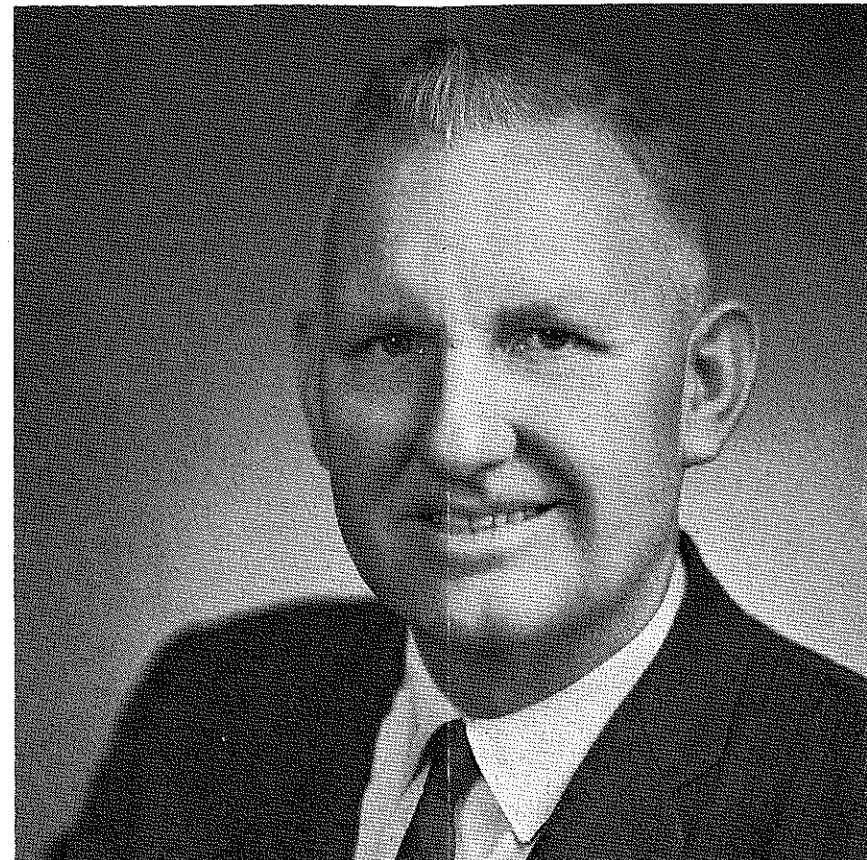


## Leader In Passage of Vocational Education Act of 1963



HONORABLE CARL D. PERKINS  
House of Representatives

Congressman Perkins is serving his eighth consecutive term in the United States House of Representatives from the Seventh Congressional District of Kentucky; ranking Democratic Member of the House Education and Labor Committee; Chairman of the General Subcommittee on Education. As Chairman of the ranking Education Subcommittee, Congressman Perkins sponsored and brought to a successful vote the Vocational Education Act of 1963 which has expanded the old and inaugurated a new Federal program for vocational education.

Congressman Perkins obtained his early training and education as a farm boy in rural, Knott County, Kentucky. As a school teacher and part time farmer, he operated a small farm which he still owns. His continued interest in agriculture is reflected in the fact that he continues to operate his own home farm in a small way and now owns another farm, which he operated on a somewhat larger scale, although his congressional

duties have cut back on his agricultural activities, but not his interest in the problems faced by the farmers.

He has actively supported the expansion of the agricultural vocational education program along with other vocational education activities. He considers agricultural vocational education as the principal hope for our farmers due to the fact that farmers have been slow to accept new methods and many of their problems are related to the fact that new types of farming, including specialized farming, have made it quite difficult for the old style all-around farmer to continue his operations.

He is the author and sponsor of the Youth Conservation Corps, as a means of providing employment and training for young men who are unemployed and out of school. The Corps would be employed in conservation work in State and National parks, public lands, and forests. The major provisions of the Perkins bill have been included in

the President's anti-poverty legislation.

He has been an outspoken advocate of student aid programs including Federal scholarships, work study and student loans, and is the author of the work-study program in the Vocational Education Act of 1963 which was also included for students on the college level in the amendments to the National Defense Education Act, October 1964.

Through Congressman Perkins' insistence in the House of Representatives and his work as a conferee on the House-Senate Conference Committee on the 1964 amendments to the National Defense Education Act, federal financial assistance to elementary and secondary schools was extended from the subjects—science, mathematics, and modern foreign languages to include English, Reading, History, Geography, and Civics. He is also one of the sponsors of the Appalachian Development Act.

# AGRICULTURAL Education

August, 1965

## *Declaration of Purpose*

“ — TO MAINTAIN, EXTEND, AND IMPROVE  
EXISTING PROGRAMS —

TO DEVELOP NEW PROGRAMS, SO THAT  
PERSONS OF ALL AGES IN ALL COMMUNITIES  
WILL HAVE READY ACCESS TO  
HIGH QUALITY, REALISTIC,  
VOCATIONAL TRAINING OR RETRAINING  
(In Light of Actual or Anticipated  
Opportunities for Gainful Employment)

SUITED TO THE NEEDS, INTERESTS AND ABILITIES  
(Of these Persons). ”

— Vocational Education Act of 1963.

A preliminary survey of attitudes and practices of 100 elementary school principals was undertaken. Thirty per cent responded. The results presented below are, therefore, not to be considered indicative of any trend, only suggestive.

It is quite clear that the elementary school principles who responded to this survey enthusiastically endorse the instituting of broadly based vocational education programs for the elementary school.

*Featuring*  
***Philosophy and Objectives***

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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## Long on Practice, Short on Theory and Philosophy

The basic argument of this editorial is indicated in the title. A second part of the argument is that not only have we in Agricultural Education been long on practice and short on theory and philosophy, but that this has been the major cause of much of our difficulties. Putting this another way, I am suggesting that we have worshipped the practical while ignoring or even belittling theory and philosophy.

Theory helps explain a situation by close examination of underlying causes. Thus, we are able to unify scattered results or generalizations so that we can "make sense" out of a situation. When we are able to state a theory, it is stated in a set of propositions. These propositions, ideally, meet the following conditions: They must be (1) stated in terms of exactly defined concepts, (2) consistent with one another, (3) existing generalizations could be deductively arrived, and (4) fruitful — show ways to further observations and generalizations, thus increasing the scope of knowledge. Therefore, constructing a theory is not easy. It must be arrived at through creative achievement. I am not suggesting that all of us should become theoreticians but I do believe that we could take time to see what theory underlies a practice before we jump on the bandwagon of the latest practice being promoted for *everybody* in Agricultural Education.

Now, how am I using the term "philosophy"? I go way back to Socrates for my basic thought here. This philosopher said, "The unexamined life is not worth living." So, philosophy includes a spirit of inquiry. You say that a certain practice should be followed. But I want to know why? And if you are a philosopher, you do not accept such an answer as "Regulations". In fact, the main reason that the philosopher insists on examining things is to push toward *ultimate principles*, which, taken together explains the total situation. "Reality in totality", as the philosophers put it. Again, I am not suggesting that we all become philosophers in the full sense of the word, but I do believe that we should become philosophic enough to try to see the situations in which we find ourselves in a larger context than we usually see them. Certainly, as educational leaders, we can concern ourselves with causes, values, ends and philosophic questions.

In using the word "practice", I am following the dictionary definition: "Actual performance or application of knowledge; distinguished from theory". The appropriate adjective is "practice". We have tended to take a good practice and make it a doctrine. In the process we have frequently lost the basic reason for the practice in the first place, namely, *learning*. The theory and the underlying philosophy of supervised practice would probably stand up under any fair evaluation as sound educationally — not only for vocational agriculture but for any other subject. However, by the time we got through with the practice as a route for better learning, we had made it the one and only route that anybody enrolled in vocational agriculture could take.

The FFA developed as a supplement to vocational agriculture to make the subject of agriculture a better learning situation for the boys enrolled, adding to their development. But we made it a ritualistic, tight organization in which a boy could join only if he could recite the creed and meet certain other requirements, including an initiation for good measure, all much more like a college fraternity or a lodge than a supplement to a course in high school. For fear that you think I am picking on the FFA and the high school program, we did even worse in solidifying some recommended practices in the area of adult education. If you will read almost any of the policy bulletins, you will see adult and young farmer classes defined by using the number of meetings as a part of the definition. So, we finally came to the point that we defined adult education as "10 or more meetings with 10 or more farmers".

Yes, we have institutionalized many of our practices then gone to great length to enforce the practice — forgetting that the practice started as a way and means to reach an objective of learning.



Cayce Scarborough

## Theory and Practice

Use of a new term sometimes causes difficulty in understanding. For example, we are hearing much said these days about *Occupational Education*. Sometimes it is used synonymously with *Vocational Education*. Others use the term in a broader sense, while still others use it in a more limited sense than the old term *Vocational Education*. Dr. H. M. Hamlin has defined the two terms as follows:

**Occupational Education:** All education that contributes to occupational choice, competence, and advancement.

**Vocational Education:** Specialized education for work in a particular non-professional occupation or a cluster of these occupations.

Although I do not feel that definitions are particularly important as such, it seems that some common ground is necessary if the use of terms is to be meaningful in discussing educational programs.

Supervised practice seems to be getting relatively little attention in many discussions of new programs of vocational agriculture. As we move from the requirement of a supervised *farming* program for each student enrolled in vocational agriculture, it seems essential that we include some form of supervised practice program for each student. "Learning to do by doing" is a sound educational principle if we are aware of all that is involved in the statement. As Carsie Hammonds pointed out in this magazine years ago, this is more than a slogan and involves much more in learning theory than most of us are aware when we make a talk about the importance of "learning to do by doing".

Sermonette of the day: "We don't need experienced men as much as we need some who can do things that have never been done before."

Cayce Scarborough



## Theory and Practice

(Continued from page 27)

Our policies dealing with reimbursement and enrollment have tended to cause us to look to ourselves for resources and exchange of ideas. This has kept our flock highly selective. Maybe we have followed the example set by our Puritan ancestors. They had a verse as follows:

We are the chosen few.

All others will be damned.

There is no room in Heaven for you.

We can't have Heaven crammed.

Instead of isolating and insulating ourselves, I believe that we should try to involve others in vocational education at every possible opportunity. Especially should we look to the basic areas of sociology, philosophy, economics and psychology for much needed help. Only in psychology have we tried to secure help, and most of that was probably due to certification requirements. In our own case, we have received invaluable help from Professor Selz Mayo, in Rural Sociology. Not only in helping us learn how to do community study, but helping us develop with our students, undergraduate as well as graduate, a "research approach" to their work that has been of great help, regardless of the area of educational leadership they have pursued. We in Ag Ed just simply cannot do everything that must be done in these days.

I hope that none of our leaders in Agricultural Education fit the cynical definition of *The Leader Who Failed*: "He misunderstood the past, he miscalculated the present and ignored the future."

A national leader in vocational education made a speech recently in which he raised the old, worn issue of General Education vs Vocational Education. He said that the question young people face is "What can you do?", not "What do you know?" In referring to his own experience as a young man, he said that he faced the working world

## Letters to the Editor

Sir:

Henry's Ross's article "When you Visit a Tunisian Farmer" was almost as good as a shot of penicillin in boosting my spirits, the fact that he is putting farming back in agriculture.

The list of farm improvements needed in Tunisia are familiar words to the teacher of vocational agriculture who is fortunate enough to have boys interested in farming and ranching.

When leaders in agricultural education doubt the wisdom of keeping farmer in the FFA or farm and ranch experience as an integral part of the vocational agricultural curriculum in our high schools, there is little wonder why our Agricultural Colleges are not meeting the needs of Agricultural Business and Industry in providing trained personnel, and high school vocational agricultural departments are being closed because trained teachers are not available to fill the vacancies.

In fact it is good to see "farming" articles back in our Agricultural Education Magazine. I hope in the near future an article "When you visit an American Farmer" might be available for our readers.

Mr. Ross is to be commended for the fine work in agriculture that he is coordinating in Tunisia.

Jim Durkee  
Vo Ag Teacher  
Laramie, Wyoming

but that he got nowhere because they wanted to know, "What can you do?"

I believe that this argument is of questionable validity in trying to look at the educational needs, including the need for vocational education, of young people today. First, I believe that basic assumption that it is an *either-or* decision is fallacious. The young person of today must have both if he is to be a happy, successful citizen. In fact, I doubt that it is possible to be a good citizen in the full sense of the word without a continuing effort for competency in *all* areas of education.

Secondly, to bring a personal experience of years ago to the present and generalize as a basis for arriving at needs for an educational program for today is also questionable. In the past, when jobs were more stable and the specific competences needed to perform these jobs were firmly established, the premium on "doing" was great, and

Dear Dr. Scarborough:

I have been pleased to note a number of articles in *The Agricultural Education Magazine* dealing with the success of vocational agriculture high school graduates in agricultural colleges. It is good to know that your profession is aware of the need for interesting larger numbers of capable young men in careers in biology and agriculture.

We need to keep in mind that prospective students and their parents are often quite unaware that agriculture is one of our nation's most rapidly growing industries. The world population explosion dictates that agriculture will continue to be a dynamic area of endeavor.

In spite of increasing enrollments in many agricultural colleges we do not have nearly enough graduates to fill the jobs which are available. This past year here in Ohio more than 600 job opportunities were filed with our Placement Office. We had fewer than 300 young men who were prepared for these jobs.

It seems crystal clear that all of us in agriculture must encourage additional students to pursue careers in biology and agriculture. The demand for teachers of vocational agriculture, in most states, is greater than the supply. Likewise, there are a great many vacancies in the Extension Service at the present time. Jobs are going unfilled in the areas of agricultural business and industry, communications, research, overseas service and almost all areas which require men educated in agriculture. In view of these facts, I should like to invite the help of your profession in redoubling our efforts to acquaint high ability high school students throughout the nation with the many challenging and rewarding careers that now exist and will be available for many years in the future. It seems to me that together we must utilize every means possible to inform young men of the opportunities throughout the broad field of agriculture if we are to continue to meet the needs of our country in these times of rapid change.

Sincerely yours,  
Roy M. Kottman  
Dean of Agriculture  
Ohio State University

However, it must be remembered that one of the damaging criticisms found in the national study of vocational education by the Panel of Consultants was that too many of these programs were continuing long after the need was gone or more urgent needs had developed. Today, flexibility of programs, and ability to make changes in their own areas of competency are major needs in vocational education and for people enrolled in these programs. No longer are "Lifetime Certificates" available for any pro-

## A philosophy—

## Legitimizers Determine Program Objectives

— For planning

CHARLES I. JONES, Supervision, North Carolina



C. Jones

When planning an educational program based on community organization concepts, a teacher of agriculture should have a two-fold concern: (1) the identification of the men in a community who control the thinking and actions of the farmers with whom they are associated and (2) the relationship of these men to the teacher of vocational agriculture.

Termed "legitimizers" by sociologists, these individuals are the leaders in the varying groups of a community to whom other individuals go for information and confirmation of opinions. Accordingly, they largely determine the actions of a particular group and as a result the outcome of any program of vocational agriculture in a community.

The decision-making process, particularly in a matter of group interest, seldom, if ever, by-passes the legitimizer. Somewhere within the process, members of the group will seek the guidance of the person most respected for competency in a certain area. As long as the guidance proves to be the best for the group, the person will remain as the legitimizer and the established relationship will be intact. Thus a group may have several legitimizers, depending upon the complexity of the group and the position that the individual holds in the power structures important to the group. Usually casting the deciding vote for the acceptance or rejection of ideas and attitudes, the legitimizers collectively are a force which can spell the success or failure of any project.

Since there is at least one legitimizer in every group and since farmers will follow the advice of the legitimizer more readily than that of any other individual, the teacher of vocational agriculture who would have an effective program must be able not only to

but also to have their solid backing and support.

Recognition of the existence of a legitimizer in every group in a community presents two questions: How can a legitimizer be identified? What relationship, if any, should be developed between the legitimizer and the teacher of vocational agriculture?

## Identifying the Legitimizer

Identification of a legitimizer is not easy, for most often his identity will be obscured from the view of the outsider, such as the vo-ag teacher. This is due largely to the level of knowledge of the informal social organization within the community or neighborhood. Also, identification is frequently hampered by the fact that in many cases a legitimizer is the person least suspected. For instance, he could be a farmer who had followed the practices of his forefathers for so long that he is practically immune to new ideas. Or, he could be an individual, often thought of as a trouble maker, who complains constantly about farmer procedures and activities. For the most part legitimizers hold places of influence only within their respective groups. However, there are a few who, because of their economic or political positions in the community, reach out to all groups. Included among these are the merchants from whom the farmers purchase equipment and supplies, the local banker, and important political figures.

But, almost without exception, before a legitimizer can be identified, the group to which he belongs must be determined and set apart within its own boundaries from the other groups of the community. Delineation of groups is no small task, for it involves time-consuming, painstaking work on the part of the teacher of vocational agriculture. It is only after he has spent

community, meeting and talking with the farmers, and determining their needs that the vo-ag teacher can draw lines which set one group of people off from another.

Techniques used by the late Edward E. Langston, former vo-ag teacher at Princeton, North Carolina, have proved invaluable in the determination of the legitimizers in a community. Particularly noteworthy is his work when he set out to analyze the group structure of the six communities in his school district. Through a "saturation" technique, he visited all of the 304 families actively engaged in farming. His skillful use of the local dialect and his sincere interest in the people made him more than just a vo-ag teacher. To the farmers he was a person who could understand their level of thinking and with whom they could communicate. He was their friend.

Such questions as "Where do you fish?" and "What's your church?" netted him information from which he was able to map the social groups and thus identify their membership and their leaders. Within each group Langston found one or more persons whose judgments in various areas were highly prized. These men were the legitimizers of his district. In some groups these leaders were identified with moral behavior, economic success, or acceptable practices for producing crops and livestock. Groups having only one legitimizer held to a spiritual or hero-type leadership where the judgment of one individual alone was considered best for all areas of concern.

## Problem Delineation

When the identity of the legitimizers had been established, Langston's delineation of the real problems of the various groups became a matter of sensitivity. Most of the legitimizers, being

## Philosophy Rather Than Politics—

## Philosophy Furnishes Firm Foundation For Objectives

—As a Guide

EARL WEBB, Teacher Education, Texas A &amp; M University

"Philosophy is that which spews forth from the mouth of an atheist; it is not and cannot be compatible with the Christian faith!"

Unfortunately this has been the view of so many in the past and present that the very word *philosophy* has become synonymous with atheism. Consequently most undergraduate and many graduate curricula no longer require nor encourage students to take courses in philosophy of education. It is no wonder, then, that so much confusion reigns in education, especially vocational education. For it seems impossible to establish meaningful objectives without a firm foundation on which to build—a philosophical concept of the nature and purpose of education.

Philosophy is the master of education—or to say it another way, education is the handmaiden of philosophy. Plato believed that the ideal state would exist when governed by philosopher kings—the men of gold. He, therefore, suggested a system of education by which these could be selected. Education was the means by which the *ideal* was to be achieved—the *good life*. The rationalists suggested school subjects they believed would develop right thinking. Every system of philosophy has formulated educational means by which its objectives might be realized.

Herbert Spencer, a devout evolutionist, believed that man would enjoy the good life if he used sound judgment in selecting educational objectives in the order of their importance for survival. Consequently, he set forth knowledge to be learned in terms of its *usefulness*. In an essay entitled, "What Knowledge is of Most Worth,"<sup>1</sup> he suggested that schools teach knowledge that contributed to:

1. Self-preservation
2. Make a living in order to secure food and shelter
3. The rearing of children

4. Maintaining proper social and political relations
5. The gratification of tastes and feelings

His philosophy dictated that man must first be preserved (live) and that the least important expenditure of energy was to gratify tastes and feelings; these had no survival value. As a matter of interest, school subjects that were used to implement item number two above (vocational education) included geography, arithmetic, the natural sciences, and mathematics. Social and political relations were listed fourth—they had little survival value.

## Today's Problems

What are the problems that exist in our world today—what needs to be done—what do we want to accomplish? These are philosophical questions but they must be answered before means can be formulated to do what needs to be done. The person who ponders these questions and suggests courses of action is a *philosopher*.

Now, let's take a look at some of the vocational needs of our society. We see unemployment, yet a shortage of labor—immobility of workers because of a lack of knowledge and skills—incompetent employees—lack of pride in workmanship—inequities in earnings—a lack of public programs for providing vocational education—apathy among taxpayers regarding employment opportunities and so on.

Next, we ask ourselves, what needs to be done? Most of us would subscribe to the proposition that all persons should be employed and have an opportunity to earn a living commensurate with their productivity. But this is not the starting point; it is the goal of our efforts—that which is to be accomplished.

<sup>1</sup> Herbert Spencer, *Education*, A. L. Burt Company, 1862



Earl Webb

Perhaps the first need is to cause society (taxpayers) to be aware that things are not as they should be—that we have a need for pre-employment and in-employment vocational education so that persons have an opportunity to select an occupation, prepare for it, enter upon it and advance in it.

Once the means for vocational education programs have been provided, it is then necessary to develop curricula that will enable persons to gain the knowledge and skills needed to enter their chosen occupations and advance in them. What then is a solid basis for curriculum construction in vocational education? Is it the occupation? If not, why not?

## Agricultural Education Needs

What are the vocational needs in agricultural education? A better question is, what is the philosophical framework in which agricultural education exists? Has it been assigned the specialized task to help insure an adequate amount of food and fiber for the nation? If this is not its purpose, then what is it? Most of us in agriculture accept it, but does the average person or even all those in agriculture when the cost of storing surpluses and paying farmers for not producing is rather substantial?

Why do we want to change our present program? Is it to fulfill needs in society that we are better qualified to fulfill than any other group? If so, what are they? Is it to survive only or are there other reasons? History and some current research shows that farmers and farm workers are either at or near the bottom of the prestige scale. Could it be that much of the present clamor for including "related occupations" in agricultural education in an unconscious effort on the part of professional agriculture workers to move up prestige-wise?

(Continued on page 40)

## For planning—

## Sociology More Dependable Than Philosophy In Formulating Objectives

—Local programs



Laurence Drabick

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

There may never have been a time in the history of public education in the United States when the philosophies of education and the functions of its practitioners were free from criticism. However, attacks upon educational goals, the fundamental *raison d'être*, quite likely never have been so numerous nor delivered by such a variety of critics as recently has been the case.

Some critics have been oblique, concentrating their ire upon unsatisfactory performance of traditional educational functions. They have contended that students currently are incapable of reading or writing or spelling or solving arithmetic problems. But they do not claim that the students have come to this pass by their own efforts; criticism of educational function and achievement posits simultaneous implication of the absence or deficiency of systematic and comprehensive educational goals. And this latter would seem to be the genuine object of concern.

Other critics have been more direct, specifying areas in which they believe education should be functional and leveling criticism as they fail to perceive the performance of that function in current educational practice. While it is the custom to hold Admiral Rickover up for scrutiny at this juncture, it is pedagogically more sound while simultaneously more damning to utilize the writings of Dr. James Conant for this purpose. In his *Slums and Suburbs, et sequel*, he has brought scholarly erudition to a dimension of criticism to which the educational system traditionally has been subject from less lofty personages.<sup>1</sup>

1. Conant, J. B. 1961. *Slums and Suburbs: A Commentary on Schools in Metropolitan Areas*. McGraw-Hill Book Company, New York. See also "Social dynamite in our large cities," a speech delivered before the conference on Unemployed Out-of-

Commentators in the critical categories to which reference has been made are merely the disparagers of education. There is another classification containing those who have been cruelly and bluntly direct; who have split no hairs and engaged in no innuendo. In many cases they are drawn directly from the ranks of education or from closely allied and allegedly friendly disciplines. Listen, for example, to Scott Buchanan as he says:

The truth is that neither our society nor its academic servants know what should be taught . . . The general public has reasonable doubts that the academic institutions are providing the education that the community needs for its survival . . . There is no confidence that the members of the (academic) body can teach and learn what they ought to know, or that there is any general will to find out what that might be.<sup>2</sup>

Here is no sugar-coated pill, nor any half-hearted expression of discontent. This accusation constitutes an outright denial that educators, and through them the educational institution, know or have any basis for knowing what it is they are attempting to do.

In more measured and less assertive but no less positive fashion, John Brubacher has commented on the same point. Among challenges to the philosophy of education Brubacher notes inclusion of a:

. . . *current anxiety that modern education is adrift without rudder chart, or compass* . . . It is all well and good to flatter ourselves that in the twen-

School Youth in Urban Areas, sponsored by the National Committee for Children and Youth, May 24, 1961, Washington, District of Columbia.

2. Buchanan, S. 1953. *Essay in Politics*, pp. 182-185. Philosophical Library, New York.

tieth century we are substituting conscious and deliberate transmission and renewal of the culture for the automatic selection of the folkways. Yet we could easily deceive ourselves without a reliable point of reference. . . *There is a current anxiety that, of the educational aims we have, too many are vague or conflicting and too few generate strong loyalty.* . . Learning involves the continual reconstruction of experience but should that include a constant reconstruction of the aims of education as well?<sup>3</sup>

These are strong words, amounting almost to an indictment. Education is posed as without goals, undergoing a form of institutional *anomie*, whether that term be interpreted in the original Durkheimian meaning of normlessness or Merton's more modern definition of proliferation of alternatives making difficult a rational selection.

The difference in severity between the quotations from Buchanan and Brubacher are of degree, each posing essentially the same question: "Does education in the United States have definite goals, as well as guiding orientations by which to reach them?" Continued acceptance and support of the educational system ultimately may depend upon satisfactory answers.

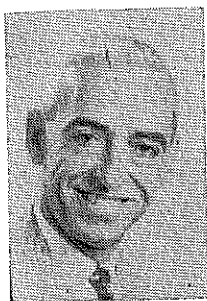
It would be fruitless to argue the question of goal possession solely at the discursive, theoretical level. Proponents of pro and con are to be found at the drop of the question, but their argument tends to be based either on personal opinion, an unproductive basis for objective discussion under the least obscure conditions, or upon personal experiences, a serialization of specifics wherein it is impossible to separate the gold of generalizability from the dross of specificity.

(Continued on page 36)



## Philosophy and Objectives of the NVATA

WENROY SMITH, Former President NVATA  
Teacher of Agriculture, Saltsburg, Pennsylvania



Wenroy Smith

In harmony with the theme of this issue of *The Agricultural Education Magazine*, it is appropriate to consider the Philosophy and Objectives of the National Vocational Agricultural Teachers Association.

The NVATA does not have a written philosophy, but it does have many unwritten philosophic principles embodied in the written Objectives, the Creed, and other documented materials of the Association. Such other published materials are, the Constitution, the Information Bulletin for members, and the newly published, Student Information Bulletin.

Possibly the basic principles which can well constitute the philosophy of the NVATA are included in the five statements in the Student Information Bulletin, entitled, WHY THE NVATA?

1. A teacher cannot stand alone. In numbers there is strength. The NVATA provides a teacher of vocational agriculture with a voice of 10,000 other vocational agricultural teachers who can speak more effectively than one.
2. Through the NVATA, teachers of vocational agriculture benefit from the experience and work of their colleagues on the district, state and national level. A district or state organization can accomplish more with the help and coordination of a national organization.
3. The NVATA is instrumental in maintaining conditions conducive to the improvement of the profession through its constant efforts to improve instruction and promote the welfare of the teacher.
4. The NVATA maintains good relationships with business, industry, government, and many civic, professional and other organizations.
5. Every individual owes to someone or some group an

ing a livelihood; through professional organizations he has the opportunity of sharing the responsibilities of making his occupation a success.

The NVATA Objectives also are brief and to the point, and consist of five statements. It is significant to note that these objectives have been in existence since the organization of the NVATA in 1948 and continue to serve in a very appropriate manner.

1. To assume and maintain an active national leadership in the promotion and furtherance of agricultural education.
2. To bring together all vocational agricultural teachers through membership in a national organization devoted exclusively to their interests.
3. To provide an opportunity for agricultural teachers to discuss problems affecting agricultural education on a national basis.
4. To assist local and state organization of agricultural teachers in the solution of problems which may arise.
5. To cooperate with the American Vocational Association in furthering the cause of all vocational education.

NOTE FROM THE NVATA EDITOR — Readers of *Agricultural Education* are invited to write to the NVATA Editor (address at beginning of article) about State Association activities, problems, or proposals which may be of interest to the members on a national basis. Contributions will be used as it is possible and assumed to be appropriate. A question and answer section could be

## A Proper Vocationalism

It is fashionable these days to favor general or liberal education and to deplore vocationalism in education. I wish to talk on the other side and expand a little on the theme of a proper vocationalism in education.

Before deploring vocationalism, let us pause to think a little of the original meaning of vocation as a "calling." A vocation as a calling is not a trivial bread-and-butter matter, but an important avenue through which one fulfills one's destiny as an individual. . . .

My own preference is for an early exploration of the vocational problem. There is a danger that should be noted. This I may call *premature vocationalism*. By premature vocationalism I mean the entering early upon a course of narrow training that almost precludes a change of direction. Going to a secretarial school beyond high school, instead of college, for a bright girl would often constitute a premature vocationalism; perhaps going to an IBM school to train to be a key punch operator would represent the same kind of thing. Premature vocationalism aside, I favor an early effort at reaching a decision, including the exploration of a possible commitment, if only to reject it. . . .

Hadamard, the distinguished French mathematician, used an expression that I have often quoted. He said that specialization is a good thing, through giving direction and keeping you on the track, provided you learn also to "look aside" as you go down the road (Hadamard, 1954). That is the way I feel about having a vocational goal.

A vocational goal need not be a money-earning goal. I suppose a life-plan is what I am talking about, but life-plan has a kind of sentimental sound about it, whereas vocation is getting down to brass tacks. Were we able to get down to brass tacks on life-planning, I would prefer that. Perhaps we can. . . .

Ernest R. Hilgard in "AHE College and

## Two Major Reasons for Vo Ag Success

CLAXTON COOK, Teacher Education, Oklahoma State University



Claxton Cook

Vocational Agriculture has made a tremendous contribution to the American way of life. The contributions have been primarily:

1. Increased efficiency in farming and;
2. Provided educational opportunities that have challenged our students in acquiring an integrated personality.

The forthright steps we have taken in assisting the farmer to become more efficient have been a propelling force in his efficient production. This has provided opportunity for public whim to raise us to heights of distinguished glory only to fall like a shooting star when the image of the American farmer collapsed.

The deflated image of the American farmer has left vocational agriculture with fewer clients to serve, whose primary need is efficiency in farming. However, those farmers who have survived are in greater need of our services than ever before. Their programs are larger, demanding more outlay of finances and management. Those that are ineffective have been replaced and size of units demand capital three times as great to keep a man in production compared to the industrial and commercial world. The farmer of tomorrow will be respected and once more acquire a favorable image. We cannot afford to bypass him now while he is in the valley of public respect because tomorrow when he is revered and respected, we must be with him if we are to remain a dynamic force in our society. This demands tremendous effort on the part of vocational agriculture to provide masterful young farmers and adult evening classes.

### The High School Student

The unique educational opportunities of vocational agriculture

ute to his maximum potential, drawing from all disciplines of education thus producing an individual that readily gains pride and respect for his ability and worth.

The uniqueness of vocational agriculture comes from the fact that all areas of knowledge must be utilized in the solving of problems. Mathematics, chemistry, physics, English, history, speech, botany, commerce, bacteriology, engineering, and mechanics must be employed and brought together for total understandings of the part they play. No other subject does this. No other subject demands that component parts of all natural laws be brought together in an atmosphere of understanding and challenge.

Students readily acquire concepts of lasting value and develop a feeling of capability as all degrees of ability are challenged and mother nature rewards all who put forth an effort. Those of genius quality are yet stirred with complicated problems. Those not so favorably endowed are rewarded for their efforts as they achieve goals of personal value on their level.

Yet, life is full of conflict.

Vocational agriculture prepares her students for this as she demands exactness yet creativity as the student is challenged to develop an integrated personality. The conflict comes when the students begin to pull the various aspects of our culture together as he does in the everyday life.

When he searches for individuality he finds himself in conflict with conformity; when he searches for understanding he sees readily that facts must be assimilated. Broad knowledge that is readily transferred conflicts with learning technical skills. Rote memory has a low retention value.

The accompanying diagram describes this conflict.

Any area of vocational agriculture pursued vigorously will challenge the individual to utilize the worth at both ends of the continuum. Thus, a harmony within nature is achieved and the student sees himself in a relationship of being the master of his destiny. Self discipline is enhanced, positive attitudes are acquired, ability to adapt to new situations becomes the order of the day, rather than conforming because of social pressure.

### Absolutes-Traditional

Skills  
Facts  
Absolute  
Not Transferrable  
Fragmented facts  
Exact  
Adjust  
Order  
Work  
Future Time

Integrated  
Personality  
Creative

### Relative-Emerging

Generalizations  
Understandings  
Relative  
Transfer knowledge  
Whole problem  
Creative  
Adapt  
Chaos  
Social  
Present time

Charles I. Jones

(Continued from page 29)

aware of their position within the leadership structure of the group, took Langston into their confidence, discussing freely the group and community social and economic problems. However, rapport with some of the legitimizers had to be established by carefully planned activities which included fishing trips, Farm Bureau and Grange work, and association with the men in church and Sunday school. In certain instances the "ice was broken" and a free flow of communication established only after Langston had invited the men into his home, perhaps for dinner, a social hour, or just a quiet talk.

Although the identity of a legitimizer can generally be determined through certain techniques, such as those employed by Langston, at times the identity of a legitimizer may remain hidden from everyone except members of his particular group. This is mainly because of the peculiar shadings and meaning of the language used within a group. Even though the teacher of vocational agriculture is present in a group when decisions are apparently being made, he may not realize the full implication of what is being said. In like manner, the identity of the true legitimizer may be obscured by the language which functions as a smoke screen, with the meaning understood only by members of the group.

#### Value to Teacher

Once a legitimizer has been identified and rapport established, his importance to the vo-ag teacher cannot be overestimated. To provide an effective program for a community, the teacher of vocational agriculture must have first hand information about the people and their problems. The information he needs is not that generally associated with the farmer, such as the size of the farm, the amount of acreage in soybeans, or the number of cows he owns. The legitimizer, by virtue of his position in the power structure of his group, can supply the needed information to the vo-ag teacher.

The legitimizer, in evaluating the needs or problems of the community, uses a system of evaluation

NOT an inaccurate observation, as is so often the case of the vo-ag teacher, but is the result of knowing the "inside story" in his own group. His decisions must be accurate if he is to hold his position within the group. The needs of the group are dynamic in nature—ever changing, requiring constant adjustment. The legitimizer must weigh the needs in terms of the goals of the group and the resources available to reach those goals. His evaluation can be considered the most accurate available.

For certain groups and for certain problems within groups, the needed information is passed to the vo-ag teacher through the "chronic-complainer" legitimizers. Often ignored and often considered as poor sports, incessant talkers, and continual complainers, these legitimizers are symptomatic of some "illness" (problem) in the groups of which he is a member. Careful translation of the complaints may reveal causative agents demanding particular treatment. The chronic complainers are quite apt at having information resulting from keen evaluation of conditions and critical relationships. The synthesis they present will not be available from less sensitive people.

When cultivated into proper relationships, the legitimizer can function not only as a giver of information to the vo-ag teacher but also as a carrier and translator of information from the vo-ag teacher to his group. This particular function is valuable as a time saver for the hard-pressed vo-ag teacher, not so much because the legitimizer carries the information to the group but because he correctly translates it into useful, meaningful terms.

#### Communications, a Major Factor

The legitimizer translates into the language of his group only such information as he sees fit. Each group has its own meaning for information that is received, and only by knowing intimately the situation as it is seen by the group can an understanding of group reaction be facilitated. Since the legitimizer passes on only what he sees as meaningful in terms of advancing toward group goals, the process of deciding what to pass on can appropriately be called

always well-filtered. This censoring serves the group by eliminating excessive, non-meaningful material, and it serves the legitimizer by helping him to maintain his position in the group.

Since legitimizers hold their position in the group by their abilities in certain areas of competence, they are vital in the promotion of new ideas and practices. In effect, the legitimizer controls the extent and the direction of the group in its desire to make changes or adopt new practices. Again, this is an important and functional service for the group. Often some members of the group will not understand or know the extent or quality of the resources available such as the vo-ag program. Since the people must know something of the vo-ag program if they are to make use of it, the help of a legitimizer in such a case is invaluable.

The legitimizer is also the key to communication with other groups and with the outside power structure. Members of a group not only respect the information brought to them by the legitimizer, but they also seek to communicate with the legitimizer in an effort to keep up with the progress the group is making. Because of the strong influence exercised by the legitimizer of a group, people in general do not dare shift from the value system of the group for fear of losing their membership and status with the group.

#### Useless Questionnaires

The teacher of vocational agriculture will likewise find the legitimizer helpful in the elimination of useless questionnaires. When questionnaires are sent to farmers for immediate reply, the farmer will usually give any answer he thinks is socially acceptable. If he considers the questionnaire a sincerely valuable instrument for community progress, he will probably check with the legitimizer before answering. Certainly any answer he considers expressive of his true feelings will be first confirmed with his "authority" in the particular area of competence. Direct contact with the legitimizer can save the state hundreds of dollars which otherwise would be

Use New Funds—

## Strengthen Farm Management Instruction

FLOYD McCORMICK, Teacher Education, Ohio State University



Floyd McCormick

Never in the history of vocational agriculture has instruction in farm business management received so much attention as it has the last few years. There is substantial agreement that additional emphasis in updating and upgrading this vital phase of our program is highly desirable. However, we have been floundering for years with meager resources attempting to come up with practical, realistic, and workable programs of instruction in farm business management. As a result of limited funds, many states have reached a "plateau" with their farm management programs. Others are maintaining the "status quo."

If we are to promote better vocational education in agriculture, we do need money. Now that we have the potential of increased funds as a result of the new Federal legislation to maintain, extend and improve our instructional programs across the board, do we have additional opportunities to expand and enhance our farm business management programs? *Automatically, no.* But the potential is great if and when we develop a plan of action for improving the quality of these programs which is both financially and educationally sound.

#### Expanding Farm Management Under Provisions of Vocational Education Act of 1963

The Vocational Education Act of 1963 provides unlimited opportunities to exercise initiative and imagination in developing more effective programs of instruction in farm business management.

#### Helps for Teachers

Some of the suggested ways of using new funds to help teachers update and upgrade programs in farm business managements are listed below.

1. Increase the number of full time adult education teachers who have been trained specifically in the areas of agricultural accounting, farm planning and reorganization, and farm record analysis.
2. Employ a farm management specialist on the state level who will have major responsibility for developing practical, realistic, and worthwhile programs of farm management instruction.
3. Establish a state farm accounting processing center for summarizing and analyzing agricultural accounts for farmers enrolled in farm business management classes.

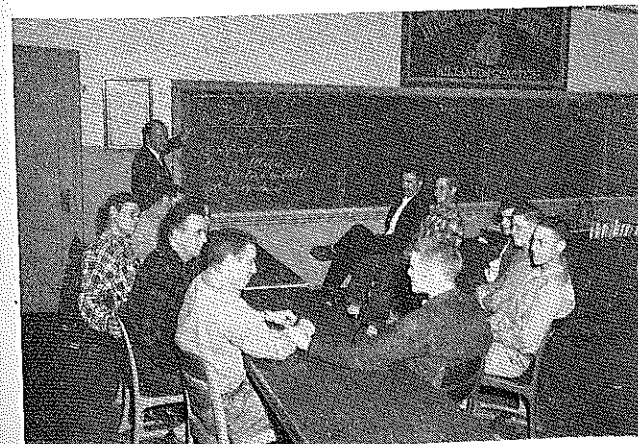
4. Establish area or district centers for assistance to teachers in (a) farm accounting, (b) computing monthly, ten-month, and year-end summaries and analyses, (c) enterprise analyses, (d) methods of teaching the results of farm business analyses, and (e) developing pertinent publications regarding the interpretation of farm business accounts. Each center should have sufficient secretarial help.

5. Train selected teachers of vocational agriculture within the state to become district farm management specialists. After these people are trained, they could be placed in districts as specialists so that they could coordinate the activities of other teachers in their respective districts.

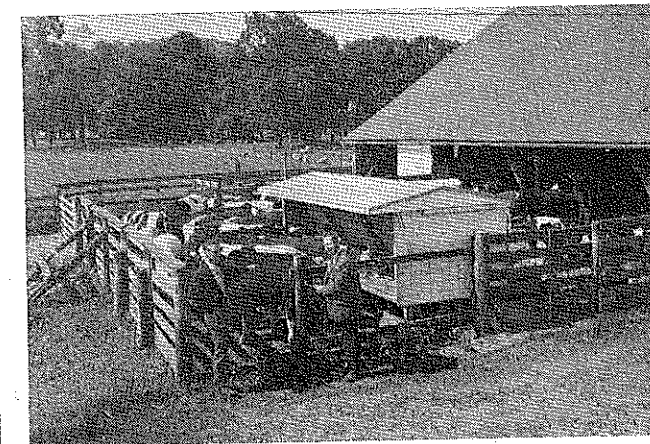
6. Develop instructional material, audio-visual teaching aids and other pertinent resource material.

7. Initiate a series of systematic workshops for teachers in the field which "focus in" on the real problems confronting teachers relative to initiating, planning and conducting farm management classes for young and adult farmers.

(Continued on page 42)



The emphasis should be on quality rather than quantity in instructional programs in farm management.



Individual instruction on the farm is essential for successful programs in farm business planning. This in and of itself requires more financial



Lawrence W. Drabick

(Continued from page 31)

## Source of Educational Goals

A more pragmatic approach may be germane. In this framework, we address ourselves to the existence and utility of educational goals by asking, "To what source is the educational leader to turn as he attempts to formulate goals and objectives for the unit of education for the conduct of which he is held responsible?" There appears, in reality, to be three sources: The philosophers and savants of education, of hallowed reputation and disassociation from the fray; the practitioners of education, burdened by trivia and harassed by the expedient necessity of doing something, anything, to keep the wheels turning with the least squeaking; and the environment, within which the educational system is operative. The first two are more traditional and usual sources of inspiration and guidance. We shall turn our attention initially to them. The third, frequently considered as somewhat of a necessary evil, shall form a Procrustean bed for concluding remarks.

## Does Education Profess Basic Goals?

The goals of education logically should be contained in the philosophy of the discipline, no matter how ethereally. Their discernment there is made difficult, however, by the absence of a single philosophy, or more accurately, by the presence of a number of philosophies, each of which is claimed to be the foundation stone of educational policy.

A comprehensive collection of educational philosophies is available in the 54th Yearbook of the National Society for the Study of Education.<sup>4</sup> This volume contains articles by nine major educational philosophers, each representing an allegedly distinct orientation. Eight of the articles contain sections which explicitly or implicitly summarize the goals of education as conceived by the writer. But, as given, they are so disparate as not to constitute a functional set of operational educational goals. Observe:

There is little agreement con-

cerning the justification for education. The experimentalist says that education is "nothing less than the changes made in human beings by their experience," while the realist claims the function of the school is "to cherish and cultivate pure knowledge . . . to extend our limited vision of the truth."

The relationship with the student forms another fertile ground for philosophical disagreement. The logical empiricist believes that the "aggressive impulses" of the "normal child" can be "sublimated and thus guided into channels of socially constructive action by proper educational guidance . . . the educational task is clearly to guide (children) toward conduct which will yield a large measure of self-approval." His emphasis upon social control of the individual brings him into direct confrontation with the Christian philosopher who pleads for the "student's maximum freedom of choice" and the existentialist who states that "the unfolding of the individual as a whole in the situation in which he finds himself . . . is the object of education"; but perhaps, poses no basic disagreement with the Thomist who contends that the "primary aim of education . . . is to 'form a man' or rather to help a child of man attain his full formation."

## Individual vs. Society

The purposes and means of education likewise represent more a battlefield than a conference table. The Marxist notes that the "meaningful and educative value of labor" constitutes the frame of reference and that "Education will be linked with the actual mastery of the material environment." His statement of belief brings him into numerical contention with the ontologist who presents the aims of education as threefold: consisting of building "right thought, right feeling and right action"; a construction project starting with provision of "the fundamental tools of communication"; and continuing with "theoretical knowledge of some branch of philosophy and of mathematics, with working knowledge of one fine art, and the empirical knowledge of one laboratory science."

The diversity cited is conducive of apprehension that operational goals for education exist within

nounced differences in justification, relationships, and purposes are more evident than are similarities.<sup>5</sup> The basic concern of whether to shape education so as to accommodate the individual or shape the individual to fit the existent form of education mirrors quite vividly one of the more empirically obvious current problems while providing no guidelines for its solution. The statement of educational goals contained in these philosophies in no way refutes the contention that systematic and comprehensive educational goals are lacking.

## Educational Goals as Stated by Practitioners

Have we, perhaps, turned to the wrong source for a statement of the goals of education? Is it logical to assume that the philosophers of the field, by necessity divorced not only from the day to day hurly-burly but also from the need to think in mundane and restrictive terms, would be the taproot to bring forth the branch and twig of goal and objective? Perhaps they can and should do no more than provide inspiration and stimulation within the framework of which lesser mortals will achieve the creative impulse to denote specific goals.

Our search for educational goals might more productively be turned to the accomplishments and pronouncements of those who live not at the crest but upon the slopes of Olympus. The epitome of this thought may be found in the 36th Yearbook of the American Association of School Administrators wherein men of good intent, with their educational accomplishments buttressed as well as leavened by experience, have set down their beliefs. In recognition of the basic schizophrenia which affects education, they have first stated goals in an abstract form applicable to education in general and then as they apply in the more concrete relationship of the school to the student, as follows:

1. There is concern that each individual shall have an opportunity to realize his maximum potential as a person.

5. These excerpts, of course, are mere fragments of the philosophies from which they are extracted. However, they have been selected to represent the substance of the author's thought. While incomplete, in no sense are they contrary to the more fully expressed point of view.



Joseph Bailey

## Can be done — Identifying Non-Farm Agriculture

— Without a doubt

JOSEPH K. BAILEY, Supervision, West Virginia

A study completed in West Virginia in December, 1964, gave irrefutable evidence that the scope and extent of non-farm agriculture can be identified. The study was undertaken to appraise non-farm agricultural employment in the state and provide a basis for projecting agricultural education programs to serve this sector of the labor force. Inherent in this appraisal was a census of the number and kinds of agencies employing agricultural workers and the number and types of agriculturally oriented positions and occupations.

The state in toto constituted the universe for the census of non-farm agricultural employment. An agricultural occupation, either farm or non-farm, was defined as "an occupation in which the worker needs competencies in one or more of the primary areas of plant science, soil science, animal science, agricultural mechanization, and agricultural business management."

By personal interview data were collected from responsible personnel in agencies likely to be employing persons who would be classified as agricultural workers. Agricultural education personnel surveyed all counties in the state and conducted the interviews.

Interviews with representatives of those firms, businesses, industries, organizations, agencies, and services considered to be employers of agricultural workers revealed that 1,717 agencies employed 13,851 non-farm agricultural workers. This employment constituted 3.6 per cent of the employed labor force in West Virginia. This coupled with a farm employment of 20,775, or 5.4 per cent of the labor force, gave a total agricultural employment of 34,605, or 9 per cent of the labor force.

To facilitate the analysis and reporting of employment data on some geographic basis, the fifty-

grouped into twelve areas. The boundaries of the areas were determined on the basis of county similarities of population, labor market areas, and other economic and sociological characteristics.

The 13,851 non-farm agricultural workers were distributed into eight categories of employment. The distribution of this employment is depicted by Figure 1.

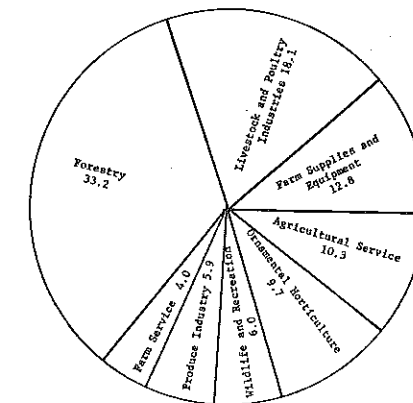


Figure 1 Distribution of Non-Farm Agricultural Employment in West Virginia

Employers of non-farm agricultural workers predicted an 8 per cent increase in non-farm agricultural employment within the ensuing five years. The greatest increase was expected in forestry with a 13 per cent increase.

Several opportunities for programs of vocational education were revealed by the study. The greatest appeared to be in the forestry industry, but all other categories of employment, except the produce industries, revealed a significant number of employment opportunities with implications of need for vocational education programs to serve the non-farm agricultural sector of the labor. As a result of this study, several programs of vocational education to serve the non-farm agricultural employment are currently in early planning stages. Some new projected programs are: Ornamental Horticulture, Landscaping, Greenhouse Technology, and Vocational Forestry.

## From the U. S. Office of Education

H. N. Hunsicker spoke to the Boards of Directors of Southern Regional Conference and the Southern Association Agricultural Engineering and Vocational Agriculture at their business meeting in Atlanta, Georgia. M. C. Gaar, from the Atlanta Regional Office also appeared on the program.

E. J. Johnson has been working toward the development of curriculum guides and aids for the training of Forestry Technicians at the high school and post high school levels. He spent two days in North Carolina reviewing the outstanding forestry training programs in that state. He visited schools in New York to review their curriculums in forestry. Later, spent two days at Pennsylvania State University with teacher education staff members and graduate students to discuss, in addition to forestry training programs, the programs for development of instruction for non-farm agricultural occupations.

W. P. Gray participated in a program at Richmond, Virginia, with national officials of the Keep America Beautiful program. He helped to plan regional meetings and to suggest the role that FFA members might have in these meetings.

Plans for preparing a curriculum guide on "Repairing Small Gasoline Motors" were reviewed with G. E. Henderson, of Athens, Georgia, by members of the Agricultural Education staff and the Curriculum Materials staffs.

H. N. Hunsicker met at Rockville, Maryland, with representatives of vocational education and the Golf Course Superintendents Association of America to establish the first post high school program of instruction in vocational agriculture for the preparation of golf course superintendents and foremen.

Members of the Agricultural Education staffs, and A. W. Tenney, participated in a meeting with representatives of the Farm and Industrial Equipment Institute to study ways the Institute might assist in the development of programs to train young men for occupations in the farm equipment industry, particularly in local dealerships.

## Some Guidelines—

Establishing Vocational  
Technical Schools

JAMES T. HORNER, Teacher Education, University of Nebraska

The Area Vocational Technical School, although a "growing edge" on the horizon of vocational education, is no panacea. Much retooling and adjusting of educational machinery in many areas must precede any great impact. Also, the factors such as development of fine leadership and the achievement of good pay for great teachers who can motivate the "ill-homed" and "poorly backgrounded" students to complete high school and continue their education throughout life will yield excellent educational harvests whether in comprehensive high schools, Junior colleges or in area schools.

It is expected that many vo. ag. instructors will be teaching in area programs. It behooves agricultural educators to aid in identifying jobs involving agricultural knowledge and skills and interpreting the need for vocational education in agriculture.

Vocational educators in all fields and at all levels, have an obligation to acquaint themselves not only with the dynamics of area school development but with sound criteria in their establishment as reported in such studies as Burns<sup>1</sup>, Georgia Trade and Industrial Service<sup>2</sup>, Raper<sup>3</sup>, Reese<sup>4</sup>, and Smith<sup>5</sup>.

Factors involved in successful programs in 42 states have been summarized as follows:<sup>1</sup>

1. Employment potential and the number of occupations for which training is to be offered.
2. Number of high school students in the geographic area to be served.
3. Size and nature of geographic area to be served.
4. Extent of voter approval of the school in the geographic area.
5. Extent of student interest in the vocational offerings of the area vocational school.
6. Extent of industrial support

7. Amount of taxable wealth in the geographic area.
8. Number and types of training agencies already in the geographic area.
9. Type of legal governing body for the school.
10. Type of administration for the school.
11. Other features facilitating efficient operation of the school.

It has been my good fortune to serve as Consultant and Study Director to the Nebraska Legislative Committee on Vocational Technical Schools. It seems appropriate that I should throw into the "idea pool" some points gained. The committee recently adopted these guiding principles as its considerations:

- (1) Economic development enhanced by vocational education
- (2) Educational opportunity as a state responsibility
- (3) Concentration and maximizing of resources (facilities, staff, and all local resources)
- (4) Minimizing duplication
- (5) Long-range planning
- (6) Comprehensive program (wide range of occupations)
- (7) Proximity (geographical, age or occupational)
- (8) Interest (student and population)
- (9) Equity (educational opportunity and tax-ability-tax-effort-ratio)

In its final report we read, "The Committee feels it is desirable to establish a long-range program for vocational technical education, and that the Legislature might consider, among others, the following criteria:

- a. to provide with State funds, a system of (6-10) post-secondary schools whereby (90) per cent of the state's citizens are included within a (50-60) mile radius of

b. to require that at least five kinds of vocational courses be provided for establishment of area schools. These to be coordinated. (Principle of comprehensive programs-balance).

c. to require a minimum of (\$3000 per student) capital outlay for establishing area schools.

d. to require assessed valuation of (\$50 million) financial base for establishing an area post secondary school—(\$20 million) for area secondary programs.

e. to require a minimum of (30,000) gross population or (2,000) high school students base of potential enrollment for establishment of an area post secondary school — (20,000) population or (2,000) high school students for an area vocational program through a comprehensive high school.

f. to integrate a system and staff to accurately and continuously estimate employment needs and evaluate vocational technical education programs.

*It is recommended* that the State Legislature, in order to develop an adequate system of such schools, take immediate action to provide funds and establish basic criteria and governing body, to develop an area vocational technical school, and in the near future, establish more such schools.

*It is recommended* that the state adopt a policy of furnishing state funds for the equipment and operation of a vocational technical education program, whether the program is in a separate entity or in another institution.

*It is recommended* that whenever the Legislature determines upon the basis of criteria and need a vocational technical school is to be established, the community involved should be encouraged to provide the facilities. That if the community cannot do this then the state may meet this responsibility.

James T. Horner

(Continued from page 38)

The Legislature should assign broader responsibilities to the existing State Board for Vocational Education. Vocational technical education clearly must become an integral part of the state's program of public education, both at the secondary and post-secondary level.

*It is unanimously recommended* that the state supported vocational technical schools be operated on a 12 month basis.

*It is unanimously recommended* that the State Board of Vocational Education be empowered to employ staff and/or enter into joint contract with other institutions to develop a comprehensive vocational technical education program.

*It is recommended* that the first priority location for a vocational technical school should be North Platte. It is recognized that there are also critical needs elsewhere in the state and that the Legislature should determine on the basis of need, where other schools will be placed."

1. R. L. Burns, "Factors Governing the Establishment and Operation of Area Vocational-Technical Schools," Ed. D. Thesis, College of Education, University of Missouri, Columbia, 1964
2. Georgia Trade and Industrial Service, "Georgia's Area Schools," Georgia State Department of Education, Atlanta, 1963
3. H. M. Raper, "Technical and Skilled Manpower," Bureau of Employment Security, Raleigh, North Carolina, 1962
4. R. M. Reese and Ralph J. Woodin, "Meeting Ohio's Needs," State Department of Education, Columbus, 1957
5. H. T. Smith, "Education and Training for the World of Work," The Upjohn Institute, Kalamazoo, Michigan, 1963

Publication Tells About  
Dustlaying

A practical pamphlet, "Dustlaying with Calcium Chloride," tells how to put an end to dust. It describes what to do to stop dust on private roads, drive-in areas, outdoor theater lots, tennis courts, playgrounds, parking lots, filling stations and trailer courts.

For free copy of the pamphlet, write the Calcium Chloride Institute, 900 Ring Building, Washington, D. C.

Teacher Gives Details  
of Tractor Course

IRA J. MANN, Teacher of Vocational Agriculture, Garden City, Kansas



Ira Mann

Tractor maintenance is part of the agriculture course for the junior class. Six to eight weeks is spent in this part of course, including classwork, demonstrations,

and actual work on the tractors.

The objectives of the course are: (1) To know when, where, why and how to perform operator maintenance on the tractor. (2) To recognize need for skilled mechanic help. (3) To recognize worn parts needing replacement. (4) How to order parts by number and model of the machine. (5) Safety in operation of the tractor.

Classes are taught in the classroom. Demonstrations are given on each phase of the maintenance service. The members of the class then perform these services under the supervision of the teacher. All tractors are steam-cleaned, with the shop-owned steam cleaner, before starting to work on them. Operator's manuals are used as guides in performing the maintenance services.

The following services are usually performed: (1) Complete lubrication, following the chart for the particular tractor. (2) Valve tappet clearance checked and set. (3) Cooling system cleaned and checked, including thermostat and pressure cap. (4) Oil and oil filter. (5) Steering checked and adjusted. (6) Brakes and clutch adjusted. (7) Transmission and differential lubricant checked and changed if needed. (8) Timing and ignition points checked and replaced if necessary. (9) Battery and electrical system checked and repaired as needed. (10) Air cleaners cleaned and checked.

After all maintenance services are performed, any major repairs needed are performed during the regular shop days as a shop project. These jobs will vary from valve

Most of the older tractors are painted.

## SUMMARY

Nine tractors were brought in for this course this year. They had been in use from two to 15 years. The following is a partial list of what was found wrong with these tractors:

All were in need of adjustment on timing

All needed front wheel bearing seals

Six required adjustment in steering

Five were repainted

Five required new spark plugs

Four required new points and condenser

Three needed new front wheel bearings

Three needed hitch repairs

Three needed tail light repairs

One received new tie rod ends

One needed a new clutch

One had air cleaner filled with dirt

One received an overhaul job

All of these troubles were on tractors in regular use on farms, cutting down on efficiency, and possibly endangering the operator.

Tractor dealers in the community have been interested and cooperative. Discounts on parts have been offered. One shop offered the services of the foreman for difficult job or further explanation. Parents have also been pleased with the course.

As the teacher, this is judged to be the most valuable part of the program. It is practical, the boys are learning to do by doing, it saves them money, teaches care and operation of tractors, and is taught on machines some of the boys will be operating on their farms.



Earl Webb

(Continued from page 30)

Philosophy has dictated the content and passage of all vocational education acts. The purpose was, from the first in 1917 to the last in 1963—"to fit for useful employment." Programs developed under the new act are to be evaluated on the basis of how many enter the occupation for which they are trained and how well they do when they enter it. *Not just any occupation but the one for which they were trained.*

#### Ag Ed Not Independent

Sometimes one wonders if a part of the apparent frustration is due to past efforts to develop an independent philosophy of agricultural education and its subsequent objectives. This was and is impossible. There is no meaningful independent philosophy of agricultural education. Its existence is inherent in a philosophy of education which dictates a need for a kind of education that enables farmers and ranchers to fulfill their role in society by the efficient production of food and fiber. Food and fiber are basic to the welfare of society—essential for survival.

A field of specialization exists to perform a specialized task. Society will support any institution or any program that it believes to be needed but only to the extent that it contributes to the general welfare or to the achievement of the general objective toward which it is dedicated. Our current objective is the "Great Society", a worthy and commendable goal.

Society assigns priorities to its needs; therefore, we can expect decreased emphasis on areas where plenty exists. Vocational agriculture has done its job well and will continue to play a vital role in education but its relative position will, in all likelihood, decrease in spite of any changes made in purposes or intents. We've been champions for many years but, like all champions, time may be catching up with us. We will however, leave a record in the book of educational history that is not likely to be challenged for many, many years.

Our Future

determined by decisions being made now. To forsake the needs of the farmer and the future farmer will be suicide. Likewise, death is certain if major emphasis is placed on "farm-related" occupations without prudent selection. For example, there is, no doubt, a need for skilled tractor operators, but who would recommend that a high school student study vocational agriculture three years to qualify for a lifetime career as a tractor driver? Who would tell a young man that potting plants would be a good lifetime occupation? Golf courses are kept by persons receiving low wages for low-level skills. Could it be that high school programs of vocational education should be pre-vocational and provide a background—knowledge, skills and explorations—that would serve as a basis for a career selection? This, it seems to the writer, to be a worthy and realistic objective.

Specialized programs for occupations are realistic for persons out of school but are hardly compatible with the generally accepted point of view that education through the secondary level should be general and preparatory rather than narrow and specific. Perhaps the definition of vocational education as given by John Dale Russell and associates would help clarify this point — ". . . vocational education may be defined as a series of controlled and organized experiences arranged to prepare a person for socially useful employment,"<sup>2</sup> (or to improve the efficiency of those already employed).<sup>3</sup> Vocational education is specific—not general. It's for persons who have chosen an occupation and are preparing to enter it. There may be a moral or even a legal question about enrolling persons in vocational education programs who have not selected an occupation.

Survival as a major professional group depends on wise decisions made *within* the group. We must re-examine the needs of society and adjust accordingly. Vocational agriculture has the know-how to provide training for many agricultural

<sup>2</sup> John Dale Russell and Associates, *Vocational Education*, The Advisory Committee on Education, Staff Study No. 8,

MEASURING EDUCATIONAL ACHIEVEMENT, Robert L. Ebel, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1965. pp. xii plus 481. Price \$7.95.

As programs of vocational education are developed and expanded in the high school and in post-high school institutions, testing of students will become increasingly important. Students are likely to undergo testing for admission to vocational programs and also to be tested from time to time for the purpose of measuring progress. In some cases standardized tests will be used and in other cases individual teachers will prepare and use classroom tests. In this book Dr. Ebel has devoted attention to the development of concepts, principles, and procedures that can help prospective teachers and practicing teachers prepare better tests and use them more effectively.

It is essential that vocational teachers, as well as supervisors and administrators dealing with vocational programs, be familiar with these principles and practices as they conduct their testing programs.

The book should be a valuable text and reference for use in vocational teacher preparation at both the pre-service and in-service levels.

Dr. Ebel is Professor of Education, Michigan State University.

Raymond M. Clark  
Book Editor

occupations but most of these programs will need to be on the post-high school level. If we stay in business the major portion of our efforts, however, will be directed toward pre-vocational education, in preparing those who definitely plan to enter farming and to the improvement of those already in farming. Manipulation of the *politic* may provide a few additional hours of life but lasting survival depends upon the degree to which vocational agriculture meets the needs of society—how well it fits

## VO AG Teacher Fights Back

Wabasha, Minnesota  
February 26, 1965

Mr. John Cowles, Jr.  
Editor of the Minneapolis Tribune  
Minneapolis, Minnesota

Dear Sir:

I have read with interest your editorial on Education For Rural People which appeared in the morning edition February 25, 1965.

The implications in the article are unfounded and based on "ivory tower" logic. If you were in a rural community which depends on agriculture for its very existence, you would play a different tune.

You would realize that agriculture is not a "dying industry", but one which is fundamental to the very existence of a free world. You would begin to realize that more serious problems than economics result when the farmer leaves the land. Families who leave the land face serious sociological and psychological problems that result when people move to the cities. They have to leave something very near and dear to them, their farm.

Thousands of farm families prefer to stay on the farm even though the income is exceedingly low as compared to urban wages and they could increase their income if educational opportunities were granted to help improve their farming techniques.

Training given to over 14,000 young rural students in Minnesota in vocational agriculture will pay big dividends. Only 38 per cent farm on the national basis and the rest go into agri-business or on to colleges to become the leaders in our large cities. The small cost is well worth the returns in the form of leadership and an enlightened citizenship which is willing to pay more taxes because of greater income possibilities.

I submit to you these facts which are paramount and ask you this question: Would you deny any youngster the right to study agriculture or journalism? If we use the same analogy we could easily say to ourselves or on the editorial page, let us cut down on the number of newspapers and students studying journalism because we already have large daily papers,

## In Elementary School—

# Principals Endorse Occupational Education

NORMAN M. CHANSKY, Professor of Education and Psychology  
North Carolina State University

A preliminary survey of attitudes and practices of 100 elementary school principals was undertaken. Thirty per cent responded. The results presented below are, therefore, not to be considered indicative of any trend, only suggestive.

Practice	Active Programs	Percentage		Not Relevant
		Plan	Hope	
1. Teach motives for employment	34	3	49	3
2. Adjust basic subjects for low achievers	23	7	69	0
3. Teach technological changes causing job dislocation	23	7	49	19
4. Identify potential dropouts	19	8	65	4
5. Measure work habits	15	4	70	11
6. Refer children for vocational guidance	11	0	76	11
7. Correlate manipulative skill with basic school subjects	6	3	76	15
8. Teach occupational information	6	3	84	13
9. Prepare in basic school subjects for vocational education in secondary school	6	6	65	19
10. Administer tests of occupational interests	6	0	61	25
11. Teach practical arts	4	12	68	10
12. Teach industrial arts	4	4	76	10
13. Teach technical and trade subjects	0	0	61	36

It is quite clear that the elementary school principals who responded to this survey enthusiastically endorse the instituting of broadly based vocational education programs for the elementary school.

not need them any more because television and radio are doing this job. Thus you can see for yourselves that every segment needs each other. The education for a farm boy ranks as high to a farmer as for the income which newspaper publisher gets from subscriptions and advertising from the lay people.

I would like to close with this thought that we are not going to get any place in our society if we try to "crucify" any segment of our society if it be the farmer, the businessman or the newspaper editor. We need to unify and strengthen our thinking all together and learn to understand that if we understand our problems that we will all live together in a more harmonious environment.

Yours truly

Werner Stegemann  
Wabasha, Minnesota

## People

The United States has achieved production in abundance, and at the same time many of its people have more free time than citizens of other nations. This accomplishment serves to underscore the ever present question, "Are we, as a Nation, using our abundance in a way that contributes most to quality of living?"

Our ability to live and work with one another, to use our income and other resources wisely, and to solve our social problems has not advanced as rapidly as our ability to produce materially. Yet presumably, the ultimate objective of all production is for human betterment.

— Illinois Research  
Spring 1965

## Floyd McCormick

(Continued from page 35)

## State Leadership for Farm Business Planning

There are many things which state staffs can do with the assistance of new funds in initiating leadership for more effective instructional programs in farm business management.

1. Increase the emphasis placed on in-service training programs in farm business management by developing a systematic, continuing program of professional growth in farm management proficiency.

2. Augment research in the area of farm management instruction in order to determine such things as: (a) how to apply economic principles to the farming operation; (b) what farmers really want and need in the way of farm management instruction; (c) the best procedure for teaching economic principles; (d) how to make farm management instruction more palatable for young and adult farmers; (e) the role of local vocational agriculture teachers in organizing and conducting these programs and numerous other questions which need to be answered if effective programs are to result.

3. Design and conduct a series of pilot programs whereby insights might be gained relative to the best procedures to be followed in increasing the effectiveness of farm management instruction for young and adult farmers.

4. Require training in farm management at the undergraduate level. It might be advisable to require one quarter of concentrated study in farm management instruction after prospective teachers graduate and prior to their entrance into professional teaching.

5. Develop a "leave" program whereby teachers can return to the university for a concentrated period of study to upgrade and update their competence in farm business management.

6. Develop reimbursement plans on the state level which will stimulate more effective and purposeful on-farm instruction. Each farming operation has a different set of problems which makes individual on-farm instruction more impera-

## SOILS, AN INTRODUCTION TO SOILS AND PLANT GROWTH,

Roy L. Donahue, Second edition. Prentice-Hall, Inc., Englewood Cliffs, N. J., 1965, pp. xvii and 363. Price \$10.60.

Teachers of vocational agriculture who are revising their curricula to serve students preparing for non-farm agricultural occupations as well as students preparing for production agriculture will find Roy Donahue's book to be a valuable student reference.

The first section of this book deals with the "universal principles" of soils and plant growth. The second section of the book deals with the practical application of these principles to every-day problems faced by farmers and other practitioners. This method of organizing content seems especially appropriate to the new courses in basic agriculture offered in many of the vocational agriculture departments of the nation.

The content of Donahue's book is definitely science-oriented. The emphasis in the first section is on providing an understanding of the "why" rather than the "how". Information included in the second section relates more specifically to the problems involved in managing and using soils. An extensive glossary including definitions of hundreds of soil and plant terms appears in the appendix.

Professor Donahue has been Consultant on Soils and Fertilizers, The Food Foundation, New Delhi, India, since 1965.

Paul E. Hemp.  
University of Illinois

7. Acquaint all state staff members with identified programs of farm management instruction developed for their respective states. Without 100 percent effort on the part of every staff member, no program can move very far. Programs in farm business management are no exception.

8. Develop greater cooperation between the departments of Agricultural Economics and Agricultural Education. There is a wealth of information available from the farm management staffs in our land

## Charles I. Jones

(Continued from page 34)

bling, and mailing of questionnaires and in the interpretation of the responses.

Of particular value to the vo-ag program is the security the legitimizer gives to those people in his group who have difficulty making decisions. Farmers know when they do not have dependable facts on which to base decisions. Consequently, if there is any question as to the acceptability of a practice, the legitimizer is challenged to help make the correct decisions. His position in the group is invaluable in keeping the group together and in stabilizing the group direction toward desired goals.

In view of his special contributions to a community vo-ag program, the legitimizer stands as an important figure in the success of current efforts to raise the income and level of living of our farmers. By virtue of his position, the vo-ag teacher has an obligation to maximize the returns from tax monies spent for agricultural education. In fulfilling this obligation, two steps need to be taken. First, special effort must be made to identify the legitimizers in a community. Second, a relationship of mutual respect must be established between the vo-ag teacher and the legitimizers. Only when these steps have been completed can the teacher of agriculture begin the fulfillment of his obligation to the people of his community.

stances, our teachers are either not receiving this information or they do not know how to use it once it is in their hands.

We now have the potential of financial support as a result of the Vocational Education Act of 1963 to develop more purposeful, meaningful, and realistic programs in this most vital area of instruction in vocational agriculture. Each and every one of us needs to set our sights higher — *dream a little bit* — if we are to meet the educational needs for a changing world of work

## Lawrence W. Drabick

(Continued from page 36)

2. There is a parallel concern that the society of all men shall consequently be enhanced. These concerns are mutually supportive and basic to the goals of modern American education. The Yearbook Commission acknowledges and supports, as the legitimate and critically important goals of our secondary schools:

- i. The maximum development of all the mental, moral, emotional and physical powers of the individual, to the end that he may enjoy a rich life thru the realization of worthy and desirable personal goals, and
- ii. The maximum development of the ability and desire in each individual to make the greatest possible contribution to all humanity thru responsible participation in, and benefit from, the great privileges of American citizenship. . . . The public secondary school . . . has the responsibility of guaranteeing to each American youth the opportunity for achieving self-realization and social-effectiveness.<sup>4</sup>

This statement of goals, while expressed as those of secondary education, appears applicable to all levels with minimal tailoring. It is frank and forthright and a clear statement of goals education might pursue. One might take exception to the position stated, but there is doubt that it can be misunderstood.

Further, there is much to recommend it; it is the product of responsible and competent spokesmen for the educational institution; the two areas emphasized are found, singly or together, in each of the philosophies to which reference previously has been made; and it includes concern both for society, historically the major beneficiary and chief proponent of education, and the individual, whom our enlightened society is

6. American Association of School Administrators, 36th Yearbook: The High School in a Changing World. 1958. National Education Association of the United States, Washington, District of Columbia.

obligated to accord an expanding importance.

But does the statement terminate the search for educational goals? Only incompletely, for it does not indicate, except by the implication of spatial arrangement, which goal-pattern is greater and to receive most attention, nor the ratio by which this attention is to be divided. Further, it denies the existence of goal differences contingent upon geographic location and subculture served. Again, the goals as stated can be criticized as "glittering generalities," so non-specific as to lack practical value. Finally, although goal-setters properly need not be concerned with implementation, the means for structuring these goals into empirically defined situation might be difficult both of devisement and implementation.

## An Appraisal

In the expressions of philosophy and the statements by practitioners to which reference has been made, there is an absence of uniformly applicable, comprehensive, empirical, educational goals. Is it, therefore, impractical to believe in the possibility of devising such goals? Pragmatic evidence indicates that it is not, for continued existence of the educational system proves it is meeting goals which society considers of value. Moreover, it is apparent that clear theoretical statements of educational goals have been formulated. The difficulty has arisen in attempts to objectify these in empirical situations.

This difficulty may be overcome by consideration of educational goals as being of two kinds — universalistic and particularistic. The former are created to cover the generalities of education, as a process and as an institution. They are less important for application and easier to formulate, serving the purpose of orientation. The latter are derived for the purpose of providing on-the-spot guidance. Consequently, they are very important for application, difficult to devise, and specific to given situations. Particularistic goals are conceived in a functional situation which makes them appropriate to that situation, but limits their utility elsewhere.

Realistic, workable educational goals must be situational. They derive from the context in which the institution is operational. Be-

cause of this, they reflect a number of variables such as geographic location of the school, the cultural norms and values of the society which it serves, and the expectations of the students with which it works. Note the necessary differences in goals of a trade school in the southwestern United States located in a Spanish-Indian-American culture and one on Long Island whose students are the children of upwardly mobile, middle-class white-collar workers and small businessmen. While universalistic goals, such as those which sanction provision of basic opportunities for learning and personal satisfactions, might be shared by two such schools, the particularistic goals of either largely would be dysfunctional for the other.

## Goals of a Given School

The particularistic goals of a given school are a product of the interaction processes in which it engages, both internally and externally. The relationships between teachers and administrators, administrators and school board, teachers and students, and students themselves in their formal groups and informal cliques — all serve to influence the goals of the system. So, too, do interactions between the educational system and other systems of the society, such as political, religious, and business groups. Not last, the relationships between the school and the parents, either organized as a Parent-Teacher Association or contacting the school individually to express satisfaction or criticism, are a powerful influence in setting goals for the various working entities of the school, from administrator to custodian, from teacher to pupil.

Each school system operates in a shared cultural *milieu* but the interpretations of that culture are filtered through the belief and value patterns of a local society. Universalistic goals are an anachronism and a delusion when applied in this context. Attempts to use them in a local school system, without interpretation by local norms, will lead to confusion and disorganization. The school system can function most effectively only as it develops particularistic goals related to the needs of those whom it serves and realistically defined in a situational context.

(Continued on next page)



Lawrence W. Drabick

(Continued from page 43)

This is not to say that universalistic goals have no place. But their relative inapplicability in the empirical situation and their restriction solely to generalities must be borne in mind. Otherwise they constitute a disruptive force opposed to effective operation of the local school system.

Who is to determine the goals of education? At the universalistic level, it is appropriate that those who have a broad view of education perform the task. It rightfully should fall to the philosophers and the pedagogues of education.

At the local level, effective goal setting can be performed only by those familiar with the environment. School system goals should be determined by local persons. Although there might be unusual circumstances which would dictate inclusion of local laity, in most instances the function most rightfully belongs to the professional staff.

In order that they may be effective in the function, it is imperative that goal setters be aware of the community served, including the various groups in it and the ways in which these interact with one another. A difficulty inheres in that many educators have incomplete training in the social sciences and lack the basis for understanding the interaction processes basic to particularistic goal formation.

A Suggestion

Because education essentially is a service instrument of society, the goals of education can be identified, formulated, and articulated only as they are perceived in that context. It is impossible to determine goal hierarchies except as educators and other responsible persons are able to conceptualize the relationships between individual and society.

For these reasons, successful promulgation of educational goals may depend upon close cooperation between education and sociology. Emile Durkheim stated this position in 1902 when he remarked as the first postulate of pedagogical speculation "that education is an eminently social thing in its origins as in its functions, and that, there-

"If" For Vo-Ag Teachers

If you've been able to keep warm And pay your fuel bill, If you've been steady on your job And seldom need a pill, If you are still on speaking terms With most of those in school, And spare your class the burden Of seeing you play the fool, If you're still teaching what you've planned But keep on adding new, You're on the beam, keep riding, Prof. There's plenty more to do. If you've been teaching up a storm And made your teaching stick, Because you tested all along And made corrections quick, If you have kept your files alive By adding timely stuff, And used it on your visits 'stead Of spouting off the cuff, If you can spell the future out So parents understand, You're just the teacher for my son Come, let me shake your hand.

Doc Paulus (Retired) University of Tenn.

science." A major result of the proposed union would be to provide the educational system with assistance in goal formulation without depriving it of the ability to affect final form.

In short, the educational system needs the services of the educational sociologist to aid it in effectively offering its services to the public.

The function of the educational psychologist, interpreting the individual to the educational system, has gained increasing recognition. The equally important functions of the educational sociologist, interpreting the social system to the educational system and providing knowledge of the articulations by means of which the educational system remains functional, are neither as clearly understood nor as well accepted.

In some degree this condition results from isolation. To the extent sociologists, they are found almost without exception in the institutions

geographical distance, is basically disadvantageous. It closes one avenue of factual goal determination to educators, prevents meaningful use of the educational sociologist of the opportunity to study his subject at firsthand, and promotes the canard that the educational sociologist has little to offer at the empirical level.

In the Community

The educational sociologist needs to work more closely with local school systems. In this position, he would serve to bind the community and the school together as interlocked parts of a common whole. Their needs, resources, and efforts would be integrated for the common good through his services. The school would be a responsive extension of the community; the community would be a sympathetically dynamic resource. The result would be a mutual benefice.

Moreover, the educational sociologist would study the institution itself in order to provide information on its parts and their relationships. Knowledge of these, in precise and factual form, would increase the effectiveness of the internal workings of the system.

Where might the educational sociologist be quartered? Not all schools would wish to have nor could afford a resident educational sociologist. Further, the contribution to be made by him would at times be enhanced as he functioned in a more detached atmosphere. In this sense, he might make his most valued research activity one which operated from the relatively neutral office of a county superintendent, and his teaching function might be solely on the campus of the institution of higher education. But he could contribute effectively to understanding of the internal mechanisms of the schools, and the dynamics of school-community relationships, only as he participated in the everyday contacts made available to a bona fide member of the local system.

It seems quite likely that local educational leaders would find the educational sociologist more helpful in the formulation of meaningful and solid goals than would be either

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