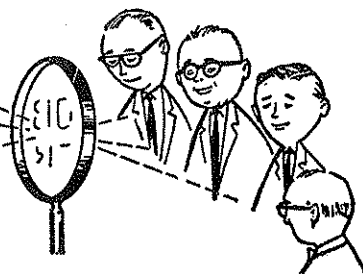


In-service training for instructors in agriculture in the use of the dynamometer for testing farm tractors by Orrin Berge (center) Professor of Agricultural Engineering, College of Agriculture, Madison, Wisconsin.



The 1963 Kentucky YFA Member of the Year, John C. Miller, his wife and son, J. Ernest Threlkeld, district supervisor, on the left, and Mitchel McFarland, vocational agriculture teacher, second from left, seated in the young farmer's living room.

BOOK REVIEWS



N.V.A.T.A. News

James Wall
Executive
Secretary

CONTRACT FARMING, U.S.A.
Ewell Paul Roy, Ph.D. Associate Professor of Agricultural Economics Louisiana State University. Published by the Interstate Printers and Publishers, Danville, Illinois, June, 1963, xiv + 572 pp.

In this book, Dr. Roy provides a thorough and impartial analysis of the good and bad aspects of contract farming and vertical integration. Contract farming and vertical integration mean many things to different people. The fact that 95 per cent of broilers grown are produced under some type of vertical integration; 95 per cent of the broiler or meat type hatching eggs are produced under some type of vertical integration; and that 35 per cent of eggs for table use are produced under some type of vertical integration, illustrate the importance of contract farming.

The book is designed for the professional worker in agriculture, for the farmer and for those engaged in agribusiness.

Raymond M. Clark,
Michigan State University

SELECTING, FITTING, AND SHOWING HORSES by Julius E. Nordby and Herbert E. Lattig, published by The Interstate Printers and Publishers 19-27 Jackson Street, Danville, Illinois. Price \$1.25, 135 pages.

This booklet is written for students of vocational agriculture and is divided in two parts with one part devoted to the selection, fitting and showing of stock horses and the other part devoted to draft horses. The booklet is well written, many pictures are included, and the portion of the book devoted to the selecting of good horses would be helpful to any one in buying a horse for riding or farm work.

William Judge, Supervisor
Agricultural Education
Kentucky

ANIMAL SCIENCE AND INDUSTRY by Duane Acker. Published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 502 p., illustrated; 1963. Price \$10.35.

Written primarily as a basic text for an introductory college course in animal industry, this book is organized by subject matter topics pertaining to the broad field of animal science rather than by livestock species. Examples of chapters include feed nutrients, animal reproduction, breeding programs, market classes and grades, and meat technology. Significant aspects of the book are illustrated by photos, tables, and graphs. This book may be above the level of high school students in vocational agriculture; however, teachers should find it a valuable reference.

Dr. Acker is Associate Dean of Agriculture at Kansas State University.

Denver B. Hutson
University of Arkansas

From Former Issues

In September, 1952, P. D. Spilbury of Wasco, California, wrote: "The Wasco Union High School Farm Laboratory consists of 95 acres of improved land watered by a 350 foot well with a 50-horsepower electric pump which feeds water through a reservoir covering approximately one acre. Crops grown on the farm include alfalfa, permanent pasture, milo, cotton, sudan grass, potatoes, and truck gardens. The farm is the property of the high school district and the income goes into the district funds. The policies, plans, and rotations are developed by the department head and are submitted to the governing board of trustees for approval. The farm is operated as practically as possible, not as a show-place or as an experimental farm, but as a farm laboratory for the purpose of instructing high school students who plan to make agriculture their way of life."

Thirty-nine states were represented by the 310 NVATA members and guests at the annual NVATA "Coffee Hour" and meeting during the National FFA Convention. The group was the largest to attend such a meeting and exceeded the 1962 attendance by nearly one hundred and was probably the largest group of NVATA members ever assembled from throughout the nation.

Wenroy Smith, national president, was the principal speaker. Others introduced for brief comments included, James Wall, NVATA Executive Secretary, Hamilton Hicks, Educational Director, The d-Con Company, Wilson Carnes, Editor, The National Future Farmer Magazine, Harry Bryson, Executive Vice President, The Agricultural Hall of Fame and National Center, Jim Gibson, of the Peace Corps and Ed Gund, R. B. Jones Insurance.

James Hamilton, NVATA immediate past president and Georgia Wall, NVATA office secretary, were in charge of registration and assisted with arrangements for the meeting. Past national officers in attendance included Don Kabler, Oregon; Parker Woodul, New Mexico and J. B. Harvey of Colorado.

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Over 135 student teachers and teacher educators attended another "Coffee Hour" sponsored by the NVATA during the Kansas City FFA Convention. NVATA President, Wenroy Smith, spoke to the group and encouraged them to complete their requirements for teaching vocational agriculture and to consider the many advantages and personal rewards of the profession.

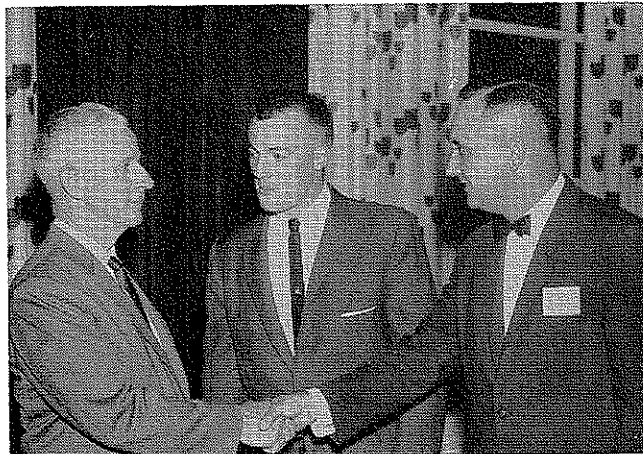
Dr. Curtis R. Weston, University of Missouri, was chairman for the Twelfth Annual Conference of Student Teachers in Agricultural Education. He introduced teacher educators and students from the 22 states represented.

Wenroy Smith, NVATA President, named was an Honorary American Farmer and was also made an honorary member of Alpha Tau Alpha.

Stories In Pictures



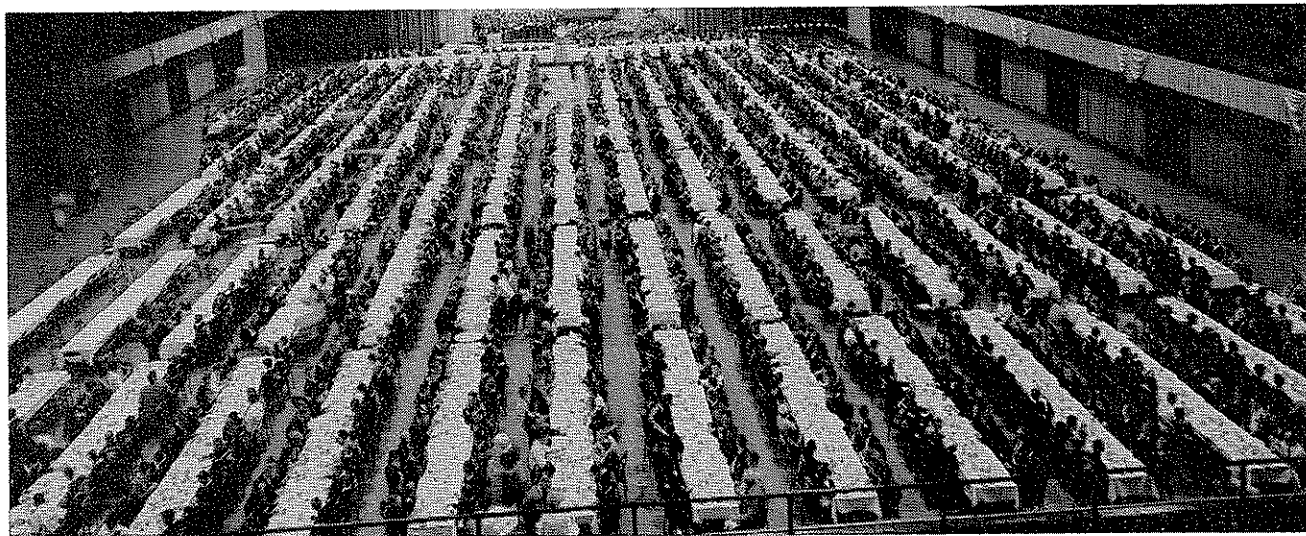
Twenty-five years after his election as Atlantic Regional Vice President, 1938-1939, Elmer Johnson continues to encourage Future Farmers to set high goals and maintain a strong organization. Vice President Johnson spoke at the 1963 FFA Convention held in Swanzy, N. H.



Dr. Joe P. Bail congratulates Lew E. Harvey on his retirement as Keith Harvey, who is a beginning teacher of Agriculture looks on in admiration of his father at the annual meeting of the Association of Teachers of Agriculture, held at Harpur College in Binghamton, New York. —Photo by W. W. Sharpe



The 1963-64 Kentucky YFA President and his wife, Mr. and Mrs. Richard E. Crutcher. Mrs. Crutcher was elected chairwoman of the ladies' committee, which is an auxiliary of the State Young Farmer Association. Mr. Crutcher is the sixth president of the Kentucky YFA, which has a membership of over 700 of the 2,200 young farmers enrolled in young farmer classes.



Two-thousand one-hundred and fifty-four Future Farmers of America members, advisers and friends of FFA attended the 1963 State FFA convention banquet. Minnesota claims that it sponsors the largest FFA banquet in the country. Banquet speakers included Governor Rolvaag, State Commissioner of Education Erling O. Johnson and Duane Leach, National FFA Vice-president, Winnebago, Minnesota. There were 2,600 Future Farmers registered at the 1963 state FFA convention and leadership conference. Over 1,600 participated in the judging contests.