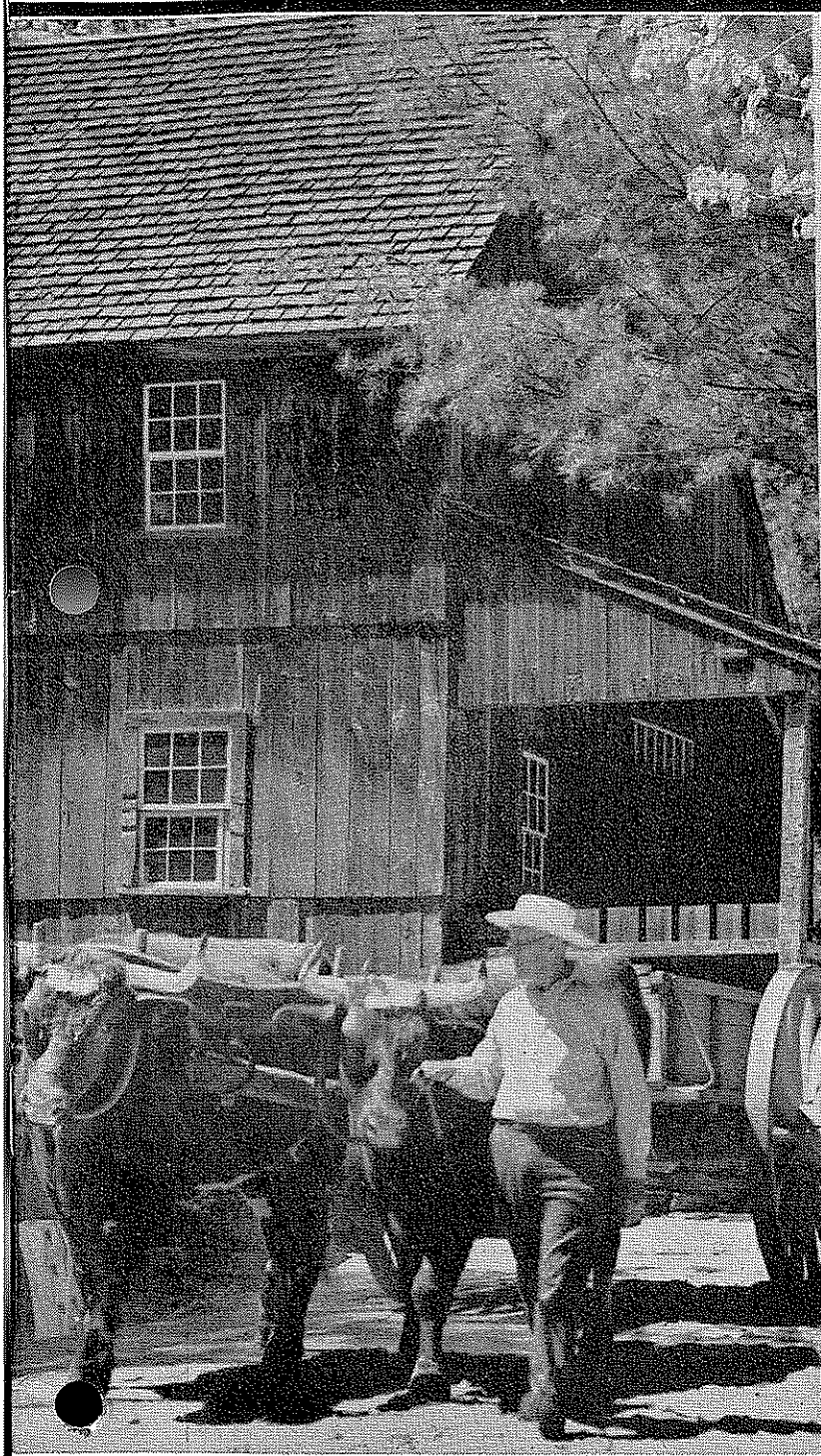


# Agricultural Education

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*Featuring — Professional Leadership*

The professional journal of Agricultural Education. A monthly, 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.

# The Agricultural Education Magazine

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## Cover Picture

Our cover shows a farmer of the year 1800 delivering grain to a grist mill, powered by an undershot water wheel. This picture was taken at Sturbridge Village in Massachusetts. Today's farmer is shown as he delivers wheat to a modern terminal elevator. While much of the progress shown in these two pictures can be attributed to individual effort, trained agricultural leaders have played an important part in helping farmers in this great transition.

Want to help improve this magazine? Send us your suggestions in our reader survey.

## Leadership—A Badly Needed Asset in Agricultural Education

Guest Editorial . . . Guy E. Timmons, Teacher Education, Michigan State University

**WANTED—Leadership in Agricultural Education. Numerous Openings at all Levels. Opportunity Unlimited for the right persons. The position is yours if you think you have what it takes.**

This is the first public appearance of the above classified advertisement. The content of the ad is timely, yet "old hat" to all within our profession. We have always been at the crossroads in agricultural education, but in this day of super-expressways, it is extremely dangerous to pause in deliberation as to which way to turn. Our course must be well planned in advance to eliminate indecision midst the rushing turmoil about us. Professional leadership, at all levels, must unite to chart the present and future course.

What is leadership? Briefly, we shall label "leadership" as that behavior or action taken by the individual (or groups) who precedes or directs in education pertaining to agriculture.

Where does leadership have its roots? At all levels—the national, the state, and the local. The local level is by far the most important because it is here that the program approaches reality, where it truly touches people. The local teacher of vocational agriculture and his team of assistants—he is the very base or foundation of leadership within the profession. Those at other levels do become a part of the structure, but without a solid and secure base, the total structure becomes worthless.

Leadership is essential on the local level, and it is also essential on the state and national levels.

Teachers of vocational agriculture need to use modern techniques of educational leadership in developing and carrying out programs in their communities.

The teacher needs to develop his talent as a discussion leader, his skills in human relations. He needs to know how to improve an agricultural job. Skills in evaluation are needed. After these and other skills have been acquired, then the teacher must know and exercise good communication.

Some would have the teacher of vocational agriculture become all things to all people. The vocational agriculture teacher has a unique contribution to make in the curriculum. His leadership contributes to humanity via the agricultural media. The day that he loses that uniqueness is the day that agricultural education should cease. It can be proven that the teacher of vocational agriculture has and continues to contribute to the total education of all. However, the teacher of vocational agriculture is not in the educational field primarily because of his general contributions, but specifically because of his contributions to the agricultural education and preparation for agricultural vocations.

"If the human race is to survive," Kenneth E. Boulding recently wrote, "it will have to change its ways of thinking more in the next 25 years than it has done in the last 25,000."<sup>1</sup>

Teachers of vocational agriculture perhaps more than any other group of teachers, can more readily accept such a statement. They have been faced with and are coping more with change than many others.

Agricultural education has covered many miles and is moving ahead at posted expressway speeds. There are "cloverleaves" ahead. Leaders in the field must exert strong team effort to execute the proper turn for destination achievement. □

<sup>1</sup>"After Civilization, What?" Bulletin of the Atomic Scientist, October, 1962, 18, 6.

## "---And Develop Those Qualities of Leadership---"

CAYCE SCARBOROUGH, Teacher Education, North Carolina



C. Scarborough

These words from the opening ceremony of the FFA are familiar to all in Agricultural Education. But, have you stopped to ask exactly *what* are those qualities of leadership which a Future Farmer should possess? Are these qualities the same for everybody? How about teachers? Supervisors? Teacher Educators? In short, what are the qualities of leadership which a leader in Agricultural Education should possess? And, even more important, how do we develop these qualities of leadership?

Apparently, one of the first qualities of a leader,

especially in these rapidly moving times, is to be able to develop new ways to solve current problems. Often these current problems are basically the same old problems but they are in new circumstances. This calls for different approaches. The same old solution which worked well at another time will likely not meet the present needs. In fact, an almost certain recipe for failure in solving current problems is to use out-dated ways and means. This is why the leader who insists upon continuing on and on in the "tried and true" ways soon becomes a protector of the past rather than a leader of the present.

A second quality of a leader seems to be that of developing "the art of the possible." By this is meant

(Continued on page 28)

"- - And Develop . . . .  
to "see" what is possible in a given situation. This means combining theory and practice. Understanding what "should be" is an essential first step. This is necessary so that the leader will be operating at the highest level. Start here, not with "the facts." The second step calls for a realistic look at "what is." The real leader then combines the ideal with the practical in arriving at the best possible solution.

Still another quality of a leader is that of seeing the potential in others. He looks for potential rather than past record. He sees the person in the job ahead rather than emphasizing past accomplishments. Not how long he has served, or even how well, but what are the prospects for the years ahead? Some people in leadership positions lack this quality. Sometimes it is said that they are poor judges of people. They cannot visualize how a person will do in a given situation. This is particularly difficult if it is a job differing from the one in which the person has experience. For example, when a teacher of agriculture becomes a supervisor, the qualities which made him a good teacher may not be the same as those which are needed to be an effective supervisor.

A leader of today must possess the quality of respect for the other fellow. No leader can do it all, in any organization. He will not see ways of using ideas of others in arriving at decisions of importance to the group unless he has respect for individuals in the group. The leader must remember that assuming a position of leadership (president, supervisor, chairman, etc.) does not automatically make him a leader. The status position of leader will sustain him for a while, but he must possess some qualities of leadership if he is to prevail as a leader.

Many other qualities are needed to be a leader, one other will be mentioned here. He must be able to look ahead. To see how things will be in the future is not easy. It is not really possible, of course, but the real leader must be able to make a good estimate. If he is not able to see any further than anyone else, he fails to be the needed leader. This takes broad understanding of all the pertinent factors affecting the group of which he is the leader.

It is believed that these qualities apply to any leader, but especially

to those in Agricultural Education in these days. The president of the FFA chapter needs to possess or develop these qualities if he is to be the leader that is needed for the chapter this next year. For example, in appointing committees he must be able to really know how the members will act and react if the committees are to be effective. The supervisor finds himself in a leadership position in many different, and sometimes conflicting ways. This is particularly true if some of the older programs are being continued while new ones are being developed. In a similar way, teachers often find their old roles rapidly changing and wonder if the old ways of being an Ag Teacher are

still effective. An example is when a teacher who has taught for 20 years in a department as the only teacher of agriculture finds himself in a consolidated school with two other experienced teachers. Will the same pattern of leadership work now with the three teachers? Teacher educators too are finding new trends facing them in their work. How can they be sure that they are seeing ahead rather than making a few minor shifts in a course or two?

So, it seems to behoove us all to try to develop those qualities of leadership which we should possess rather than fighting everybody who wants to make any change and glorying in "the good ol' days"! □

## L E T T E R S

Dear Sir:

I read with great interest your editorial, "Eight Steps in Improving Facilities," found in the May issue of the Agricultural Education magazine.

Public relations are important in developing facilities in a community. Certainly the students carry information home, but too frequently parents are "too close" to the department and often fail to recognize the situation since their son is getting the job accomplished. They don't consider the fact he could be doing a better job with the proper facilities and equipment.

I have had the experience of having facilities increased in size and also having new facilities constructed. In both cases, it was the young and Adult Farmer classes who took the initiative AFTER they had the opportunity to use the local facilities as students in the night classes.

With the new developments and changes in high school agricultural education, adequate facilities and equipment will become major factors in the success of the program.

SAM STENZEL  
Russell, Kansas

Sir:

Curtis Weston's recent article, "What Do We Really Know About Our Program?" certainly emphasizes the current lack of valid information concerning many areas of vocational agriculture. Several excellent investigations have been made of some of the assumptions listed by Mr. Weston; however, we do not have the organized comprehensive body of knowledge necessary for optimum program analysis and development.

This is a characteristic of the total field of vocational education. The lack of such information was definitely a limiting factor in the deliberations of the Panel

of Consultants on Vocational Education.

Let's give priority to bold, searching analyses of where we are going and salute the open-minded questioning exhibited by Mr. Weston.

Sincerely,  
DUANE M. NIELSEN  
Agricultural Education Branch  
U. S. Office of Education

Dear Sir:

"Evaluating Instructional Programs" by Dr. Paul Hemp in the June, 1964 issue is a most thought-provoking article.

As professional workers, each of us might well ask ourselves if we are guilty of certain "sins in evaluation." Have each of us—(1) done our best to clearly identify the appropriate objectives of our programs or have we been satisfied to sit back and continue to accept objectives formulated in a by-gone era, (2) made our program objectives known to our students, parents, other educators and to the general public instead of keeping our objectives to ourselves, (3) adequately publicized the positive results of our evaluations in opposition to the criticisms presented by the uninformed, (4) used all available valid and reliable criteria and measuring instruments instead of mere judgments in evaluation processes, (5) made evaluations based on all the available evidence rather than on insufficient, inappropriate or biased observations and data, (6) included the general public, parents and students in the evaluative processes rather than treating evaluation as the prerogative of the professional worker, (7) made continuous evaluations instead of the once or twice a semester or year "spot" evaluations, (8) treated evaluation as a systematic problem-solving process rather than a trial-and-error process, and (9) perhaps most important, centered our evaluations on whether or not significant changes in behavior have occurred in our students instead of evaluating program activities,

(Continued on page 38)



LuVerne Donker

## Learning on the Job Important to Ag Technicians

LuVERNE DONKER, Instructor, Modesto Junior College, Modesto, California

The terms "technology" and "technician" have been in use for some time to describe certain skills and specialists in the employment areas of our economy. Unfortunately, until recent years, little has been done to bring the broad areas of agriculture into focus in order that its technical needs might gain some definition and perspective. Happily this situation, particularly as it affects agricultural education, has changed, and considerable interest in agricultural technology has developed throughout the country.

It is the intent of this article to describe briefly an evaluation of agricultural technicians gained from a study recently completed at the Modesto Junior College.

The initial work was done in 1961-62, when Jerry J. Halterman of the agriculture staff made a study which defined and classified technicians in agriculture. Subsequent to the publication of his findings, a follow-up study was conducted by the author, the purpose of which was to study the agricultural technician on the job. This article deals with the latter study.

### Technicians Interviewed

Because the survey was conducted with a view to its effect upon the agricultural curriculum, it was decided to study what the technician did on the job. This involved a selection of representative technicians in the various areas and, with few exceptions, these individuals were interviewed while at work. There were two aspects to the interview. The first involved completion of a questionnaire. The second involved an oral inquiry supplemented by the observations of the investigator. While this method of intensive interview in depth was time consuming and limiting in scope, the results obtained were productive, correlated well with the previous study, and were felt to offer a sound base for curriculum orientation.

The information acquired in the questioning was organized into two major areas. The first involved knowledge and skills which were essentially agricultural in nature. The second involved training of a general or academic nature. The results of the study which follow are described mainly in reference to these.

The definition that a technician is a specialist with more than high school training, but less than college graduate or professional level preparation, was supported by the fact that three-fourths of those interviewed

had some post high school education. Although not summarized as such in the study, it was observed, as one might expect, that the younger the technician the more likely he was to have had at least some college education.

### On the Job Training Important

Significant to agricultural education is the feeling prevalent among the technicians that their major training for their job had been on the job. Most frequently they credited



Henry Borgendine, a horticulture major, now employed as a plant propagation specialist and supervisor by a commercial nursery.

their employer with keeping them abreast of their job demands. However, their information doesn't minimize the importance of their agricultural background or the value of their basic training. It does suggest skills areas where their training has been inadequate.

In visualizing the nature of a technician's work, it should be realized that in many instances his knowledge may cover a range of subjects (information) almost as broad as that of the professional. The important difference between the two lies in the *depth* of knowledge required by each in making judgments required in the performance of his job. For example, the professional agronomist needs a thorough understanding of plant classification, physiology and ecology in order to develop and recommend herbicides for general use. The agronomy technician would probably be expected to identify weeds, determine which recommendations apply, calculate application rates and identify expected results.

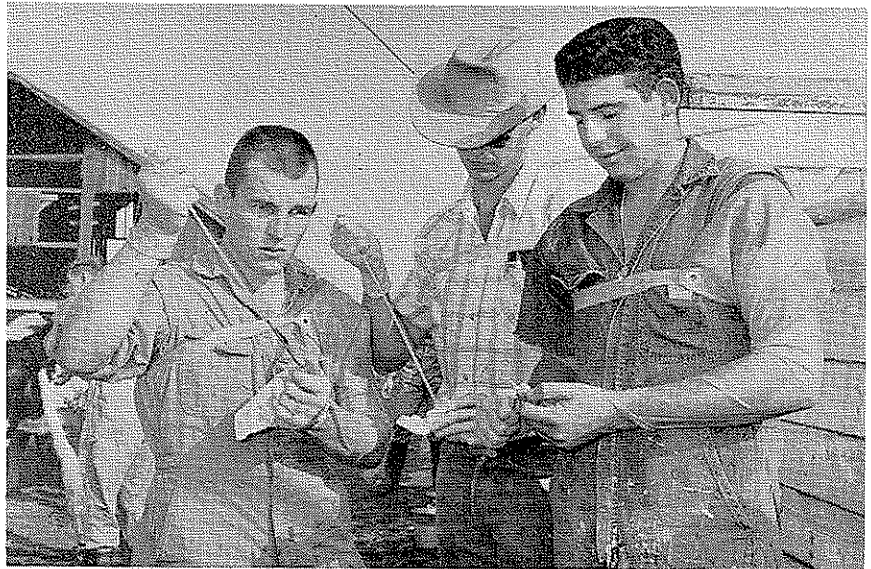
#### Desired Areas

In considering technicians as a group, the areas of agricultural training most frequently mentioned as essential in connection with their work are listed in order of importance as follows:

- Agronomy and field crops
- Basic shop skills
- Supervision of agricultural personnel
- Soils
- Vegetable crops
- Agricultural processing
- Horticulture
- Agricultural business administration
- Irrigation
- Agricultural sales

When asked to list areas of basic training other than agriculture which were essential to their performance on the job, the frequency of response revealed the following order:

- Basic arithmetic—95% (even elementary algebra is of infrequent use)
- Basic composition (reports and letters)
- Bacteriology—Parasitology
- Entomology
- General Psychology
- Public speaking
- Bookkeeping
- General biology
- Chemistry

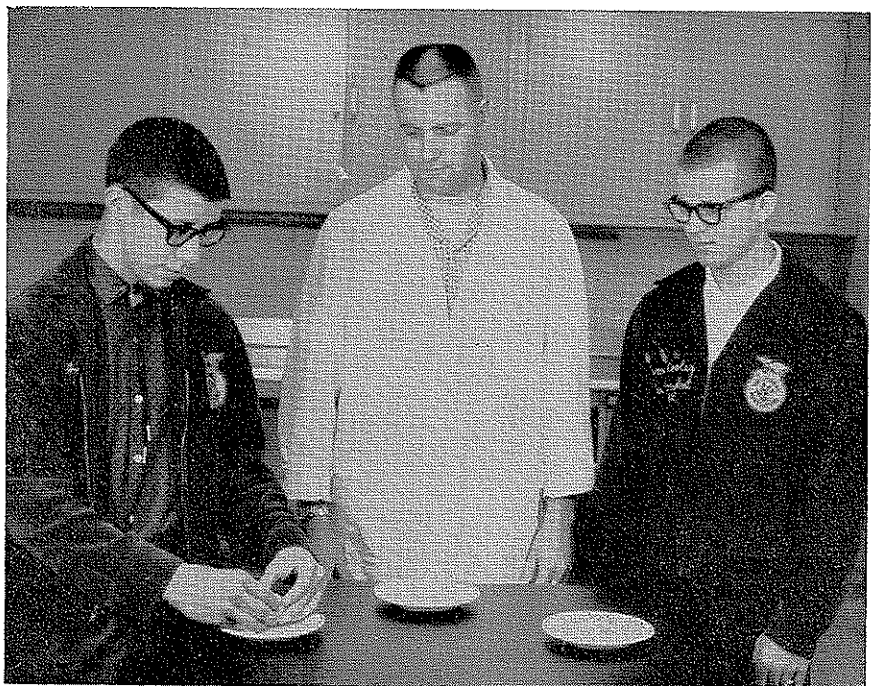


Students in artificial insemination get concentrated training in their field for proficiency, but also include courses in salesmanship, record keeping, and personnel management, etc., to make them well-rounded employees.

Technicians as a group feel a need to upgrade themselves on the job. Many mentioned the continuing changes in their field and the necessity of further training for keeping abreast of their work. It would indicate that here is a situation which has implications for agricultural education along the line of extended day or evening classes geared to the need of these people who spend the day at work.

Since this study was designed primarily to provide information and guidance for the agricultural depart-

ment at the Modesto Junior College, some of the information may not have equal application elsewhere. The evidence placed greater emphasis on the plant science rather than the animal science areas in this locality; in other communities the situation might well be reversed. Nevertheless, there is within the scope of this study sufficient information which would have practical application wherever agricultural technicians are found. It is hoped that this material can be of service to others in the field of agricultural education as well. □



Al Conly, Bath Chapter of FFA, Michigan, breaks out the last three eggs of twenty five which he candled and graded and prepares to visually verify the grades which he assigned to them. Charles McGinnis, contest judge, prepares to listen to reasons while Jim Cooley, also from Bath, looks on.



C. C. Scarborough

# Agricultural Leadership Through the AVA

C. C. SCARBOROUGH, Teacher Education, North Carolina

A good example of shared leadership at the national level is the Agricultural Division of the AVA. The structure that makes this leadership possible involves teachers, supervisors and teacher educators. It is perhaps the most representative group in the leadership of Agricultural Education. Here is how it works.

The AVA Vice President for Agriculture is chairman of the Division. He has many responsibilities as a member of the AVA Board but these will not be discussed here. This article will be limited to the leadership in the Agricultural Division. The names of persons to be considered for Vice President for Agriculture are given by the Agricultural Division, but nominated by the AVA Nominating Committee. He is elected for a 3-year term. A secretary of the Agricultural Division is also elected for a 3-year term by the Division.

The Executive Committee of the Agricultural Division consists of these two officers (Vice President for Agriculture and the Secretary of the Division) plus representatives from the teachers (NVATA), the supervisors (NASAE) and the teacher educators (AATEA). There are two teachers, the president and the Executive Secretary of NVATA; one supervisor, the president of NASAE; and one teacher educator; the president of AATEA. The AVA Vice President for the Agricultural Division and the Secretary of the Division may come from either of the groups. Beginning July 1, 1964, there will be three teachers of vocational agriculture on the Executive Committee for the first time, due to the fact that there will be a teacher serving as AVA Vice President for the Agricultural Division.

How does this system work? Since the writer has had the privilege of working with this Executive Committee during the past year, and will be off the committee before this article appears in print, he would like to tell you about the leadership of this group.

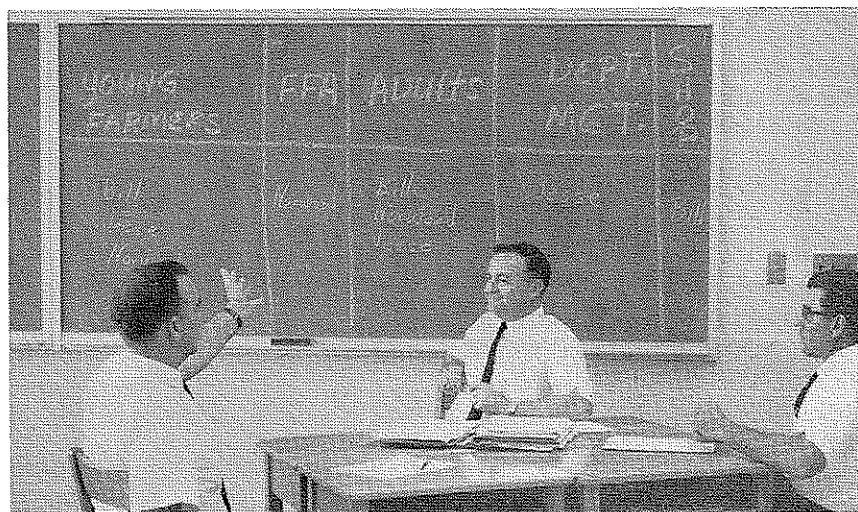
There are several meetings of the Executive Committee held during the annual AVA meetings. At this time routine business matters are handled, as well as planning of special projects and activities for the year. One of the big jobs during the convention is to coordinate the work of the many committees within the Division.

One other meeting is held during the year. This meeting is of longer duration, usually three days, and less hurried than those during the AVA meetings. In advance, the vice-president asks the president of each of the three sections (NVATA, NASAE, AATEA) to secure from their members items or problems to be considered. From these an agenda is developed for the Executive Committee meeting. This meeting is most important to Agricultural Education. Problems identified by teachers, supervisors and teacher educators are carefully considered and appropriate action taken or recommended.

Although the Executive Committee has no direct relationship to the U. S. Office of Education, liaison with the Agricultural Education Section is important. Leaders from the USOE are invited to appear before the Executive Committee to discuss current problems and proposed projects. One

major result of such joint efforts during the past year was the publication of the brochure, "Agriculture is More than Farming." Similar projects are now underway. The Executive Committee also initiates inquiries and suggestions about various problems and issues felt to be of importance to all areas of Agricultural Education. Currently certain being considered are the changes needed in certain phases of vocational agriculture. A sub-committee of the Executive is asked to study each of these phases which seem to need up-dating. Recommendations will then be made to the Agricultural Division and the appropriate persons.

A current illustration of the "across-the-board" approach to working together on common problems is that of arriving at a decision about the method of rebates of AVA dues. The Executive Committee is charged with the responsibility of recommending some plan for the consideration of the Division in business session at the AVA in Minneapolis in December. Such a plan was developed at the Executive Committee meeting in May. In order that every AVA member in the Agricultural Division would have ample opportunity to consider this matter well in advance, it was further decided that the president of



There being a choice, what criteria will be used to decide who will do what in multi-teacher situations? In this scene J. F. Grimes, N. O. Hargrove and W. A. Ballance of the Aycock School, North Carolina are hard at work applying some criteria.

(Photo by C. H. Rogers)

each section would communicate with the membership of the section, giving details of this matter. Thus, those attending the business session at the annual meeting should be ready to discuss the issues and make a decision about rebates of AVA dues for the Agricultural Division.

Members of the Executive Committee of the Agricultural Division of the AVA are listed below. It should be noted that the date of change of terms of office is July 1, 1964.

## 1963-64

AVA Vice President—R. C. S. Sutcliffe,  
State Supervisor, New York  
Secretary, Ag. Division—Lowery Davis,  
Teacher Educator, South Carolina  
NVATA President—Wenroy Smith,  
Teacher of Vocational Agriculture,  
Pennsylvania  
NVATA Executive Secretary—James  
Wall, Lincoln, Nebraska  
NASAE President—Homer Edwards,  
State Supervisor, West Virginia  
AATEA President—Cayce Scarborough,  
Teacher Educator, North Carolina

## 1964-65

AVA Vice President—Floyd Johnson,  
Teacher of Vocational Agriculture,  
South Carolina  
Secretary, Ag Division—Lowery Davis,  
Teacher Educator, South Carolina  
NVATA President—Walter Bomeli,  
Teacher of Vocational Agriculture,  
Michigan  
NVATA Executive Secretary—James  
Wall, Lincoln, Nebraska  
NASAE President—Julian Campbell,  
State Supervisor, Virginia  
AATEA President—Dwight Kindschy,  
Teacher Educator, Idaho □



J. R. Hamilton

## New Appreciations Necessary to Success in Agriculture

J. ROLAND HAMILTON, Teacher Education, Mississippi State University

Despite some obvious dangers, the current trend toward basing the vocational agriculture courses of study on blocks or areas of scientific principles of agriculture instead of farming skills is educationally sound. The central objection boils down to this: "that the instruction will become subject centered at the expense of human development." This fear is certainly well founded—to the extent that any course of study based on science and technology, rather than activities, would require a somewhat "academic" approach. On the other hand, a more academic atmosphere in vocational agriculture would make certain phases of the instruction more effectual ("learning" fundamental principles, et cetera) and would ultimately improve the public image of vocational education in agriculture.

Admittedly, overemphasizing subject matter is one of the worst offenses of American public education; however, giving undue stress to skill development without making certain that the learner also acquires the appreciations associated with such skills can prove to be even worse. Figure 1 illustrates this very point: While the house shown in Figure 1 may have been wired correctly, the use of improper electrical wire may have caused this fire. Why would

the "electrician" choose the wrong size or type of wire? The most logical explanation is that he probably *lacked a thorough appreciation of the nature of electricity and its relationship to the size and type of wire needed for the job!* All skills that are worthy of public education have a set of principles with which the skill itself is interrelated. One is worthless without the other.

By using the "basic-principles" approach, the vocational agriculture teacher will have a reliable means whereby he can identify most of the things that are essential to competency in most fields of agriculture, not just production. These blocks of principles should serve as the basis for selecting the enterprises, activities, and skills to include in the course.



Figure 1. Expert electrical wiring, illustrated at upper right and bottom, is not enough to insure safety. The electrician must also have a thorough appreciation of the nature of electricity and its relationship to the type and size of wire. Using improper size or type of electrical wire may have caused this fire.



### What "Appreciating" Means

As used in this article, the word *appreciation* encompasses the whole value realm of human experience—namely, (1) all of the value concepts which comprise one part of a person's reasoning mechanism; and (2) the responses which are attached to and arise from these values.

A person's capacity for admiring, respecting, desiring, preferring, choosing, and enjoying the various elements of his environment is implicit in the term "power to appreciate." People generally do not realize how much of their day-to-day experience is made up of acquiring and modifying values, and building up responses to these values. For example, every time a person admires or respects something, every time he makes a choice, he brings his value concepts into play. In these processes he experiences value responses, and *this is appreciating!*

Although this article focuses on appreciations relating to agriculture and allied fields, there is little or no difference between appreciating music and appreciating fine cattle; appreciating literature and appreciating scientific crop production; and the like. In every instance, a person's appreciating responses are dependent upon the value concepts which he has learned in formal schooling or some other channel.

### Some Philosophical and Psychological Relationships

The philosophical-psychological nature of human-values-and-value-responses (appreciations) is a rather complex and controversial subject. For example, "something" makes one farmer "value" his registered cattle, but his neighbor distains such cattle. "Something" causes one boy to "value" his supervised experience program while another scorns his. For some reason, one boy "values" his high-school record and a possible college career, but his buddy despises school. What is this "something"? The most logical answer is that ideas and facts have become mental values for some of these persons; for others, these facts and ideas have not been accepted into their value system.

The manner in which a large part of public instruction is conducted is nothing less than a paradox—to wit, while most teachers agree that appreciations cannot be "taught" by the lecture-rote method, this is the

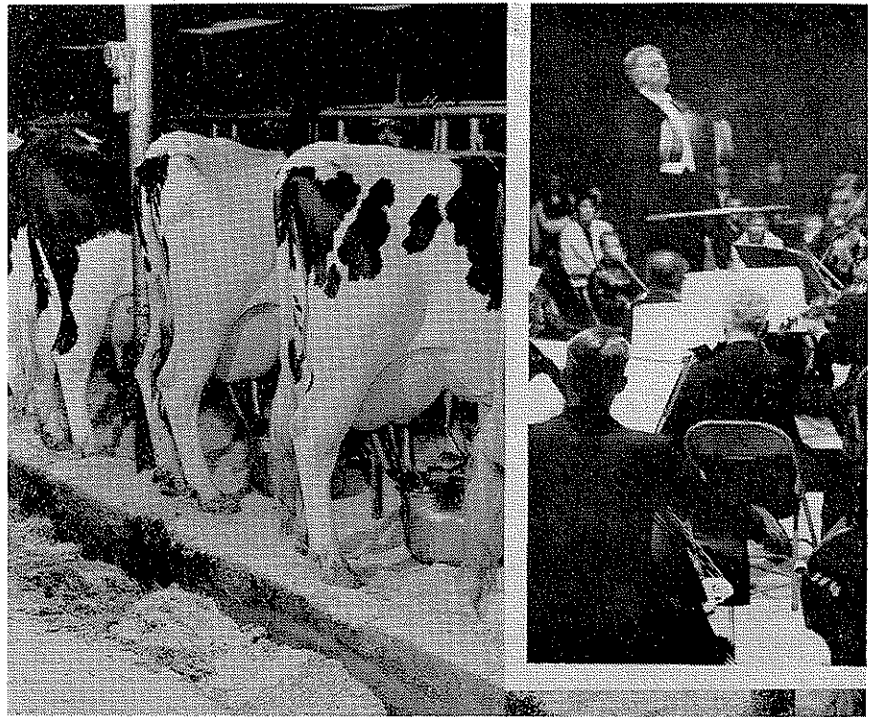


Figure 2. The psychological processes involved in appreciating symphonic music and appreciating fine dairy cattle are the same. In either instance, a person's power to admire, desire, respect, choose, and enjoy is wholly dependent upon his value concepts, not on will power or outside force. (At right, a part of the Birmingham, Alabama Symphony Orchestra in action.)

most used method! Sometimes knowledge of a subject not only fails to produce appreciation but actually results in negative concepts—viz., dislike, aversion, repugnance, and the like. Public instruction in literature and history illustrates this point precisely. Although these subjects have great potential worth for every person who aspires to be "educated," the taking of a course in English literature or American history has been known to turn a student violently against the whole subject field, sometimes ending in a case of drop-out. By its very nature, agriculture has some advantages over the so-called cultural subjects. To illustrate, the contents of a course or unit in agriculture generally include sufficient variety to maintain and stimulate student interest. Moreover, the participant cannot avoid some realization that he is improving himself because much of the learning is in concrete form. But here again, there is a danger that the instruction will become an activity program at the expense of essential principles and appreciations.

### Some Time-Tested Principles Relating to the Teaching-Learning of Appreciations

Although the teaching-learning process is not an exact science, a few principles of teaching and learn-

ing appreciations are recognized and accepted in education circles. These follow:

1. Appreciating things, ideas, or persons—for example, the botanical classification of plants, the scientific feeding of swine, the efficient management of a farm, the nature of the soil, a good friend, and the like—is, in fact, a *cause-and-effect* relationship. That is to say, when a person has *recognized* and *accepted* a value concept, it becomes a part of his reasoning mechanism. Such mental value then has the power to *cause* appreciating responses. Value responses—viz., admiring, respecting, preferring, et cetera—are equivalent to the *effect* side of a cause-effect relationship. A person's response occurs spontaneously when aroused by some element or stimulus in his environment. So "teaching" appreciations means getting the learner to recognize values, to accept these values, and to respond to these values in an appropriate manner.

2. The *intensity* of a person's appreciating responses varies from simple admiration to deep enjoyment. It is therefore necessary to vary the instruction from one student to another, if the needs of all students are to be served. Two things must be considered—namely, what the student's present level of value is, and what the importance of a particular

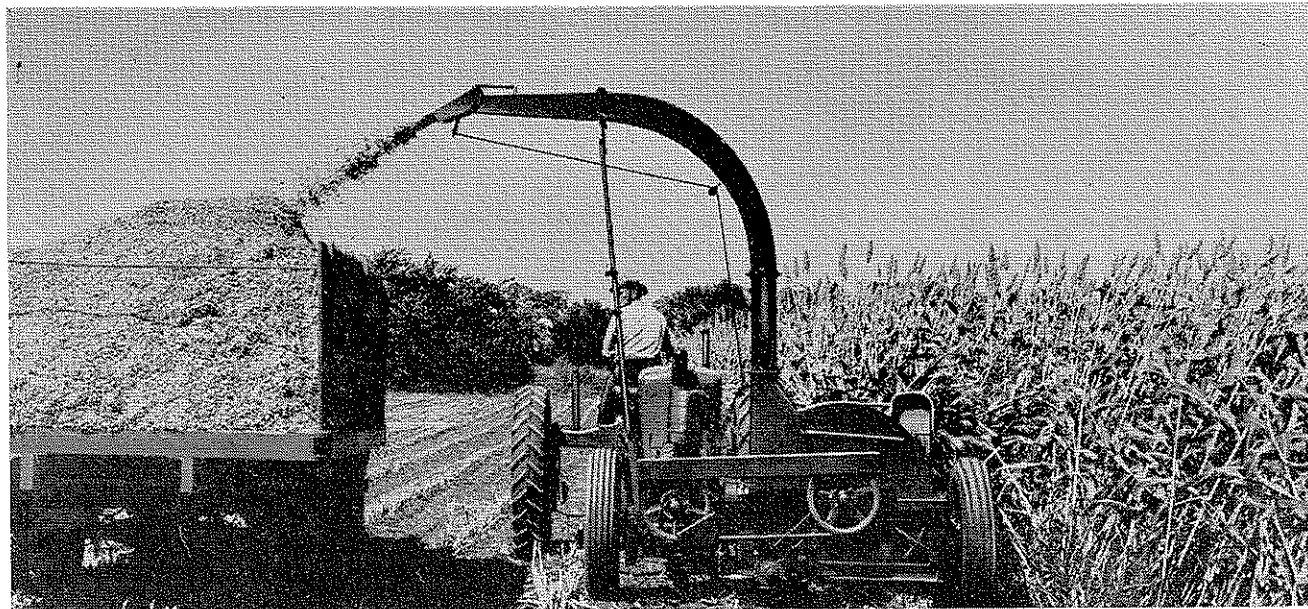


Figure 3. A genuine appreciation of the basic principles of soil management, crop production, animal nutrition, processing and storage of feed, farm machinery, and economics is prerequisite to the skills involved in scene above.

thing is to the student. If, for example, the goal is to teach a student to appreciate classical music, the task will be more difficult if the student's present reaction is negative toward classical music.

3. *Understanding* is necessary to the recognition and acceptance of any value concept. Therefore, when facts are "taught" without understanding, the chance that such facts will become a part of the learner's value system is practically zero. Of course, understanding is directly related to the learner's *interest* and is dependent upon factual *knowledge*.

4. *Facilities and instructional materials* can have an enormous effect on making abstract knowledge understandable. For example, an inexpensive laboratory set-up can render a technical process, such as osmosis, simple and understandable. It is regrettable that most agriculture teachers have a wealth of teaching aids which they never use, resorting generally to the lecture-chalkboard method. If the teacher is to cover even the truly essential principles of the agricultural sciences, it will be necessary to make better use of existing aids and to add many others to his present supply. If this is not done, time will not allow for reasonable coverage of the various units of basic science and technology.

5. Teachers pass their *dislikes and aversions* on to their students; therefore, all public-school teachers should refrain from being critical of subjects other than their own. Teaching is difficult enough without having to

work against the students' negative values. This goes for agriculture as well as for literature, history, and the like!

6. *Skill development*, if accompanied by the learning of the basic principles inherent in a particular skill, is one of the most effective ways to "teach" appreciations. For example, genuine respect for accuracy as it relates to good workmanship will come naturally—if the student strives to do quality work; and *if* his product is fairly evaluated by the instructor; and *if* the student then makes the necessary corrections.

7. The *application* of basic principles being studied—in thinking, doing, et cetera—determines the extent of appreciation acquired by the learner. This simply means that suitable laboratory-home-shop experiences are essential to bonafide learning. By definition, "learning" values, skills, or other human qualities is dependent upon the learner's incorporation of essential principles into these "learnings."

8. *Units and ideas* that are *not necessary* to the development of appreciations, skills, standards, et cetera, should be *deleted* from the instructional program. Far too much "stuff" is retained in agriculture courses of study by reason of custom and ease of teaching instead of need. Knowledge and ideas that are received into the mind without being used can, in fact, be harmful! This principle applies to agriculture the same as other subjects. Subject matter must at least *seem valuable* to the student.

### Conclusions

Why are people's appreciations so important? Because they admire, respect, desire, prefer, and choose in direct accord with what they value. Furthermore, every rational person enjoys living at the level which his values will support. The level of morality, human rights, and justice that prevails in any society is determined by the values held by the people. As a matter of fact, democracy in the United States will stand or fall on the basis of the people's values and reactions to a democratic form of government.

The *basic appreciations* inherent in a particular field of agriculture—or any other field, for that matter—comprise one of the major elements of *occupational competence* in that field. For example, a farmer who appreciates scientific crop production is more likely to accept experimental recommendations for improving his crop production than is his neighbor who does not have such appreciation. Conversely, a man who has little or no appreciation of his modern tractor and its complex systems is not likely to take good care of the same.

In view of the interrelationships mentioned in the preceding, it would appear that the farmer's farming skills will be no better than his appreciation of the principles involved in these skills. Moreover, the farmer's deep-seated appreciations serve as a powerful motivating force toward more proficient farming, stronger leadership, and better citizenship—in short, toward competency as a

farmer and member of society. As to which comes first, however—skill or appreciation—the question is similar to the “hen or egg” quandary.

The future of vocational education in agriculture would be brighter if local teachers, supervisors, teacher educators, and others would stop trying to formulate the secondary school

courses of study from a conglomeration of activities. A more logical approach is to write down, in “areas” and “units,” the *basic principles* of the agricultural sciences and technology *as needed* in each such course. Afterwards, the course maker would have a sensible basis on which to select the enterprises, jobs, operations,

activities, and other “carry-out” procedures. In short, the laboratory-experience programs would be formulated as a means of transforming basic principles of the agricultural sciences and technology into functional skills, appreciations, and other human qualities that would not soon be outdated and lost to everybody concerned. □

Watch for page 51 of this issue containing our reader survey.

## Indian Tribal Council Purchases F.F.A. Herefords

L. C. SCHANK, State Supervisor, Ag. Ed., Carson City



L. E. Schank

The Duck Valley Chapter of the Future Farmers of America is located on a remote Indian reservation in Northern Nevada. The nearest city, Elko, is 97 miles away.

On the reservation the main enterprises are livestock and hay production. Several of the boys in the chapter interested in agriculture do not have the facilities to carry on production projects. In order to give all the Indian boys equal opportunities in farm work experience the Indian Council gave the chapter 80 acres of land near the school to plant and develop into a purebred beef farm. The land had to be leveled and new ditches made for irrigation.

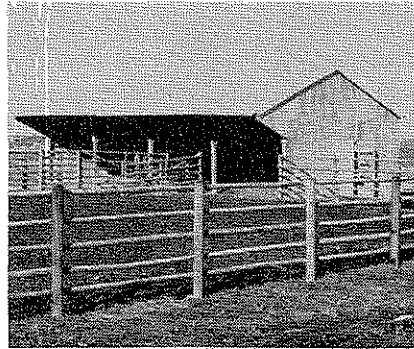
Last year the chapter members planted 25 acres of pasture, 10 acres of alfalfa and five acres of small grains. This year they plan to plant the remaining 40 acres into improved pasture.

This past summer and fall the FFA members built the corrals and a barn for their beef cattle.

The Department of Indian Education advanced them \$5,000 to be used for the purchase of purebred Hereford beef cattle.

Roy Butler, Chapter Adviser, Fred Beitia, Chapter President and Bill Behrens, Livestock Specialist, University of Nevada, went to three purebred breeders in Nevada to purchase 27 head of cattle, 15 cows and 12 calves. A proven purebred sire was loaned to them by one of the breeders.

This beef farm project will give



Barns and corrals built by Duck Valley Chapter members.

the 29 members of the chapter work experience. The purebred bulls produced will be sold to the Tribal Council and its members to improve the livestock of the community. The farm is already a show place and the new pasture crops and alfalfa are doing well.

### From Former Issues

Writing in the October 1938 issue L. R. Humpherys, Logan, Utah, said, “The Future Farmers of Nebraska are taxing the State Extension Forestry Service to the limit this year. Over 36,000 trees will be planted in the state this spring. Mr. Maxwell, the junior Extension Forester, has this to say concerning the Future Farmer activities in tree planting: “The demand for evergreen transplants was greatly in excess of what was anticipated. The allotment of 22,000 trees is not sufficient to supply 500 to each of the schools which have applied for them. We are, therefore, adjusting the orders with some substitutions which we hope will be accepted.”

“Over 66 Future Farmers chapters in Nebraska are co-operating this year in setting out trees.” □



Some of the purebred Hereford breeding beef cattle of the Duck Valley Chapter, Owyhee, Nevada.



W. E. Drake

## Summer Activities that Count

WILLIAM E. DRAKE, Teacher Education, Cornwall University

"What are you planning to do this summer?" This is a question too often asked of vo-ag teachers by citizens of the community who should know the answer. It is often asked as though the expected answer might be: "vacationing in Canada; traveling in Europe or working at a temporary summer job." When this question is asked, the professional ag teacher, of course, launches into his routine reply about supervised experience programs, individual instruction, demonstration plots, summer conference and the county fair. But, he also faces an uneasy self-question of "Why did a local citizen, who should know about vo-ag, ask me that?—certainly he must realize that summer is my most productive time of the year."

The summer activities of the teacher of agriculture can be productive but they are also different, in many ways, than the activities carried out during the school year. During those

productive and wonderful summer months he doesn't "go by the bells." He doesn't take attendance, plan daily lessons, or work on faculty committees. He may not change from suit to coveralls quite as often, look at his watch as many times in a day or have a hurried cup of coffee with fellow teachers. Yes, summer is different and it does require planning and good communications to answer that question, "What are you planning to do this summer?" or perhaps still better, arrive at the position where most people in the community do not have to ask the question.

### Calendar

Very few educational programs amount to much unless they are well planned and "put-in-order." This is especially true of the vo-ag summer program which can be so flexible and yet contains so many urgent priorities. For most of us, summer is too short

and the first major problem becomes that of ordering our activities and allocating a meaningful balance of time for those activities. Becoming a "slave to the calendar" is always a threat to the teacher of agriculture and a special threat during those busy summer months. To provide balance and set priorities, a summer calendar is essential. Figure 1 illustrates a form that has been used by many successful teachers and found invaluable in arriving at a total picture of the busy summer. Such a calendar must vary from one community to another but it is an essential step in planning.

### Communicate

Communication to be effective must start in the planning stage of the summer program. The summer calendar can be a vital agenda item for a meeting of the agricultural advisory council. The advisory group



Student Experience Programs Should Receive Priority in the Summer Calendar.

Figure 1

Activity	Number of Days					
	Planned			Actual		
	June	July	August	June	July	August
I. All-day Students						
Individual instruction						
Visiting new students						
II. Young and Adult Farmers						
Individual instruction						
* Group meetings						
III. F. F. A.						
Leadership camp						
* Meetings						
Tours						
IV. Public Relations						
County fair						
State fair						
Other—radio, TV, newspapers						
V. Professional Improvement						
Course work						
Conferences						
VI. Facilities						
VII. Office, Individual Conferences and Desk Work						
VIII. Planning Next Year's Program						
IX. * Number of Advisory Committee Meetings						
X. Vacation						
XI. Other Activities						
TOTALS						

Date \_\_\_\_\_ Instructor \_\_\_\_\_

\*Evening—do not total

may well make its greatest contribution in the planning phase rather than providing a "stamp of approval" when the calendar is set. The school administrators should be involved early and placed in a position to give guidance in planning the program which they are responsible for administering.

When the summer program is planned, students, parents and adult farmers should be informed about the program which has been designed in their interest. If the teacher of agriculture plans to be in the department at a designated time during each working week of the summer, the clientele of the program should know when that time is. On occasions when they need their vo-ag teacher, they should know where and when they can reach him. Certainly the school administrator has the right and the responsibility to know where his staff members are and what they are doing. A weekly calendar of planned activities can do much to establish and maintain this important line of communication. As one busy administrator put it, "My vo-ag teacher is a busy man too—he has a legitimate reason to be anywhere in the county, but I do appreciate knowing where he

is and what he is doing." And even though school activities are a little different in the summer, newspapers keep on going to press and radio and television stays on the air. Vo-ag is certainly one department of the school that can be heard about and seen operating in the summer time.

Establish Priorities

Until the teacher is able to view the summer "in total" he is not in a position to provide for priorities. He finds that there is never enough total time and must carefully select his activities. Among the top priority items in the minds of most teachers and administrators are the experience programs and individual instruction of students. Placing priorities on the calendar is only the planning phase. If summer activities are to be effective, plans must be carried out and altered when needed changes become evident.

To provide for the priority of individual instruction, regular visits will need to be scheduled in advance. A technique found valuable by many teachers is that of mailing cards or letters announcing the individual instructional visits. Such an announcement attaches importance to the visit and commits the teacher to follow-through.

Figure 2

Sample Letter Announcing Instructional Visit  
Agricultural Department

Dear \_\_\_\_\_:

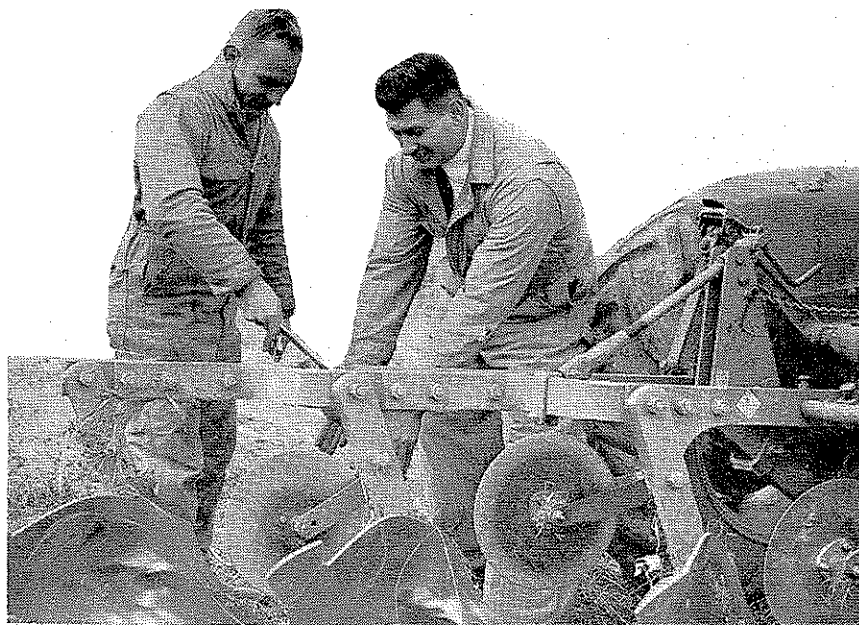
I plan to visit your farm on \_\_\_\_\_ in the (a.m. p.m.). If the above date and time is not satisfactory, please let me know by calling the school or my home.

The purpose of the visit will be to \_\_\_\_\_

Very truly yours,

School telephone \_\_\_\_\_

Home telephone \_\_\_\_\_



Summer Is an Urgent Time for Young Farmer Instruction.



Program Planning and Evaluation Should Be a Part of Summer Activities.

### Letters . . .

—Continued from 28

facilities, etc. presumed to have some relationship to the amount and type of learning which has occurred?

Sincerely yours,  
PHILIP R. TESKE  
Teacher Education  
Purdue University

Sir:

Some significant facts were cited by Mr. Guiler in his recent article, "The Public Supports Vocational Agriculture." The statistics indicate clearly the true stature of the program throughout the country. This article should receive careful attention of all readers of the magazine and should be shared with others, both lay and professional groups. It is unfortunate that articles such as this one do not find their way into other national journals such as *NEA Journal*, *School Executive*, and *American School Board Journal*. Some adaptation of the article would be appropriate for journals of state education associations. Such use of pertinent facts could do a great deal in helping create a proper image of vocational agriculture and help to reduce the tendency for some people to believe that the program is "on its way out." Increases in local and state funds appear to be evidence that there is financial support for an expanding program.

Mr. Guiler is to be commended for his treatment of the facts which point quite clearly that the public supports vocational agriculture.

DENVER B. HUTSON  
University of Arkansas  
Fayetteville

Sir:

I would like to congratulate those responsible for achieving a progressive program of vocational agriculture in the Bowie High School, El Paso, Texas. I think they have emphasized the fact that

vocational agriculture does have a place in our present-day city schools.

The statement, "If you try to do today's job with yesterday's tools, you will be out of work tomorrow," certainly holds true for vocational agriculture. It has become important for vocational agriculture departments to change their philosophy from that of training boys to become farm operators, to a philosophy of guidance in helping boys attain an appreciation of agriculture and to understand its importance in our national economy.

The program at Bowie High School presents a challenge for teachers to solicit the understanding and support of school administrators in order to secure the facilities and equipment needed to institute similar programs in their school. Only then will we be meeting the needs of our youth through our vocational program.

C. V. TART  
Zebulon, N. C.

Sir:

Objective evaluations of local programs of vocational agriculture have been few and far between. May I congratulate Mr. Shoaf of the Kansas supervisory staff for his work in evaluating local programs. It appears that there are many advantages to the team evaluative approach as outlined in the article, in addition to the team approach, it seems to me that many teachers could and should make self-evaluations of their own programs.

In addition to the evaluative criteria outlined by Mr. Shoaf, I would like to suggest additional criteria that we might consider in evaluating programs of vocational agriculture and in many cases other vocational offerings. These may be outlined as follows:

1. What are the opportunities for students enrolled in vocational education courses of securing employment in the community? area? state? nation?
2. How many other vocational programs are in the immediate area that could serve these people if

### Special for This Summer

This is our first summer since the passage of the 1963 Vocational Act. Therefore, this summer may present the teacher of agriculture his first opportunity to familiarize himself with the meaning of that Act for programs in agriculture. This might well be the critical summer to carefully study our present programs and decide whether or not our "house is in order" for education in "agriculture" that is more than "farming."

Certainly there is little question that the summer activities of the vo-ag teacher are vital and can be productive. Planning alone is not the complete answer but it can be a valuable step in the right direction. And it may help in answering that inevitable question, "What are you planning to do this summer?" And planning may also help in answering an even more important question that we have each asked ourselves, "What did I do last summer?" and "Why?" □

this program was terminated or consolidated?

3. What are the possibilities of establishing classes for out-of-school youth and adults living in the community?
4. What areas other than agriculture could the facilities of this vocational program serve?

If I have not been "drummed out of the corps" by this time, may I advance the suggestion that evaluations should be undertaken to improve programs and not necessarily to keep them from closing. Perhaps after objective evaluations using valid criteria, some of our programs that have been having "problems" or have not in the past served the people should be closed or new types of vocational programs should be started. In short, only quality vocational programs should exist for training and/or retraining of today's youth and adults!

H. T. LESTER, JR.  
Director of Research in  
Vocational Education  
Athens, Georgia

Sir:

Dr. Edwin Lamberth in "Principals Evaluate Tennessee Vo-Ag Programs" points out very early in the article a weakness in most previous evaluative procedures relative to Vo-Ag. Lamberth states, "The involvement of high school principals in the development of criteria and the appraisal of programs has in most cases been ignored." In many cases, desirable changes have been slow because of the failure to involve school administrators in evaluation and at the same time expecting administrators to promptly implement, improve and push the changes and addition to the program that has been indicated by the evaluation.

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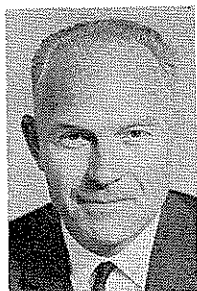
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E. M. Juergenson

## California Employers Cooperate in Work Experience

E. M. JUERGENSON, Teacher Education, University of California, Davis, and JARROLD T. DAVIS, Teacher of Vocational Agriculture, Grass Valley, California



Jarrold T. Davis

The concept of work experience in vocational education is akin to mother love in society—always taken for granted, of unquestioned virtue, and an integral part of the program.

Since the early days of vocational agriculture, on-the-job training has been obtained through the projects involving ownership. Although work experience has always been recognized as one avenue of learning by doing, the full potential of work experience in many areas of vocational education has barely been scratched.

There are many values to a work-experience program, including a better appreciation of the vocation concerned, a chance to earn money, an opportunity to better decide on a career, and especially a chance to augment classroom instruction through a learning-by-doing experience.

In vocational agriculture the need for supplementing classroom instruction has traditionally been met by some form of supervised practice on a student home farm. In most cases this practice has been realized by a student raising either livestock or

crops, often for competition in a fair or show.

This form of supervised practice has been quite valuable, and for a sizeable percentage of students in vocational agriculture will so continue. However, as the ways people earn a living and spend their leisure time have changed so have the individual student's background and the vocational opportunities changed in a typical class in vocational agriculture. Therefore, many students who are interested in the broad field of agriculture find it impractical and difficult to gain experience through an ownership project. Even if a student does, by some ingenious means, obtain an ownership project, it may not provide the breadth of experience that is provided by working under supervision in the actual job for which he is training.

The vocational agriculture department of the Nevada Union High School, Grass Valley, California, had been using work experience to a limited degree and was interested in discovering the full potential in this

program. For a number of years some 15 to 20 students per year in this school have been placed on farms and in related industries, especially during the summer months, in a work experience program. While the program proved successful, the initiation and to some degree the supervision was happenstance as time permitted.

This department was interested in finding answers to two questions: (1) had the number of students participating in the current school program already saturated the local work experience opportunities, and (2) what would employer reaction be to outside supervision? The school administration was also interested as results of the study could have an implication for a total school effort toward combating drop-outs and making more students employable, including both girls and boys in all vocations.

In order to find answers to these questions, a joint study was organized by the agriculture department of Nevada Union High School and the Agricultural Education Department of

TABLE I—Survey of Work Experience Opportunities

	Related Occupations		Production Farmers	
	Yes	No	Yes	No
1.a Would you hire a high school vocational agriculture student?	8	0	52	4
2. Would you be willing to provide a variety of work experience for the student?	8	0	55	1
3. Would you be willing to work closely with the local teacher of agriculture in dual supervision?	7	1	56	0
4. Would you require references?	6	2	36	20
5. Would your insurance cover student labor?	8	0	54	2
6. Are there union limitations on employees of this type?	0	8	0	56
7. Would you require parent's permission before hiring?	7	1	48	8

the University of California, Davis. Funds and encouragement for this research were made available through B. J. McMahon, Chief of the Bureau of Agricultural Education, California State Department of Education.

The study\* was conducted under the direct supervision of Jarrold T. Davis, head of the agriculture department, Nevada Union High School, and the person responsible for starting the initial work-experience program in years past. A capable student teacher was hired for one summer month to conduct the actual interviews. The survey was concluded by the beginning of the 1963 fall term.

#### Summary of Results

Farmers and executives of related agricultural industry will cooperate in a work experience program. Of the 60 interviews made, only four indicated they would not participate in the program.

Employers expect to pay respectable wages even though they agree to go out of their way to provide a variety of experiences for trainees.

Only one employer desired to place workers on piece work, all others agreed to pay the going hourly wage. Every employer except one agreed to provide a variety of work situations in order to provide a wide range of experience.

Supervision by the teacher of agri-

culture is welcomed and in most cases preferred.

The owners agreed to supervise in 50 of the situations, while owners or foremen would supervise in 15 instances. Most significant was the fact that in 37 instances dual supervision, including the agriculture teacher's, was preferred.

Contrary to what might be expected, 43 employers stated that no pre-employment training such as operating a truck or tractor, was necessary.

Age of student is not a barrier, although most cooperators would prefer high school students in the junior or senior age brackets.

Personable students, those able to meet people, and especially students with qualities of dependability and

responsibility, were most sought after by employers. Grades in school did not seem important, as 52 persons did not consider grades a factor in hiring.

Neither insurance nor union regulations were found to be impediments to a work experience program. In only one case would the student not be covered by insurance, and in no situation were there union limitations.

Most cooperators preferred to select trainees from a list of qualified students prepared by the teacher of agriculture and in addition desired some form or written recommendation by the teacher. Parents' permission is necessary, although in only five instances was written permission needed.

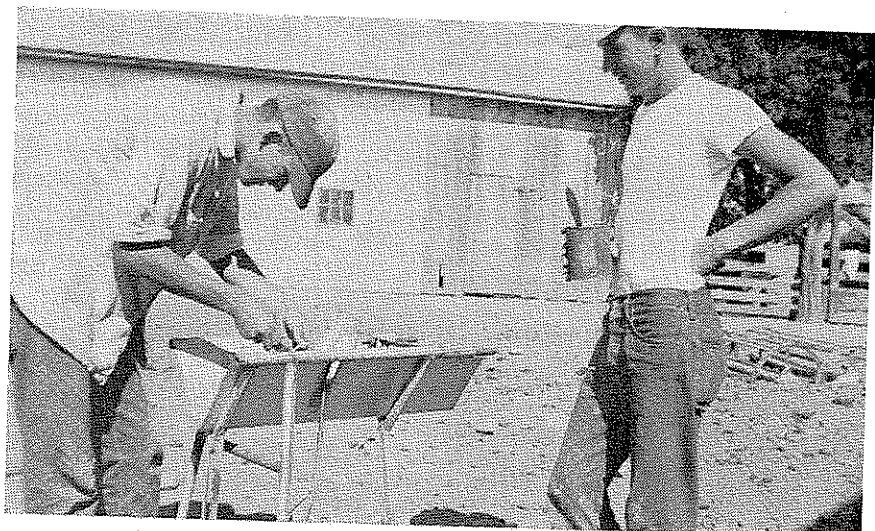
Those interviewed were unanimous in their support of a work-experience program, even if their own operation was unable to hire such a student.

#### Implications of the Study

Opportunity exists in a work-experience program, so there is no reason to hold back. This phase of vocational education should be expanded and refined.

If work experience opportunity exists, then curriculum must be expanded, revised, or better coordinated with other services where instruction can be obtained to include a knowledge of safety practices, how to meet people, how to interview for a position, and the responsibility of employee to employer, in order for students to profit from their labor, and be of more value to their employer.

President Kennedy's panel of con-



A cooperator and his employee in a work experience program. The student is observing a typical livestock operation preparatory to his doing the same task under supervision. Both farm operators and those in related industries agreed to provide supervision and a wide variety of work experience opportunities.

\*A copy of the survey form may be obtained by contacting E. M. Juergenson, Department of Agricultural Education, University of California, Davis.

sultants recommended training away from production farming. Work experience is one vehicle to train students for off-farm work, and in some cases even non-farm.

Teachers must be prepared and willing to assist in supervising students in a work-experience program. Teacher education in supervision should be provided. Released time for supervising would help, although time used in this area generally substitutes for time spent on traditional projects, so in many schools it may not be as large a problem as it at first seems.

Students participating in a work-experience program should be brought together periodically to pool their ideas and evaluate their experiences.

Adequate recognition must be given to students who perform satisfactorily in a work-experience program and thereby meet supervised practice requirements. This recognition should parallel the recognition given to typical production projects.

In all likelihood, similar work experience opportunities exist in other localities. Surveys in these areas are needed to reveal where such opportunities exist, in what amount, and of what type.

Other communities should be studied, as there is a need to determine what if any organized instruction should precede or be provided concurrently with work experience. Currently, employers say this is unnecessary, however, they may become even more enthused if students could be sent to them with a proper background.

Many employers would like to participate in a work-experience program but don't know how to start, and many students need to earn money but don't know who to contact or how to effectively approach the problem. Teachers of agriculture can act as a catalysis in bringing these two groups together. Most important, students can gain a meaningful experience background which will supplement their classroom instruction and give them a realistic insight into the many opportunities in the field of agriculture. □

The young fancy that their follies are mistaken by the old for happiness; and the old fancy that their gravity is mistaken by the young for wisdom.

—COLTON

## New Classrooms and Shops in Kansas

HAROLD SHOAF, Assistant Supervisor, Topeka, Kansas

A number of new classrooms and shops have been built for vocational agriculture departments in Kansas during the past two years. Two of them which are particularly interesting are those which are located at Winfield and at Columbus.

Richard Tredway and Coy Allen are teachers at the Winfield Agriculture Department and Melvin Brailey and Dean Knewtson are teachers at the Columbus Agriculture Department.

The Winfield Vocational Agriculture building is a 40' X 108' steel frame building with concrete block walls faced with limestone on the outside. The shop features locker room facilities for 75 students. An explosion proof paint room and steam cleaning room plus a tool room are built under a 20' X 46' mezzanine storage area where lumber and metals are stored. A lathe area includes five metal lathes and a mill. The shop has an oxyacetylene manifold system which provides twenty oxyacetylene stations. The shop's nine welders include AC, DC, and motor driven DC welders. Four are equipped with Heliarc attachments. The shop is equipped with an overhead crane hoist with five tons of capacity. This crane is used almost daily to move heavy shop

projects and machinery. The shop is also equipped for engine overhaul and machinery repair work. Machines and equipment are all of industrial size and type. Mr. Tredway feels this is very important when selecting equipment for shops. Breakdowns are reduced and equipment is big enough to do the job at the time it is needed.

At the Columbus department, farm power and machinery is emphasized in the junior and senior year. A large door was installed to allow combines and other large harvesting equipment to enter the shop. Sufficient air outlets have been installed in the building to provide for good forced air ventilation. Adequate window space has assisted in lighting both the shop and classroom areas. This shop was planned with benches on the sides to leave the area in the center open for farm machinery adjustment and repair. A large hoist which goes across the building is used for loading and unloading plows, mowers, and other heavy pieces of farm machinery. A conference room is located between the classroom and shop which makes it convenient for teachers to supervise in both areas. Adequate facilities in this school have increased the interest in vocational agriculture tremendously. □

### 45% of Arizona Vo-Ag Graduates Attend College

RALEIGH JOBES

Research Graduate Assistant,  
Department of Agricultural  
Education, University of Arizona

Of the graduates who completed two or more years of vocational agriculture in 1960, 1961, and 1962 in 26 Arizona high schools, 45.1 percent enrolled in college. An average of 193 were graduated per year.

This departmental study shows an increase of 17.3 percent in number of graduates completing two or more years of vocational agriculture during the three-year period. Because there was a proportionate increase in the total graduates for the same period, there was very little variance from the 5.8 percent of the high school graduates that had completed two or

more years of vocational agriculture. It is evident that enrollment in vocational agriculture is growing in proportion to the total school growth and is maintaining its relative position as to percentage of graduates having been enrolled in the program.

The 45.1 percent completing at least two years of vocational agriculture and enrolled in college was slightly lower than the 53.2 percent of total graduates from the same schools entering college. Since almost half of the students of vocational agriculture are not entering college, the nature and level of content for high school courses in agriculture should reflect the post high school educational needs of this group. Almost three-fifths (57.4 percent) of former students of vocational agriculture who entered college enrolled in an agriculture curriculum. □

# Both Sides

## State F.F.A. Camp Develops Better Boys

W. E. GORE, State Supervisor, South Carolina

Camping was early recognized as one of the most acceptable and beneficial forms of recreation for FFA members in South Carolina. A statewide FFA camping program has been in operation in South Carolina since the Future Farmers of America was organized in 1928.

### Value of Camping Program

Life in a well organized camp favors a type of informal education highly attractive, very beneficial, pleasant and interesting.

Camping exerts a considerable influence upon the physical life of the individual and contributes greatly to the development of physical skills. Camping activities train boys for life by training their bodies and developing self-confidence. The development of physical skills makes an important contribution to mental health.

Camps also exert a strong influence on social adjustment and moral values. Close living with people other than family teaches self-control and consideration for others. Living with others in camp helps to develop self-discipline. Camping strengthens the individual's leadership qualities for broadening his vision and helps him in his understanding of others.

Cooperative effort is encouraged through participation in camping activities as a result of planning, working and playing together. Many values are gained by FFA members in cooperatively planning and preparing for the annual camping trip.

### FFA Camping in South Carolina

At one time three camps, located in different sections of the State, were owned by and operated for FFA members. Since the establishment of a new camp at Cherry Grove Beach in 1957 the statewide FFA camping program has been largely centered at the Cherry Grove camp. The new camp is located on a 34 acre tract

of wooded land overlooking salt water marshes, channels and the Atlantic Ocean. Facilities include 9 brick dormitories, a recreation hall, a dining hall and kitchen, a canteen and office building, a shop and crafts building, a building and pier located on a near-by channel and used for the storage of fishing, boating equipment and supplies, a cottage located on an ocean front lot which houses toilet and shower facilities, a lounge area, canteen, water safety and first aid equipment for use while boys are on the beach. These facilities will accommodate approximately 225 FFA members. Two of the dormitories are heated and one includes a small kitchen and dining room for use by FFA and Young Farmer chapter groups on week-ends during the months from September to May. Also included is a staff cottage to house camp directors and counselors, a building to house a person and his family year round who serves as assistant camp director and who is in charge of upkeep of buildings, equipment and grounds. A guest cottage is also provided for use by school administrators, parents and friends of the FFA who, from time to time, visit the camp and observe the camping program being carried out. The cottage is also used for conferences by various educational groups throughout the year.

Summer camping covers the period June through August. The weekly camping period extends from Monday through Friday. While the camping program provides many forms of recreation it also provides several kinds of training for FFA members. The camping program supplements the boys' FFA and vocational agricultural training in high school.

The weekly camping program includes the following recreational and educational activities: Swimming, boating, fishing, volley ball, soft ball,

horse shoe pitching, basketball, shuffle board, as well as many other indoor sports. Boys receive training in swimming and life saving, first aid, artificial respiration, water and boat safety and leadership activities. Opportunity is provided FFA members to participate in talent programs, educational tours and craft programs. Crafts include electric light and power supply cord assembly, rope work, electronic kit assembly and other farm mechanics projects. Representatives of agricultural related industries and organizations are called on to assist with certain phases of the training program from time to time.

The FFA camp is located approximately six miles from the State FHA camp. During each weekly camping period a "cook-out," followed by a talent program, is conducted jointly by FFA and FHA members at the FFA camp. A square dance is held one night each week at the FHA camp. These jointly sponsored activities are very popular for both FFA and FHA members.

Nothing tends to create more interest among campers than competition. Points are awarded for all achievements in all camp activities and programs and at the close of each weekly camping period awards are made to individuals and chapters.

Effort to improve and promote the over-all camping program is made throughout the year by supervisors, teachers, teacher trainers and the State FFA Camp Committee. Information concerning the summer camping program is sent to all teachers of agriculture early in the year and as a result much prior planning for camp is done by teachers and local FFA chapters. The majority of camp reservations are usually completed two months prior to the beginning of the summer camping season.

# of the Issue

## State F.F.A. Camps— Not Practical

T. L. FAULKNER, State Supervisor, Alabama



T. L. Faulkner

It is uneconomical to spend public money and time operating State FFA camps. States with such camps report that less than 10 per cent of their FFA membership uses them. There are many legitimate agricultural activities that give much higher returns from investments in them.

It should be the basic purpose of every program undertaken by vocational agriculture that it give students the most educational experiences possible from the labor and capital invested. Most camps for FFA students during the summer do not give the highest possible yields. More expenditures and time on a State's regular classroom curriculum, officer training, project supervision, leadership development and adult training—to name just a few of vo-ag's responsibilities—would be more beneficial.

During summer, vo-ag teachers have their only chance to gain new training and knowledge in areas of agriculture with which they may be unfamiliar. In short, summers are vitally needed for in-service training. These short months are too valuable to teachers and their students to require that they put aside their important duties to attend a summer camping session.

Teachers are usually designated for supervisory duties of an FFA camp. Their summer program of work has to be interrupted for this purpose. Unless FFA camps are operated permanently, expensive professional help has to be hired part-time, season after season, at prohibitive costs. The only alternative to this is the addition to the regular State vo-ag staff of full-time employees, whose express purpose it is to operate the FFA camp. There should be no place in the public high school vocational educational system for professional

vacationists. The money used for the salaries of camp counselors, directors, lifeguards, kitchen staff and instructors can much more effectively be spent in other areas of the total vo-ag program.

Staff time also is absorbed by FFA camping activities. Time used by the State vo-ag staff for planning and attending these camps is lost for use on other more worthwhile projects. Summer visitations, supervision, research, subject matter production and work within any specialized field—in fact all activities yielding greater returns on time investments—go wanting if a State's program calls for an FFA camp.

In the face of these unnecessary expenses of time and money some States do maintain recreational and educational camping facilities, either on a permanent or seasonal basis. Recreational functions cannot be justified as expense items on the vo-ag budget. Only in the more general sense is recreation a legitimate part of education in agriculture or of training for agricultural proficiency. The worthy use of leisure time is a worthwhile study, and much careful consideration should be given to methods of directing vo-ag students toward better employment of their non-work hours. This should be done on an individual student basis, or within a local FFA chapter between teacher and student, however, and not at an established camping facility where only activities are stressed, and not the over-all learning process.

Camps held for educational purposes are usually liabilities rather than assets since they tend to usurp the teaching function of the vo-ag teacher, and lessen the effectiveness of the close teacher-student relationship in the local department. A camp established for the purpose

of giving boys summer-time instruction in beef cattle breeding or raising, for instance, would in effect replace the teaching of these subjects in regular classes. A teacher with his usually crowded schedule could very easily come to rely on "Summer Beef Camp" to do his teaching for him.

Camping activities of a workshop nature, that offer education in areas outside the regular vo-ag instruction program, are excellent functions that complement and fit well into the over-all learning process. This type of camp is usually sponsored by other professional groups with specialized fields of interest. They are sensibly located on existing camp sites with facilities adequate for youth groups of almost any size. The Forestry Camp for FFA boys, sponsored jointly by Southern Pulpwood Conservation Association and the State Forestry Division, and held annually at the YMCA's Camp Grist, near Selma, Alabama, is an excellent example of this type of camping activity. The learning experiences FFA boys have at this camp are thoroughly worthwhile and the atmosphere under which it is administered is stimulating and appealing to the young boy's intellect.

One of the great redeeming features of the vocational agriculture system is that instructors are close to their students during all learning activities, and can immediately recognize problem areas when they arise. Bringing boys into camps under specially designated teachers other than their own local instructor, would destroy this close teacher-student relationship, and would thoroughly weaken the educational process.

Leadership training camps for FFA chapter officers are most prevalent among the States. The idea is that



Douglas Bryant

# Preferences for Teaching in Multi-Teacher Programs

DOUGLAS BRYANT, Teacher Education, North Carolina State, Raleigh

There can be no question but what the interests of teachers in multi-teaching situations will increase considerably in the years ahead. This is a report of the preferred teaching situation and clientele of 37 beginning and 40 experienced teachers who were requested to rank four choices in each category. Teaching situation included the choices (1) classroom teaching, (2) on-farm instruction, (3) counseling and (4) advising functions. Teaching clientele choices were (1) a combination of in-school and out-of-school groups, (2) adult students and (4) high school students.

## Teaching Situation Preferences of Teachers

In reporting the results it was decided to record the first and last choices of the teachers. By doing this the most desired and least desired teaching situations were analyzed. The results are given in Chart I.

Clearly the most desired teaching situations were classroom teaching and on-farm instruction. Counseling and advising role situations were least preferred by both groups. There is also a mild clue that experienced teachers favored classroom teaching to on-farm instruction more so than did beginning teachers.

## Clientele Preferences of Teachers

Not only is teaching function a possible specialization within multi-teacher departments but there is also the possibility of specializing ones effort with the clientele he prefers to teach. In chart II the results of clientele preferences for both teacher groups is reported.

Had the 37 beginning teachers been given teaching assignments consistent with the clientele they most

Data for this article were gathered in 1961. Forty experienced and thirty-seven beginning teachers of vocational agriculture in North Carolina contributed to the study.

Figure I. Most and Least Desired Teaching Situation Preferences of Beginning and Experienced Teachers.

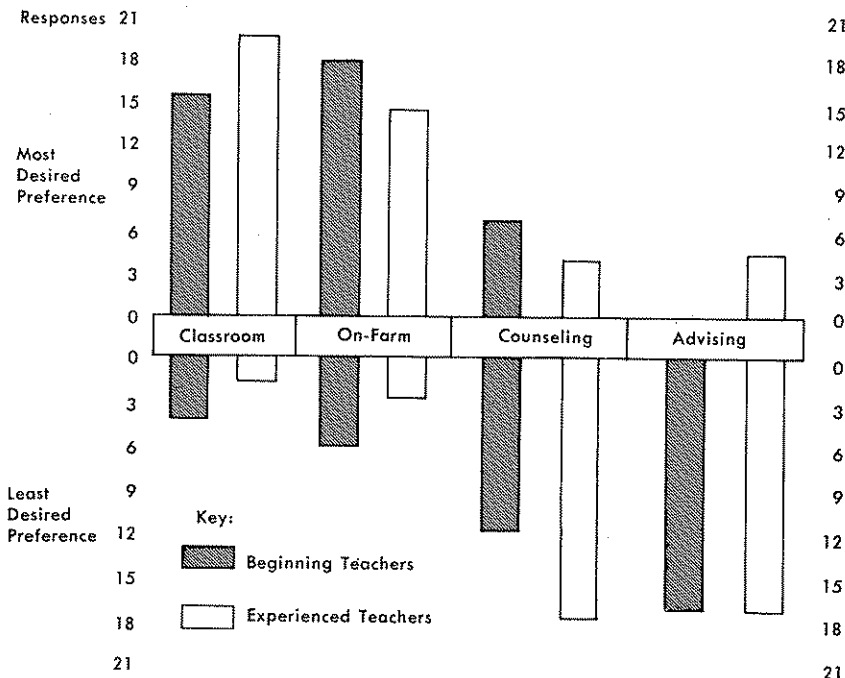
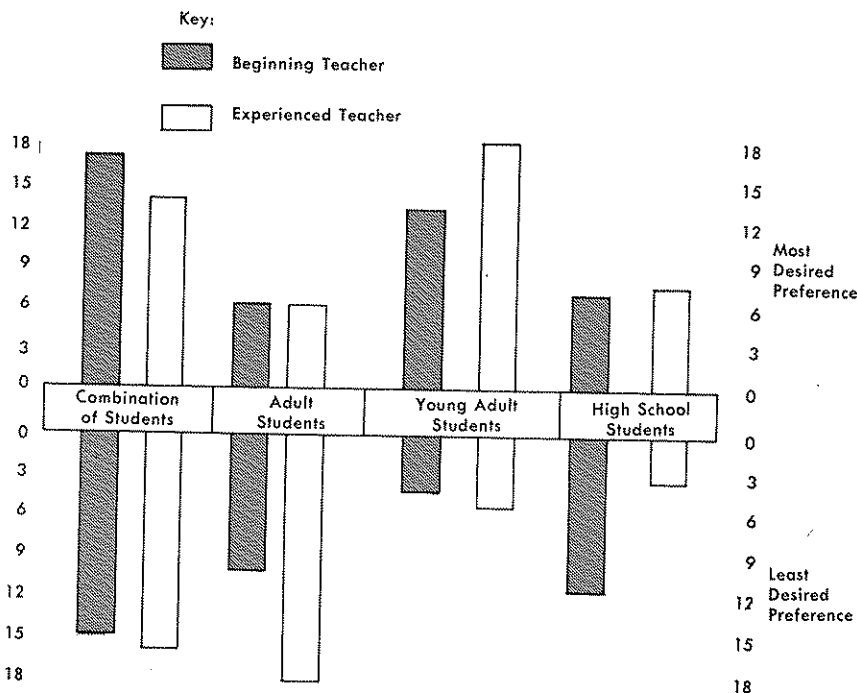


Chart II. Most and Least Desired Clientele Preferences of Beginning and Experienced Teachers.





preferred to teach, the distribution would have been (1) 43 per cent teaching in and out-of-school students, (2) 32 per cent teaching young adult students, (3) 14 per cent teaching high school students and (4) 11 per cent teaching adult students.

Had the 40 experienced teachers been given their most desired teaching assignment (1) 42.5 per cent would be teaching young adult students (2) 30 per cent would be teaching in and out-of-school students, (3) 16.5 per cent would be teaching high school students and (4) 10 per cent would be teaching adult students.

### So What?

Perhaps this is the question which now confronts the reader. Let us begin by saying that these data leave more questions unanswered than they purport to answer. In the first place, the matter of asking a teacher what he prefers in the form of a teaching role with a particular clientele is at present far removed from actual practice. These data, though limited to be sure, suggest that teachers do have preferences.

However, if teachers were permitted to follow their most desired choices who would man the counseling and advising roles and where would enough teachers be found to teach specialized high school and adult clientele? Have we overrated our counseling role in the past? Is teacher preference with regard to counseling associated with current findings that vocational students know very little about occupational opportunity? Do teachers exercise the roles they prefer irregardless of their assignment? Is preference associated with teaching effectiveness? Is the lack of a desire to be in advising roles associated with the lack of program planning in all facets of vocational agriculture programs, especially adult and F.F.A. programs?

Maybe the precise preference a teacher has for himself cannot be met in given situations. However, it would seem that consultant and/or teacher educators are in position to provide counseling opportunities for those who teach. How well do those in consulting and teacher education positions like their counseling role? Would not finding out teacher preferences be a valuable planning device? It may not be, but it could be! □

## Camps Develop Boys . . . .

(Continued from page 46)

In addition to the camp director and assistant camp director full time counselors are employed during the summer to direct and supervise all phases of the camping program and activities.

To help support the Statewide camping program all FFA members pay a one dollar a year camp fee. Members attending camp pay a reasonable fee for meals and lodging. Many FFA chapter advisors encourage their members to plan and carry out fund raising activities during the school year to pay part of their expenses in attending camp. This also promotes cooperative effort and encourages better attendance.

Camping has long been and still is a very popular and beneficial FFA activity in our State and we are confident that the values received on the part of FFA members is worth many times the effort and expense involved. The summer camping program is helping Future Farmers not only to work well together but also to stimulate and to teach them to plan and provide organized recreation for themselves and others in their home communities. □

## Camps Not Practical . . . .

(Continued from page 47)

under selected, specially qualified teachers, groups of officers can be taught leadership during one or two weeks of intensive study. The fallacy is that leadership is not learned in a number of days, but gradually instilled through the continued efforts of a good advisor. Also, the majority of these boys will not again work with the teachers who train them, and this is the very thing which belies the effectiveness of leadership training camps. The well-spring of all good leadership among a chapter's officers always comes from the local advisor, not from the Manual, and certainly not from a staff of camp instructors. As with learning, the weaknesses in future chapter leadership can much better be seen at close hand by the local teacher. Often problems of a potentially outstanding leader are covered up and passed over during a camp, whereas in the local chapter these problems are immediately discernible to the advisor.

All the existing arguments for holding statewide FFA camps—recreational, educational, and leadership training—can be refuted by the con-

duction of proper activities on the local chapter level. Several days with the advisor on the river bank, or touring nearby farms and businesses will give the students much more training for less time and money than attendance at established camps. Under local conditions and at chapter activities personalities and individuals are the most important consideration. Under group functions at FFA camps the individual, along with his problems and potentials, is buried and generally ignored under a mass of time-tables and daily schedules.

It is to the credit of vocational agriculture that consideration for the system and the method has never replaced consideration for the individual; that programs have always been adjustable to make allowances for special problems and conditions of individuals and communities; and that time and money has not been spent on dubious activities of doubtful profitability.

If a State wishes to maintain this fine and creditable record in the history of its vocational agriculture service, it should give careful consideration to the questions raised here before going ahead with the establishment and operation of a statewide FFA camping program. □

## Letters . . . —Continued from page 38

tion. Also, this article reveals that high school principals are concerned with and interested in adult education. Perhaps more involvement of high school principals in evaluation would more fully accomplish one of the objectives of the authors of the Smith-Hughes Act when they wrote, ". . . to train present . . . farmers . . ."

Lamberth states, "Principals should insist on the use of an evaluative instrument each school year to appraise their local programs." An excellent objective, but we need to make sure our principals are fully informed of our objectives so that the evaluative instrument is vocational and not academic in purpose. "Principals Evaluate Tennessee Vo-Ag Programs" should be read by all people planning to evaluate vo-ag programs at local, state or national levels.

HAROLD ENGLEKING  
Supervision  
Springfield, Illinois

## Future Themes for The Agricultural Education Magazine

Issue	Themes	Deadline For Copy
January 1965	Teaching For Off Farm Agricultural Occupations	Sept. 20
February 1965	Educating Tomorrow's Teachers	Oct. 20
March 1965	New Courses of Study	Nov. 20

# Farm Business Management for Freshmen, Sophomores, Juniors and Seniors

D. R. CHASTAIN, Teacher of Vocational Agriculture,  
Williamston, South Carolina



D. R. Chastain

We as teachers are, at the time a boy enrolls in vocational agriculture, are in a good position to teach handling or managing his time and resources wisely—and not stop with just his present resources, but expand our time and management training course to provide for future farm business possibilities. During these three or four years, I feel we should place more emphasis upon the attainment of certain skills and experiences involved in the operation of a complete and successful farm business. This should be done in order that he may acquire a more thorough working knowledge and understanding of farm business management factors that relate to and so heavily influence a successful farm business operation today. These factors include:

1. Availability of markets
2. Prices received for products
3. Farm business analysis procedures
4. Size or volume of business
5. Selection and combination of enterprises
6. Rate of production
7. Labor efficiency
8. Best utilization of available resources
9. Financing
10. Decision making processes

#### Four Farms Used

As a result of the training received in recent years in the area of farm business management through workshops, short courses, field demonstrations, and practical exercises, I have attempted to organize and develop more instruction to satisfy this growing need in the area of farm business management. As a supplement to the student's experience gained through his supervised farming program, I now provide four exercises in farm planning, financing, operation, and management using four farms

These four farm exercises are planned as a follow-up on the unit of instruction in soil judging where classification, planning, and management of a given field are taught. By extending this one step beyond this level, I combined a number of fields (a farm) to provide a further basis of study in planning, operation, and management. The problems to be studied in the four exercises are based on and closely related to the knowledge gained in soil judging and the experience gained from the student's supervised farming program.

For the first year student the farm, due to size, land classification, etc. is designed to be operated as a row crop type farm. The second year farm exercise deals with crops and livestock; the third year, livestock; and the fourth, a timber operation or a timber and livestock combination. Each of the four farms must be planned and operated by the student to meet certain minimum requirements as to net income and/or standard of living.

#### Steps for Each Grade Level

The plan as used calls for the following steps for each grade level to use in carrying out the exercises:

1. Establish land classification (1st year student only)
2. Determine area cropping system (1st year student only)
3. Planning the annual farm business operation on the assigned farm
4. Computing the annual sale of farm products
5. Computing the annual farm expenses
6. Computing the annual general expenses in connection with the business
7. Summary and analysis of the year's operation
8. Study and analysis of factors affecting the farm profits

In all exercises farm sketch maps and necessary forms are provided for completing each of the business transactions.

By making use of the available reference material that is particularly suited to this level of training, and by injecting into the exercise needed

Your help needed in

## A Reader Survey of the Agricultural Education Magazine

The reader survey on the accompanying page offers a much needed means by which readers can offer suggestions on the improvement of The Agricultural Education Magazine.

Only about 10 minutes are required to complete the survey form. After completing the survey, it should be mailed to Agricultural Education, 2120 Fyffe Road, Ohio State University, Columbus. Your reply should be in the mail by August 31. No signature is required.

The Agricultural Education Magazine represents a unique professional endeavor. It is supported by the voluntary efforts of many persons. Writers and contributors receive no payments for their contributions. Since no paid advertising has been included, its financial support is provided by about 8,500 subscribers, a remarkably high percentage of approximately 12,000 workers in this field in the U. S. The magazine is under the direction of an editing-managing board, who receive no expenses or remuneration, and is printed at cost by the Interstate Printing Company. The only salary paid is less than \$150.00 per year for secretarial help, although the business manager and editor do receive modest honorariums.

A publication which secures so much voluntary support from so many persons should serve their needs as well as possible. We believe that this reader survey can help us to determine our readers' likes and dislikes and to provide a sound basis for future improvements. We hope that a high percentage of our readers will give us the benefit of their thinking in "taking a reading" of the Magazine's content and format.

We believe that the Agricultural Education Magazine has been a useful and important means of advancing our profession. We hope that this reader survey can make it serve an even more useful purpose.

Editor

# Survey of Readers of the Agricultural Education Magazine

Return to: Agricultural Education, 2120 Fyffe Rd., Ohio State University, Columbus 10, Ohio

## Section I

Please answer these items in terms of your reading of the Agricultural Education Magazine during the past year.

- Approximately what percent of each issue do you ordinarily read?  
less than 5%\_\_\_\_, About 25%\_\_\_\_, About 50%\_\_\_\_, About 75%\_\_\_\_, Nearly 100%\_\_\_\_\_.
- Do you keep a file of back copies? Yes\_\_\_\_, No\_\_\_\_\_.
- What is your rating of the value of the following sections of the Magazine in terms of your reading during the past year?

	Rating of Value of Various Sections				Suggested Improvements
	A	B	C	D	
Guest Editorials_____					
From the Editor's Desk_____					
Letters_____					
Key articles relating to theme_____					
Articles on research_____					
Miscellaneous articles_____					
News & Views of the Profession_____					
From Former Issues_____					
Both Sides of the Issue_____					
Book Reviews_____					
NVATA News_____					
Stories in Pictures_____					

## Section II

Please rate the following types of articles on the basis of their interest and value to you.

	Rating			
	A	B	C	D
1. Articles based upon research studies_____				
2. Articles based upon a teachers' experience in his own program_____				
3. Article describing a trend or development in a state program_____				
4. Articles discussing national developments and trends_____				
5. Articles based upon a philosophic point of view without local application_____				
6. Other (describe)_____				

### Section III

Please rate the value of the following professional publications. Check only those publications which you have read during the past year.

Publication	Rating			
	A	B	C	D
N.E.A. Journal _____				
American Vocational Journal _____				
The Agricultural Education Magazine _____				
The Education Digest _____				
Your State Vo-Ag Newsletter _____				

Is the Agricultural Education Magazine included in your state dues package? Yes \_\_\_\_\_ No \_\_\_\_\_

Would you subscribe to the Magazine if it were not a part of your dues package? Yes \_\_\_\_\_ No \_\_\_\_\_

What is your estimate of the value of the following possible changes in the magazine?

	Much	Some	Little
1. Increasing from 24 to 32 pages. _____			
2. Using color on inside pages. _____			
3. Using a heavier weight cover. _____			
4. Including paid advertising. _____			

What additional suggestions do you have for improving the Magazine? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Section IV

Check the following items which describe you as a reader.

Check One

1. Position—Teacher of vocational agriculture \_\_\_\_\_  
     Member of teacher education staff \_\_\_\_\_  
     College Student \_\_\_\_\_  
     Full time graduate student \_\_\_\_\_  
     Member of state supervisory staff \_\_\_\_\_  
     Other (Specify) \_\_\_\_\_
2. Experience—Years employed in Agricultural Education \_\_\_\_\_
3. Location—Region in which you are now working.  
     Atlantic \_\_\_\_\_, Southern \_\_\_\_\_, Central \_\_\_\_\_, Pacific \_\_\_\_\_, Inter Region \_\_\_\_\_.
4. Highest Degree Held—B.S.C. or equivalent \_\_\_\_\_, M.S. or equivalent \_\_\_\_\_, Ph.D. or equivalent \_\_\_\_\_.



Warren L. Griffin

# Agricultural Workers Needed in Missouri\*

DR. WARREN L. GRIFFIN\*

There are 615 agricultural employees working for 112 different firms in Saline County, Missouri. More than 80 different occupations are involved, and the annual turnover and expected expansion of these jobs provide considerably more employment opportunities than there are vocational agriculture graduates to fill them. These are findings of an effort to interview every employer of an off-farm agricultural worker in this north Missouri county.

Saline County is a good general farming area. Marshall, the largest town, is slightly under 10,000 population according to the last Census. Vocational agriculture departments are found in Malta Bend, Marshall, Slater, and Sweet Springs high schools. Two other smaller schools do not offer the program. Approximately 30 students graduate each year with four years of vocational agriculture from the four schools.

The firms tend to be small. Only 15 employed more than 20 workers, and 61 of the 112 employed 5 or fewer workers.

For a large majority of the jobs, students needed a farm background; training in vocational agriculture was essential or desirable; and high school education was considered sufficient. For two-thirds of the jobs previous work experience was essential or desirable.

There were a total of 2,006 workers in the 112 firms. Of the 1,861 full-time employees, 1,043 were men and 818 were women. There were 145 part-time employees of whom 17 were women. An agricultural background was considered essential for about one-third of the jobs.

Nearly one-half of the agricultural

jobs were at the semi-skilled level. Skilled workers were the next largest group as indicated below:

	Percent
Professional	5
Technical	3
Proprietors or Managers	14
Supervisors or foremen	6
Sales	12
Clerical	1
Skilled	15
Semi-skilled	44
Total	100%

## Requirements for New Employees

A majority of the openings in these firms could be filled by high school graduates. About 5 percent could be filled with no more than an eighth grade education, while technical training was required for about 8 percent and college training for 20 percent of the jobs. Generally, managerial employees needed college; sales jobs were about evenly divided between high school and college prerequisites, and a high school education was usually sufficient for service occupations.

The more specialized occupations

required higher level technical training, while a broad basic knowledge of agriculture was deemed to be the best training for a majority of the semi-skilled jobs.

There was considerable variation in age requirements for entry, but as a rule applicants for sales and managerial jobs needed to be 25 years or older. Younger persons could qualify for many of the service occupations.

There was considerable difference among industries as to the proportion of workers needing agricultural backgrounds. The proportion was high among workers at farm machinery businesses (90%); feed, seed, and fertilizer (88%); plant products and services (79%); and lumber companies (71%). In contrast, only about 10 percent of the workers in educational and government agencies, food processing firms, and those offering farm managerial services needed a knowledge of agriculture to perform their jobs satisfactorily.

Turnover of present employees yields a total of 82 vacancies annually. These are distributed as follows:

Agricultural mechanization	22
Plant science	22
Animal science	21
Feed, seed, and fertilizer	15
Professional	2
Total	82

More than one-half of the firms (66 of 112) indicated they would hire high school students on a part-time basis if supervision were given by a teacher of vocational agriculture.

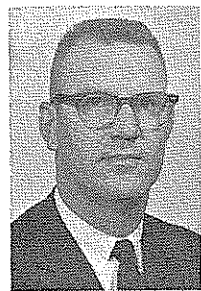
## Limited Opportunity for Advancement

A discouraging aspect of the study was the employees' opinions of opportunities for advancement. Less than 20% considered opportunities good or excellent; about 25% considered them fair; and more than one-half of the workers were regarded as having poor opportunities for advancement. The preponderance of small firms may partially account for this situation. Undoubtedly, advancement opportunities are limited in these firms unless workers change places of employment.

Brief job descriptions were written for the 80 job titles based on information obtained from the employers. Fifteen were classified under farm mechanics; 22 animal science; 19 plant science; 10 feed, seed, and fertilizer; and 14 were considered professional. □



\*Editor's Note: This is a report of principal findings in Dr. Griffin's dissertation study, "The Nature of Agricultural Occupations, Other Than Farming, in Saline County, Missouri." The author directed a statewide study of agricultural occupations for the Missouri Department of Education in the spring of 1964. He assumed new duties in July in the Department of Agriculture at San Angelo College in Texas.



Warren L. Griffin

# Agricultural Workers Needed in Missouri\*

DR. WARREN L. GRIFFIN\*

There are 615 agricultural employees working for 112 different firms in Saline County, Missouri. More than 80 different occupations are involved, and the annual turnover and expected expansion of these jobs provide considerably more employment opportunities than there are vocational agriculture graduates to fill them. These are findings of an effort to interview every employer of an off-farm agricultural worker in this north Missouri county.

Saline County is a good general farming area. Marshall, the largest town, is slightly under 10,000 population according to the last Census. Vocational agriculture departments are found in Malta Bend, Marshall, Slater, and Sweet Springs high schools. Two other smaller schools do not offer the program. Approximately 30 students graduate each year with four years of vocational agriculture from the four schools.

The firms tend to be small. Only 15 employed more than 20 workers, and 61 of the 112 employed 5 or fewer workers.

For a large majority of the jobs, students needed a farm background; training in vocational agriculture was essential or desirable; and high school education was considered sufficient. For two-thirds of the jobs previous work experience was essential or desirable.

There were a total of 2,006 workers in the 112 firms. Of the 1,861 full-time employees, 1,043 were men and 818 were women. There were 145 part-time employees of whom 17 were women. An agricultural background was considered essential for about one-third of the jobs.

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## News and Views of the Profession



Officers-1964-65—National Association of Supervisors of Agricultural Education. (l to r) President—J. M. Campbell, Virginia; Secretary-Treasurer—Dale Aebischer, Wisconsin; Vice Presidents—Central—M. M. Boito, Kentucky; North Atlantic—Neal Andrews, New Hampshire; Pacific—Byron McMahan, California; Southern—William Gore, South Carolina. All are State Supervisors of Vocational Agriculture.

G. Joseph Gribouski will assume the duties as Supervisor of Agricultural Teacher Training August 1 and be stationed at the University of Massachusetts.

He received a B.S. degree in General Agriculture at the University of Massachusetts in 1950 and a M.Ed. at Worcester State College in 1961.

Mr. Gribouski has been active in the MVATA and a member of the USDA Club. He has taught Vocational Agriculture since 1952. □

Homer V. Judge joined the School of Education at the University of Massachusetts on September 1, 1963 as Assistant Professor for Agricultural Education. Dr. Judge is a native of Oklahoma and a former teacher of vocational agriculture in that state.

From 1954-1958 he was a specialist on the Near East Foundation serving in Iran. From 1958-1960 he was Assistant Professor at the University of Nebraska for the Turkish program.

Prior to joining the Massachusetts staff he was employed at Michigan State University in teacher training supervision and administration. He has succeeded Dr. Robert C. Jones. □

### Agricultural Education Majors Rank High at Arizona

RALEIGH JOBES

Research Graduate Assistant,  
Department of Agricultural  
Education, University of Arizona

Fifty-nine percent of the graduates in Agricultural Education at the University of Arizona were in the upper half of their graduating classes during the period, 1959-1963. This compares with 44.7 percent for the

College of Agriculture as a whole.

In this study of college graduates, it was found that sixteen departments in the College of Agriculture graduated students in this five-year period. The Agricultural Education Department ranked third having twenty-seven of the 288 graduates.

The study showed that 63.4 percent of the graduates were from Arizona with 27 other states furnishing 27.1 percent. About 9 percent were from foreign countries.

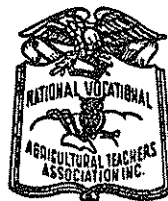
Ninety-one percent of the graduates of the Department of Agricultural Education compared with 71 percent of the College of Agriculture graduates were in the upper half of their high school graduating classes.

Graduates in Agricultural Education were above average in all aspects considered in the study, when compared with the average for the University of Arizona and the College of Agriculture. □

### Farm Management

(Continued from page 50)

information concerning farm management, I am presently spending from three to four weeks each year with each class. With the first year student, initially it is necessary that the planned operation be kept relatively simple. With the advanced student, I am attempting to provide more scope and depth in the instruction in the areas of financing, analysis procedures, and best use of land resources. I am becoming more and more cognizant of the responsibility I have of developing the student's managerial abilities. He must be further trained to plan, to finance, to make decisions, and in the final analysis must be taught to think and analyze in terms of a complete business operation. □



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

James Wall  
Executive  
Secretary

How does your state ag teachers association rate? Allow the following number of points: Excellent 10, Good 8, Fair 6, Poor 2. A total score of 130-150 is excellent, 110-129 good, 90-109 fair and below 90 poor.

1. Collected dues from 100% of teachers, teacher educators and supervisors and encouraged student memberships. 2. Used the NVATA Program of Work as a guide in developing a state program. 3. Completed a high percentage of the Program of Work activities and made a report to the NVATA. 4. Published a regular newsletter. (4-6 issues per year should be considered a minimum). 5. Had at least 5% of the members qualify for membership in the NVATA "Thirty Minute Club."

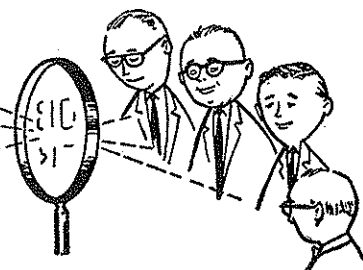
6. Organized and carried out at least 2 good public relations activities. 7. Sent delegates to the National Convention and the Summer Regional Meeting. 8. Recognized members and others for long years of service and outstanding achievement. 9. Made at least 2 studies (as a group) that improved some phase of the curriculum, teaching facilities or teacher welfare. 10. Had adequate time at the state conference to conduct association activities.

11. Held district or regional meetings during the year. 12. Used official stationery showing NVATA, AVA and other affiliations. 13. Provided members with copies of the NVATA Creed, Constitution, Information Bulletin. 14. Promoted special activities or projects suggested by the NVATA such as—Farm-City Week, National Farm Safety Week, FFA Calendar, and the FFA Magazine. 15. Kept the membership adequately informed about state and national activities.

An active state ag teachers association working with state directors, state supervisors and teacher educators can take advantage of the many new and challenging opportunities made available by the Vocational Education Act of 1963.

If your association is not what it could or should be, now is the time to make it better. If you are one of the rank and file members, encourage and assist the officers in every possible manner.

# BOOK REVIEWS



**APPROVED PRACTICES IN FRUIT PRODUCTION.** Scheer, A. H. and Juergenson, E. M. Published by the Interstate Printers and Publishers, Inc., Danville, Illinois, 1964. 504 pp., price \$3.75.

Included in this book are all the more important activities involved in the fruit enterprise. Much of the content has been taken from state agricultural colleges and experiment station publications in order to provide the reader with the latest information which has been tested and proved successful. The information has been carefully selected and condensed to a minimum to conserve space and eliminate laborious reading.

This book should be useful for all persons interested in efficient fruit production, adults and youth alike.

Mr. Scheer is an Instructor in Fruit Production at California Polytechnic College, San Luis Obispo, California. Mr. Juergenson is with the Department of Agricultural Education, University of California, at Davis, California.

—Guy E. Timmons  
Michigan State University

**TEACHER LIABILITY IN SCHOOL-SHOP ACCIDENTS** by Denis J. Kigin, published by Prakken Publications, Inc., 416 Longshore Drive, Ann Arbor, Michigan, 1963. pp 128. Price \$4.50 (cloth bound), \$3.00 (paper bound).

The material presented is intended primarily for public-school-industrial-education teachers, but it could well be of value to others. It is intended to cover those phases of legal liability which directly affect teachers.

The main issues examined pertain essentially to public-school teachers. The material is presented in a general manner, with a degree of flexibility and not to fit specifically to any given state laws.

Mr. Kigin is Associate Professor of Industrial Education at Arizona State University.

—Guy E. Timmons  
Michigan State University

**SWINE PRODUCTION (Second Edition)** by Clarence E. Bundy and Ronald V. Diggins, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1963, 371 pp. Price \$6.20.

This popular book has been brought up-to-date through the 1963 revision. Written by men who are active in the swine business as well as teachers, the content is arranged for effective use in teaching agriculture. Professor Bundy, is head of the teacher education in agriculture at Iowa State University—Mr. Diggins is teacher of agriculture in Iowa. Good pictures and drawings add to the effectiveness of the book.

The 14 chapter headings are as follows: Opportunities in Swine Production; Breeds of Swine; Selection of Breeding and Feeding Stock; Feed Selection in Swine Nutrition; swine Breeding; Feeding and Management During Gestation; Feeding and Management During Farrowing and Suckling Periods; Feeding and Management from Weaning to Market; Pasture Crops for Swine; Buildings and Equipment; Disease and Parasite Control; Swine Marketing; Swine Records; Fitting and Showing. □

Raymond Clark  
Michigan State University

**THE GOOD WORD** by Austin E. Showman, published by the Ohio Extension Service, Columbus 10, Ohio, 1963, 64 pp. Single copy 75¢, quantity 60¢.

This handbook on writing and the dissemination of information was written as a result of requests by Ohio County Extension Agents. The book contains much practical information in a handy form to assist the agriculture and home economics leader in developing and maintaining an effective public relations program.

Included in the handbook are the following areas: recognizing news and news sources; working with editors and reporters; writing for newspapers and journals; writing advance and follow-up stories; writing feature stories; writing columns; covering the agricultural beat; covering the home economics beat; covering the 4-H

beat; writing with your camera; writing for radio; writing reports; writing letters; and using the written word.

Included in a handy reference form are often misspelled words, proper sentence structure, proper punctuation, proper selection of words, and strong and weak verbs. This publication would be a valuable reference for every agricultural leader.

James Albracht  
Michigan State University

**ELECTRICAL TIPS FOR EVERYONE** by Paul M. Anderson, Assistant Professor of Agricultural Engineering, and Benton K. Bristol, Ph.D. Assistant Professor of Agricultural Education of the Pennsylvania State University. Published by the Pennsylvania State University, College of Agriculture, Extension Service, University Park, Pennsylvania. 185 pages plus question papers for each of 10 lessons. Price \$2.50.

This is a ten lesson extension course written for the everyday user of electricity. Simple language has been used. When it has been necessary to use technical terms they have been carefully explained. Line drawings and pictures have been utilized to illustrate key points in the lessons.

Upon completing this extension course the student should have an understanding of the principles of electricity as well as a knowledge of the requirements of an adequate wiring system. The different types of electric motors and how to select the proper motor for a given job is discussed. Controls and protection devices for motors and appliances are described. Some "do it yourself" jobs have also been described.

Harlan Ridenour  
Ohio State University

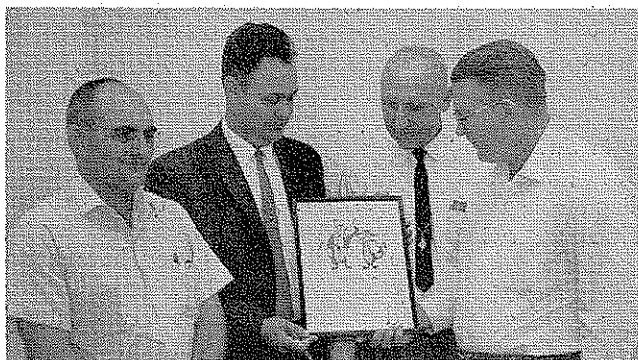
## Receive Research Grant

Dr. J. D. McComas, Head of the Department of Agricultural Education and Dr. Darrell S. Willey, Head of the Department of Educational Administration at New Mexico State University have been awarded a \$500 grant from the NMSU Research Center to conduct a special research project on personnel problems of elementary and secondary teachers. The project will be completed during the summer of 1964. □





FFA Members at Cherry Grove Beach at the South Carolina-State FFA Camp.



Nevada Agriculture Educators Receive Their Proven Sire Award For the Success of Their Former Students as Agriculture Teachers.

Left to right are:

Elliot Lima, Lovelock, Nevada

T. A. Butler, Asst. Prof., Agricultural Mechanics, University of Nevada, Reno

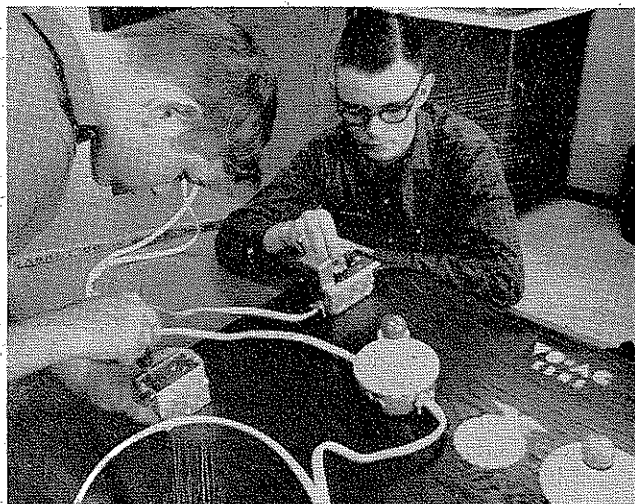
L. C. Schank, State Supervisor, Carson City, Nevada

H. H. Christensen, Agriculture Educator, University of Nevada, Reno



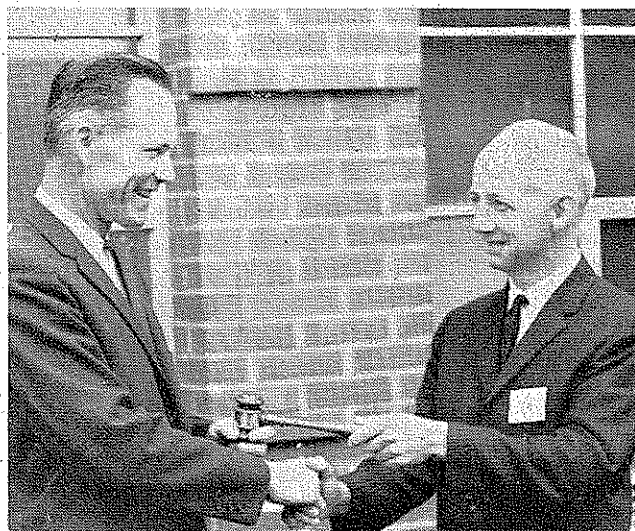
Graduate students in a teaching aids course at Ohio State University include (left to right) Jerry Marquis, a former agricultural education major now with the Air Force; Don Young, county agricultural extension agent; and Linda Strickling, elementary education teacher.

# Stories in Pictures



John Clouse and Gary Collier, Kingman, Kansas, completing the wiring on a practice electrical panel. Several such panels have been constructed by the class to allow each boy to gain practical wiring experience.

Photo by Earl Wineinger



Bob McKay, Vocational Agricultural Instructor from Walla Walla, Washington, and 1963-64 President of the Washington Vocational Agriculture Teachers Association (left), presents the association gavel to Art Nelson, Vocational Agricultural Instructor from Castle Rock, Washington, retiring President. (Right) Art Nelson is currently president of the Washington Vocational Association, and has recently been named "Washington Teacher of The Year."

Photo by R. D. Walen,—Carnation, Washington