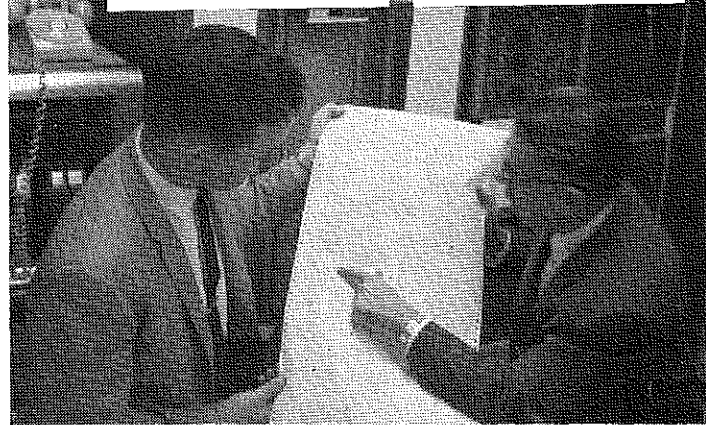


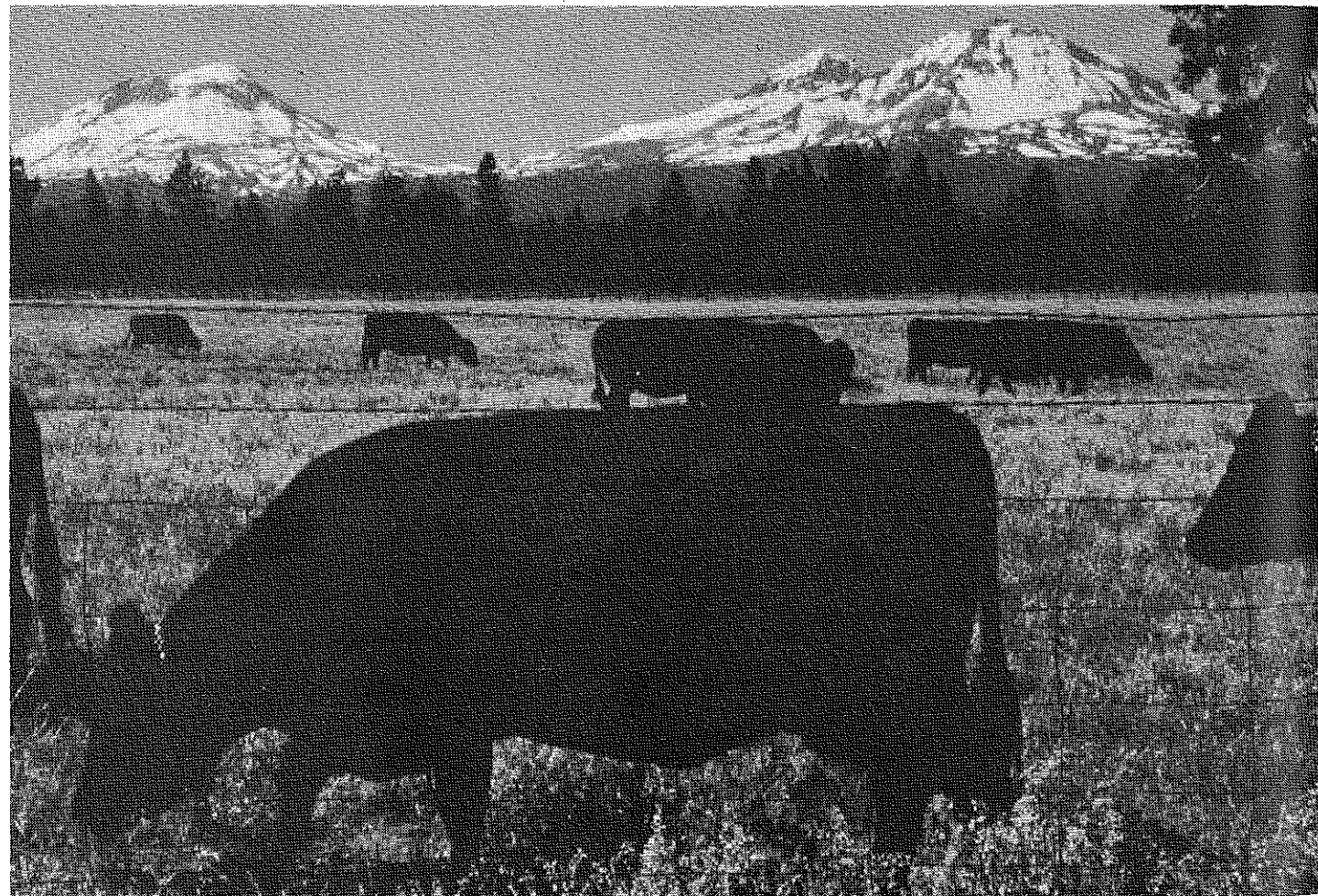
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Computers play an increasingly important part in research in agricultural education. Ralph J. Woodin (right) of The Ohio State University and Warren Noland, a graduate student, examine a print-out at The Ohio State University Computer Center.

Stories in Pictures

GILBERT S. GUILER
Ohio State University



Oregon's three leading industries—agriculture, forestry, and recreational tourism—are depicted in this photograph of the mountains in Central Oregon.

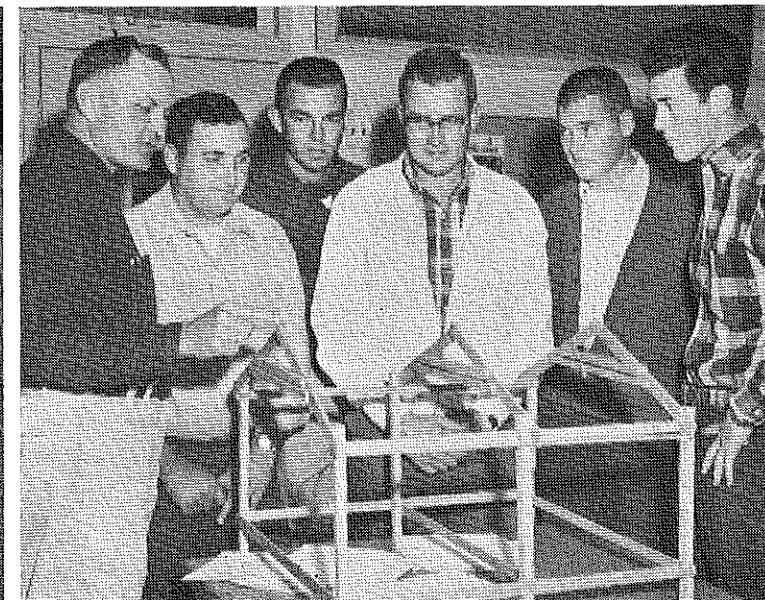
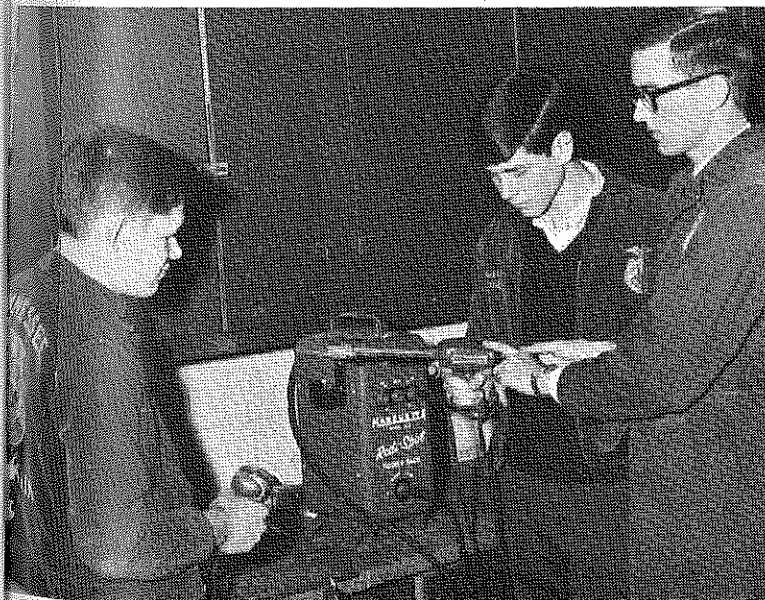


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Agricultural Education

April, 1968

Number 10



Featuring —
THE IMAGE OF VOCATIONAL EDUCATION IN AGRICULTURE

THE Agricultural Education

MAGAZINE

Vol. 40 April, 1968 No. 10

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Editorials

From the Editor . . .

Our Image: A Clear or Distorted Reflection?



J. Robert Warmbrod

The decade of the sixties is characterized as the beginning of an era of renewed interest in vocational and technical education. Certainly this decade has seen a rejuvenation of vocational education in agriculture. What is the image of vocational and technical education conjured up by this renewed interest in occupational education? And of particular importance, is the image of agricultural education such that it will be a significant part of the new emphasis on vocational education?

There are indications that the popular image of vocational and technical education includes only slight reference to vocational education in agriculture. For example, the 1965 summer study at the Massachusetts Institute of Technology, which had as its purpose "to generate fresh, untraditional and uninhibited ideas for vocational and technical education," did not involve a single participant whose area

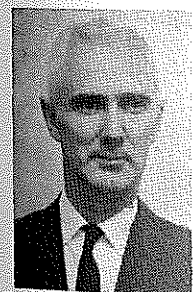
of specialization was agricultural education. The final report of the summer study includes only one reference to anything remotely connected with agricultural education—a unit on garden maintenance in a suggested junior high school curriculum. The recommendations of the M.I.T. group should not be taken lightly, for it is this same technique of summer study that was employed successfully by M.I.T. in initiating the PSSC high school physics program some ten years ago.

If agricultural education is to continue as a prominent area of vocational and technical education, a program must be developed that is compatible with the image of a broadened program of occupational education. The image others have of vocational education in agriculture may very well be an accurate reflection of what vocational agriculture is. In any event, the image others hold reflects what we communicate about the nature, purpose, and scope of agricultural education. We should pay more attention to what we communicate to others about education for occupations involving knowledge and skills in agriculture.

(Continued on next page)

Guest Editorial . . .

The Changing Image of Agricultural Education



Rufus W. Beamer

The term image is fairly illusive. It can be defined in various ways. One definition, given by Webster, is that image is "a mental conception held in common by members of a group and symbolic of a basic attitude and orientation." This definition seems to be applicable to the way it is used with respect to agricultural education or other education programs. People in agricultural education know that it is important how parents, school administrators, educators other than vocational educators, present and former students, and the public generally perceive vocational agriculture programs. Do they perceive these programs as being second class—as a dumping bin for students who may not be succeeding in academic studies (problem youngsters)? Or, do they hold the image that the student engaged in a study of vocational agriculture is simply following an alternate route to suc-

cess—respectable, equal and often preferred to the so called academic or college preparatory route? It makes a difference—a big difference as to which of these concepts is accepted, and fortunately, more and more people are moving to accept the latter concept.

There is much evidence available to support the position that the image of vocational education in agriculture has changed immeasurably in the past five years. The change has been drastic, almost revolutionary, and this can be said of all vocational education.

The great stimulus for change was derived from the Vocational Education Act of 1963. This Act gave new meaning, scope, and status to all of the vocational fields. It made it possible for vocational agriculture to modernize its instructional programs; to establish new programs; to build new facilities and to equip these facilities with appropriate teaching equipment; to engage in research and to establish pilot programs; and to hold training institutes for up-grading its personnel. All of these things have helped to improve programs in agricultural education, and thus to improve its image.

Some concrete evidence which suggests that vocational

(Continued on next page)

Dr. Rufus W. Beamer is Head of the Department of Education, Virginia Polytechnic Institute.

APRIL, 1968

In our writing and speaking we continue to describe public school education in agriculture primarily in terms of production agriculture. Following this description we usually append a statement pointing out that instruction in agriculture is also appropriate for persons employed in or preparing for employment in agriculturally related off-farm occupations. Those who hold an outmoded image of vocational agriculture as education for farming do not wait to hear our footnote to the definition. They have heard what they think or desire to be true, so why listen further. We must promote vocational education in agriculture as it should be—education for all occupations in business, industry, and on the farm that involve knowledge and skills in agricultural subjects.

In most cases descriptions of vocational agriculture are accompanied by statements indicating farm youth as the primary group served. Occasionally girls are mentioned as potential enrollees; however, any mention of instruction in agriculture for urban youth is an afterthought. Those who continue to describe the FFA as an organization "of, by, and for farm boys" do little to enhance, or change, the image of vocational agriculture. A recent announcement of a proposed nationwide assessment of employment opportunities in farming and in off-farm agriculturally oriented businesses stated that the project was concerned with occupational opportunities for "rural youth." Shouldn't we be developing programs for all persons who can benefit from instruction in agriculture whether youth or adults, rural or urban? If so, how well do we communicate this to others? Similarly, adult and continuing education in agriculture should receive increased emphasis when we describe our program to others.

The image of vocational and technical education held by many persons includes several stereotypes. For example, a popular perception is that vocational education is primarily skill training. Many persons view high school vocational education as terminal schooling for most students. A commonly expressed view is that vocational education is an inferior program for inferior students. Technical education is usually interpreted as education in electronics and engineering related fields. Do these generalizations apply to agricultural education?

We must be vigorous in our efforts to point out the unique features of vocational education in agriculture. We must show and tell others that vocational agriculture has not been in the past, nor will it be in the future, limited to skill training. We must make it clear that vocational and technical programs in agriculture attract academically talented students as well as those whose primary interests and aptitudes are vocationally oriented. We must emphasize that there is technical education in agriculture. And above all, we must stress the value of high school study of agriculture as preparation for further study of agriculture in post-secondary institutions, including colleges and universities. No other vocational service can match vocational agriculture in the percentage of its high school graduates who pursue formal education beyond high school. These aspects of vocational education in agriculture that do not fit a stereotyped image of vocational and technical education should be emphasized in the image we project.

We must project an accurate picture of what vocational agriculture is and will be. To what extent is the image others have of agricultural education merely a reflection of the image portrayed by our programs and by our writing and speaking about these programs? —JRW

Guest Editorial . . .

education (including vocational agriculture) is accepted today as it has never been accepted before can be found in the writings of people from general education. Two examples will suffice to make this point. The American Association of School Administrators published a book in 1966 entitled, *Imperatives in Education*. A total of nine imperatives in education are listed, and the second imperative on the list is: To prepare people for the world of work. In discussing this imperative, the Commission of Administrators pointed out that dignity must be attached to all useful labor; that citizens and parents must come to realize that over 80 per cent of the young people entering the labor market will be needed in occupations other than the professions. The commission indicated that the foundations for vocational preparation should be laid in the elementary school. The second example is a Report on Occupational Education in the South, a publication of the Southern Association of Colleges and Schools entitled, *We Shall Not Rest*. This report stresses the need for the Association to give more attention and emphasis to the development of vocational education.

Yes, the image in vocational education in agriculture has changed. Intelligent people everywhere are realizing that vocational agriculture is not a dead end; that it is really on the move; and that it can be the passage-way to fuller development and rewarding careers for a vast number of our young people.

Themes for Future Issues

- May **Instructional Materials**
- June **Evaluation**
- July **Agricultural Education in Programs Involving Other Vocational Services**
- August **Adult Education**
- September **Agricultural Education for Persons with Special Needs**
- October **Agricultural Education in City Schools**
- November **Supervision in Agricultural Education**
- December **Supervised Occupational Experience in Agricultural Education**

The Task —

To Be A Superior Teacher

FLOYD D. JOHNSON
Teacher of Agriculture
York, South Carolina



Floyd D. Johnson

Floyd D. Johnson is President of the American Vocational Association. This article is from an address given by Mr. Johnson to the Agricultural Education Division during the convention of the American Vocational Association in Cleveland, December 1967.

What are the characteristics of a superior teacher? No attempt will be made to list the traits of a superior teacher in order of importance. Neither will any claim be made that the list is complete. It would seem, however, that the superior teacher's qualities and qualifications would include the following.

He knows his subject matter. He does not think he knows it all. He is concerned about what he does not know. He is fervent in pursuit of additional knowledge through his own never-ending program of personal and professional improvement. He knows enough to command student respect. He learns more each year than he teaches. He uses his new knowledge to improve his teaching.

He has a plan for teaching. He has a daily plan, a weekly plan, a plan for the year, and a long-range plan for at least the number of years agriculture is offered in his school. His plans are flexible but only within the limits of high standards.

He is a thinker and he respects thought. He knows some definite things about thinking and has the humility of a struggler with truth. He has an ability to stimulate sound thinking on the part of students. He immediately

grasps the opportunity to improve classroom instruction which might develop as a result of some response from a student. He can distinguish between an honest question and one designed to obstruct the teaching-learning process.

He understands and communicates with students. He remembers what it was like to be fifteen. He is forever investigating and learning about the teen-age mind. He is interested in helping his students and they know his attitude toward them. He knows his students and their home conditions. He does not betray a student's confidence. He encourages his students to talk to him about their problems. He is fair and firm with his students. Neither does he show partiality. He does not enjoy punishing students but will do so when necessary. He lets students know where they stand. He returns graded papers to the students. He gives grades often and helps students understand the grades. He accepts the challenge to assist each student in doing the best work of which he is capable. He attempts to keep failures to a minimum. He does not confuse behavior with scholarship. The educational welfare of his students is a primary concern of the superior teacher.

He is a professional. He belongs to and supports his professional organizations. He participates in the activities of the professional organizations. He is first an educator, then a teacher of agriculture. He becomes knowledgeable of the total educational program in his community. He does his part in making the school in which he works a good one. He establishes a harmonious relationship with his co-workers. He might become a bit irritated at red tape, certain reports, bureaucracy, teacher's meetings, committee assignments, some school policies and practices, and differ with some colleagues

on important issues, but he goes along in general with whatever does not violate his principles. He understands the school's organizational needs, its finances, and its place in the community. He is a loyal employee.

He knows and compensates for his weaknesses. If he cannot speak well, he is doing something about it. If he cannot spell, he keeps a dictionary on his desk. If his discipline is bad, he is working at it tirelessly. He has a vision of teaching that is beyond his present skills, and his ingenuity is endless in bridging the gap. He is honest in self evaluation. He does not give up in his attempts to improve on a weakness.

He has a sense of humor. He appreciates the real humor that is essential to human thought. He enjoys a good laugh and permits laughter on the part of students when appropriate. He discriminates very carefully between humor which is constructive and a part of the meaning of life and false humor which is cynical, destructive, and humiliating. He is not unduly dignified nor inflated with his own authority.

He uses resources efficiently. He supplements his teaching with the best and most up-to-date instructional materials available. He has an effective

(Continued on next page)

THE COVER PICTURE
This composite picture illustrates four phases of a program of vocational education in agriculture. State FFA officers in Montana evaluate applications for awards; a student teacher at the University of California gives a demonstration on floral design; a teacher in Georgia instructs a group of young farmers; and a Tennessee teacher provides instruction in agricultural mechanics.

A Dynamic Area of Vocational and Technical Education

ELIZABETH J. SIMPSON
University of Illinois

Agricultural education is one of the most dynamic areas of vocational and technical education. The potential for the growth and development of agricultural education is limitless as it responds to the challenges presented today by some of the social problems facing the nation and the world.

Areas of Concern

Production agriculture in the United States remains an area of concern and concentrated attention. There are two hundred million Americans to be fed—this is certainly a challenge! True, with a higher level of technical knowledge, fewer persons need to be engaged in production agriculture. But these must be people with the technical know-how and managerial abilities to make use of the expanding knowledge of the field.

We, in the United States, have a responsibility for responding to the needs of the developing countries of the world. In these countries, education for appreciation and acceptance of technological developments for food production and for contributing to the production of food are basic needs. We must train the agricultural technicians who can work with and in the developing countries, using what is there,

adapting, creating, and originating in order to help solve food problems. Certainly, this poses a problem for agricultural education. And, I submit that the field is only beginning to respond to the challenges inherent in this problem.

New Challenges

The field of agricultural education faces many other new challenges, along with its traditional ones:

- the development of competencies in occupations related to farming and its related service area
- the development of knowledge and abilities in occupations of a non-farm agriculture-related nature, such as ornamental horticulture, urban park management, small animal laboratory technology, and other applied biological service occupational areas
- the development of competencies in the conservation occupational areas, such as forestry and tree services
- the development of competencies in such fields as fish farming
- the development of emerging areas such as ocean farming and the harvesting of the vegetation of the seas

Dr. Elizabeth J. Simpson is Acting Chairman, Department of Vocational and Technical Education, University of Illinois. She is the immediate Past President of the American Vocational Association.

- the development of alternatives to urban migration through more rural occupational opportunities and educational programs to prepare for these.

The Future

These problems and challenges suggest needs for curriculum revision and program development at all levels: secondary, post-secondary, adult, and professional. Consideration of possible solutions to the problems and challenges brings immediate recognition of the need for greater cooperative effort among all of the substantive areas of vocational and technical education. And, this is a mighty challenge to all of us in vocational and technical education.

As I see members of our own staff in agricultural education at work and as I observe others in the field through my work with the American Vocational Association, I am not only hopeful about the future of agricultural education, I am optimistic.

of the total program in vocational agriculture in his community.

He has a sense of values. He will be a God-fearing man dedicated to service. There will never be any doubt in the minds of those who know him best concerning his attitude toward the importance of agriculture to the life they live. He will be happy and content with the work he is doing. However, he will continue to be concerned. He will recognize that problems exist and opportunities for service are available for which he has not found the answers. Yes, finally, he fully realizes that "a teacher affects eternity; he can never tell where his influence stops."

and future needs of agriculture.

He values time. He plans his work. He will be punctual in his work and will give an accurate account of his time for the number of months employed. He will not become so involved in other activities that he allows them to interfere with his job as a teacher of agriculture. He will prorate his time for his job, family, church, and community. He will find enough time to be a useful citizen in his community. He will be on call to render service at all times.

He gives credit to others. He will arrange for appropriate appreciation and due credit to be given to those who have contributed to the development

THE TEACHER ---

The Dominant Factor In Determining Image



E. A. Cox

E. A. COX, Superintendent
Maury County Schools
Columbia, Tennessee

The image which one perceives is very apt to be significantly influenced by one's experiences. Since my experiences include four years as a student of vocational agriculture in high school and ten years of teaching vocational agriculture, the image which I see may well not be representative of administrators. In the event it is not, then this may not of itself be strange. This age of conflict has made all of us keenly aware of the many differences of opinion prevalent in our midst, and who is capable of deciding just which opinion is the most valid? Despite the lack of agreement among us, the administrator must activate the decision making process. Consequently, image becomes important, and it is appropriate for all of us to re-evaluate our point of view.

Teachers Determine Image

This administrator is firm in the belief that any program in education is most apt to reflect the skill of the personnel who are conducting the program. By the very nature of the manner in which the program of vocational education in agriculture is conducted in our locality, the teacher has become the dominant factor in determining the image of the program at his individual school. An experienced principal once suggested that the teacher of vocational agriculture has the greatest latitude of any teacher in determining the image of his program. This principal felt that the teacher of vocational agriculture could develop a very extensive program, one that would tax his skill and his time schedule, or on the other hand he could be content with the very minimum program. It seems to me that this has indeed been the situation as I have observed it in vocational education in

agriculture. The image varies a great deal, but with the composite picture showing more strength than weakness.

Some Aspects of Image

One of the most favorable aspects to me has been the degree of concern shown by most teachers of vocational agriculture for the individual student in his own specific situation. Despite concerted effort on the part of many people in education, secondary teachers have not yet readily accepted the idea that they have major responsibility for planning and conducting an educational program really geared to meeting individual differences for all children. Though the image of the teacher of vocational agriculture is a variable one in this regard, it is nevertheless considerably brighter than is the image of many other groups of secondary teachers.

Another part of the image which the writer views is the general utilization of the problem-solving approach to learning in contrast with decided emphasis upon the memory, or feedback process. Too many of the products of our educational system have not developed the skill of thinking through a problem to its logical conclusion. Although we again find great degrees of variation among teachers of vocational education in agriculture as it relates to the use of the problem-solving technique, the skill seems to be more effectively used by this group than by some other groups.

A third facet of the image relates to the local teacher of vocational education in agriculture as he has reacted to curriculum change. The hierarchy in this field seems to the writer to have been hesitant to change from the traditionally stated narrow objectives set forth in early legislation. Although this

point of view has tended to permeate the total working force, many teachers on the firing line reacted to the needs of the people enrolled in their courses in vocational education in agriculture. In reacting to these expressed and observed needs, the local program began to move from the major emphasis on production to a diversity of endeavors, which covers a great variety of programs today that were not envisioned a few short years ago.

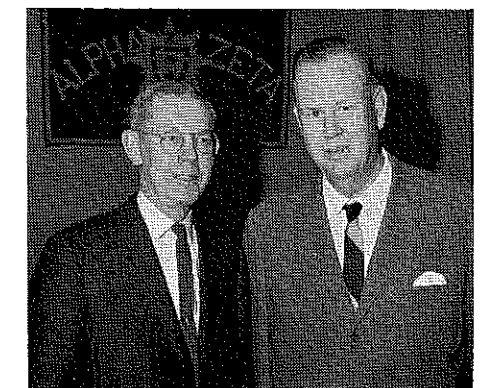
Narrowing The Gap

At a time when innovation seems to be the dominant motivation, the writer has the belief that emulation may well be the key to major improvement in education. As indicated above, there is too much variation in the image which we see. In vocational education in agriculture, as in all of education, there is too big a gap between the best and the poorest teacher.

To Be A Superior Teacher (Continued from page 221)

tive filing system for materials. He will use the method of teaching which will enable him to be most effective in communicating with his students. To a degree he might even be innovative in his approach to teaching. He will use other people in developing and carrying out a total program of instruction in agriculture in his school and community.

He will develop a program for all people who need training in agriculture. He will develop a program of instruction in vocational agriculture for all people in his area who have the need, the desire, and the ability to benefit from such training. The program developed will be in keeping with present



H. N. Hunsicker (left), Chief of Agricultural Education, U.S. Office of Education, and Floyd D. Johnson, vocational agriculture teacher, York, South Carolina, were initiated as Honorary Members At-Large by The Fraternity of Alpha Zeta. The ceremony was performed during the 1967 convention of the American Vocational Association.



Nathaniel A. Sheppard

Improving The Image of FFA

NATHANIEL A. SHEPPARD
Instructor of Agricultural Education
Tuskegee Institute

We need to consider some key questions in light of the "new" vocational education in agriculture before attempting to cite what can be done to improve the image of the FFA.

- Does the image of the FFA need improving?
- Is the FFA promoting agricultural education?
- What can we do as agricultural educators to change FFA activities to match the changing curriculum in agricultural occupations?
- How much emphasis should be placed on the FFA?

I shall not attempt to provide the answers to all these questions. But when speaking of the FFA's image, these and many other questions are pertinent and need immediate consideration. Let me make my position clear, however, by saying that the answer to the first question is a resounding "yes."

Creating a New Image

The image of the FFA must be improved! Most FFA contests are oriented toward production agriculture and the degrees are based largely upon farming proficiency. The emergence

of programs for nonfarm agricultural occupations has prompted the need for a new image not only for the FFA but for agricultural education as well. *We must create a new image!* We should continue to use the FFA for its strong points, namely—motivation, rewards, and leadership. The FFA is not the total vocational agriculture program but an integral part of the program. How can we improve its image?

- Use the letters FFA but change the words Future Farmers of America to Future Farmers and Agriculturalists or some other term.
- Initiate awards to boys and girls in local chapters for nonfarm occupational achievements.
- Sponsor local contests that are not provided by the FFA foundation.
- Accept young women into membership.

We must begin the move to improve the image of the FFA on the local level. Hopefully state associations will launch programs which will result in a nationally improved image of the FFA.

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There is little need to list the many advantages FFA has provided as an integral part of vocational agriculture. One aspect of the FFA which most of us fail to realize is that it has helped to motivate many boys who were potential dropouts to stay in school. However, with the emphasis on education for nonfarm agricultural occupations, we should be able to help even more boys and girls.

The Time is Now

We must begin to make changes in the FFA to meet the demanding needs of today's youth. We cannot live on past laurels. There is a two-fold danger if we do nothing: Agricultural occupations programs will be in jeopardy, and a second youth organization will emerge for students interested in nonfarm occupations.

Since the enactment of the Vocational Education Act of 1963, an analysis of publicity about vocational agriculture and FFA would probably show that local schools have not been capitalizing on changes taking place in the vocational agriculture curriculum. The FFA must not only undergo sufficient change but must also inform others of its new program and activities if there is to be any impact in communicating a new image. Some of my colleagues have advocated doing away completely with the letters FFA, getting a new name and set of letters, restructuring the organization, and developing a new emblem. This would be quite a transformation; maybe it is the right step to take. I will not debate this drastic viewpoint, but I'll repeat my position on the matter: The image of the FFA needs improving and something must be done, not in two, three, or five years but now, this day, this time.

Pardon! Your Image Is Showing

JAMES H. HUTCHINSON
Teacher Education
Louisiana State University



James H. Hutchinson

Recently I had the experience of sitting across the desk from a rather disturbed and articulate county superintendent of education as he methodically flogged what he referred to as his "prime pooped-out program" — vocational agriculture.

"Why the devil is it," he snapped as he warmed up to his subject, "that you people in vocational agriculture don't have the good sense to realize what is happening to you? Can't you see that you are in trouble? Why just last month I had to practically beg two of my best principals not to phase out their vocational agriculture programs."

Accustomed as I was to this type of session, after having spent a number of years in supervisory and teacher education work as well as having the advantage of being on a first name basis with the superintendent, I forthwith put on my very best paternalistic attitude and said, "Now Fred, let's not get emotional about this. Sure, I admit that you have a few rough spots here and there in your vocational program, but so has every other administrator. We've just got to work a little harder on some of your fellows, and in time. . . ."

"In time!" he roared, "why you've had almost fifty years of program experience now to get the show on the road. *How much time does it take?*"

"All right then, Fred," I replied, thinking that he would run out of steam in a few minutes, "then you tell me. What is wrong with vocational agriculture?"

What Is Wrong?

I will never forget his answer. The more that I think of it, the more significant and ominous it seems to be-

come. I still have a sharp mental picture of the venerable school administrator as he looked directly at me and said slowly, "The trouble with vocational agriculture is that too many of your men fail to realize that they are not living in the same world into which they were professionally born." And I knew instantly, and rather ashamedly, just what he meant.

My mind has returned time and again to this man's opinion of our problem as I observe and benefit from the astonishing advancements occurring in American agriculture almost daily. Yet I am also reminded, all too frequently, when observing faltering vocational programs, that there are too many whose testimony to the public seems to be *stop the world, I want to get off!*

And "get off" some have. In essence they tried to accommodate "stone age" thinking, concepts, and educational practices to a "space age" agriculture. And it didn't work! Then they wonder why their feeble attempts to "patch" up their old programs with "ouchless" band-aids only result in failure after frustrating failure.

So The Story Goes

So the story of vocational agriculture goes. At one time it was the 24-carat shining image of a *dynamic, changing, flexible, functional* high school program designed to go straight to the heart of problems encountered by farm youth. It was a dream come true for those noble planners and innovators of another day. In all too many instances now the dream has turned into a nightmare. The shining image has become somewhat cloudy in some instances, and downright tarnished in others — a thing to be kicked and bandied about by disillusioned and disgusted school administrators and school patrons.

It has become more and more evident that the "main highway" leading to "pooped-out programs" is to be

found in the tarnished image which some workers in vocational agriculture reflect of their programs. These are the ones who almost never recognize the deadening quality of static programs, no matter how good they are today.

A Scientific Age

Life in a scientific agricultural age demands skills and disciplines not required in the primitive agriculture of only a few years ago. It also depends upon the development of moral character, social responsibility, and political competence. As a practical matter, however, in the life of vocational agriculture workers the problem of food and fiber moves up to the head of the line. And not just the production of this food and fiber, but of equal urgency now *should* be the processing, transportation, and marketing of these products. No vocational agriculture teacher can afford the luxury of resisting innovation by excluding these activities in program planning and execution for space age agriculture.

Certainly, we have passed the point where we can feel secure in the adequacy of *existing* programs, methods, lesson units, and professional preparation. These things must constantly succumb to the onslaught of new findings as revealed through scientific, almost ruthless, evaluation and self-evaluation.

When farm machines started to replace muscles, inspiration started to replace perspiration. To live by the sweat of one's brow is no longer a virtue in itself. *Thinking* has become important. Unfortunately, there are some of our number who have not yet begun to realize the irresistible force of ideas. So they continue to do business at the same "old stand" in the same "old way" by teaching outmoded skills via obsolete methods to students who continue to become expert in extinct "jobs."

(Continued on page 227)

THE PROGRAM OUR COMMUNITY NEEDS

WILLIAM C. JENNINGS

Trinway, Ohio

Board members really wonder what the community wants. Here are a few statements I have heard recently that indicate the concerns of some persons about the vocational agriculture program.

From a successful commercial farmer and school board member: "I wish they would throw out the outdated, meaningless projects, and the yellow project book, and teach these boys more of the business planning and analysis phases of farming."

From a city friend: "Why spend all this money teaching boys to be farmers when we have too many farmers now?"

From a high school principal and guidance counselor: "We help the agriculture instructor meet his quota of students by sending some of the boys who don't have college potential to his classes."

From a young farmer from another state: "I hope the older, more traditional FFA advisors don't cause a split among youth in agriculture by preventing a name change in that group so that it would include all youth in the expanded vocational agriculture program."



William C. Jennings

William C. Jennings farms 740 acres in central Ohio — 650 acres of which are in continuous corn. He is a past-president of the Ohio Young Farmers Council, the state organization of young farmers. He is a member of the board of education in his local school district. This article is from a talk presented by Mr. Jennings to the Agricultural Education Division during the convention of the American Vocational Association, December 1967.

What the Community Wants

I think the greatest tragedy in America today is that people don't really know what they want. Consequently communities don't know what they want. As vocational agriculture teachers, school administrators, and school boards try and plan for the future, they must not only ask "what does the community want" but also "what does the community need?" And here we tread on pretty treacherous ground because what we think we want and what we need are not always the same. And so we have new board members elected, new teachers hired, administrators replaced, and because many are willing to sacrifice prestige, a raise in pay, or even their job, communities change and become better places to live, to work, and better places to educate our children.

The program our community wants will be basically similar to that of the sixties. "We don't want too much change from what we had when we went to school. If it was good enough for me, it is good enough for my kids." The community will still want the FFA and an adult farmer class, or Adult Farmer Card Club, and perhaps a 200-bushel corn club.

What the Community Needs

But what about the program the community needs? This is the challenge of the future. Our high school program must change just as drastically as farming changes. If farming is to change more in the next ten years than it has in the past ten years, then our high school program must change equally. One government report says by the late seventies, 40 per cent of those now farming will have to get out and that the average price for corn will be 85 cents per bushel with other farm products at proportionally lower prices. If this is true, then our high

school program will have to be geared almost totally to those students who go into agricultural careers other than production agriculture or farming.

We need a "Survey of Agriculture" course where the guidance counselor encourages all students to take this course as an elective to acquaint all students and future citizens with this greatest American industry. Our project system must be upgraded and changed, not done away with as some suggest. Our program needs to be geared to the needs of the community, not their wants. When advisory boards are selected, include one farmer, one implement dealer, one nurseryman, one banker, one guidance counselor, not five of the old time highly respected farmers of the community.

The Challenge

The real challenge for teachers is in connection with the adult education program. Young farmer programs—for those who have taken the time, effort, and patience to establish them—are among the most rewarding of any teacher's experience.

These programs have been rather hard to establish and keep going because there are fewer and fewer young farmers. Those that are left are extremely busy. So to attract them is a real challenge; but if you don't have one going and you are not afraid of the extra work and challenge, get one started. If you have a young farmer program, as a young farmer I thank you for your interest in us, but I must warn you not to think that because your program is successful that it does not still present a challenge.

The day is gone when the vocational agriculture teacher teaches an adult course, or even 10 per cent of it. You can't be an expert in the many fields that make up the business of farming in the future. Your role in the future is as an organizer of the group; you help the group to get ex-

"Agriculture is truly more than farming, and adjusting to this one idea might be your greatest challenge."

perts to teach sessions that deal with farm problems; you are the corresponding secretary; you provide the meeting place; you get the answers to specific problems. Young farmers for the most part are innovators and if you accept their challenge, they will keep you up-to-date and on top of agriculture. Have you run out of ideas? How about a meeting taught by your local landscaper open to all citizens of the community. You've heard of rural-urban days. This is a meeting to bring rural and urban people together to learn. Agriculture is truly more than farming, and adjusting to this one idea might be your greatest challenge.

With all our modernization of programs—production programs, educational programs, vocational programs—there is one challenge and oppor-

tunity that stands out from all as we look ahead and try to give the community what it wants—rather what it desperately needs!

There are several attributes that our forefathers had when most of them were farmers and in basic agriculture. These attributes made our nation great. Somehow as we have fewer with farm backgrounds, we also have fewer men with these attributes. Our challenge today is to take youth from nonfarm backgrounds and instill in them some of these so badly needed attributes: The patience it takes to see a new born calf grow into a champion, not over night, but in due time; honesty, where a handshake is as good as a fourteen page legal document; hard work, the willingness to give an honest day's work for an honest day's pay; and faith in God, where we in farming see

the miracles of creation take place almost daily.

A Charge to Teachers

If somehow the most important men in agriculture—the vocational agriculture teachers in our high schools—can develop a program that will interest the brilliant as well as the average student in a career in agriculture; if he can make adjustments in his program that will meet the wishes and the needs of the community; if he can accept the fact that agriculture is more than farming and convey that idea to his students; and finally, if he can instill in his students the attributes that seemingly come from working closely with basic agriculture, then he has truly met the challenges of the future.

Pardon! Your Image Is Showing (Continued from page 225)

Reaction to Change

The zooming, constantly accelerating progress in agriculture is the reality with which we will spend the rest of our lives. Whether it will make us obsolete at age thirty or pioneers of progress at age seventy depends on how we react to change. Once upon a time, and not too many years ago, experience, middle-age, and a good memory were adequate substitutes for thinking. In today's world much experience becomes obsolete almost as fast as it is accumulated. The modern farmer, the modern vocational agriculture teacher, the modern high school vocational student *must* use creative thinking to find new answers to new problems every day.

Technology in agriculture is going so fast it has created a new proverb, "if it works, it is obsolete." Agriculture's electronic marvels, its newest and most sophisticated machinery, its most potent chemicals, are all like today's newspaper—they will be out-of-date tomorrow when the next edition comes out.

Yesterday's newspaper finds itself relegated to either the archives or the incinerator. Yesterday's teaching units and methods should face the same alternatives—but do they?

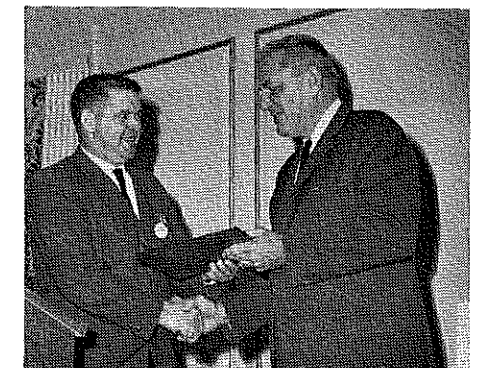
We Must Begin The Campaign

Because of the changing nature of today's world of work in agriculture and because of its revolutionary implications, we must begin a massive campaign to create a new image for our profession. And I would suggest that the major responsibility in accurately perceiving the future and initiating plans and programs is not a job for vocational agriculture persons alone. It must be shared with other educators, businessmen, laymen, and students. *It must be a team effort!*

As we look to the years ahead, we can be absolutely sure of one thing: This unending story of creation, innovation, and change will exert its most telling influence upon that field which we represent, vocational education in agriculture, and upon you and me and our colleagues as we strive to prepare the nation for the full impact of life

in a changing world with an exploding population.

Our job then—yours and mine—is obvious. Only by planning well today can we expect to focus in on the 1980's, the 1990's, and even the year 2000. It will not be easy because we have only moving targets to shoot at!



James Durkee (left), NVATA Past-President, presents the "NVATA Outstanding Service and Cooperation Award" to Arthur Hyde, President of A. O. Smith Harvestore Products, Inc., Arlington Heights, Illinois. The presentation was made during the 1967 NVATA Convention in Cleveland, Ohio.

Vocational Agriculture Faces A Challenge

T. CARL BROWN, Supervision
North Carolina Department of Public Instruction

A few years ago, I saw my friends in agricultural education in the peculiar position of being apologetic for having done an effective job. Agricultural education has earned major credit for the phenomenal reduction of man hours required per unit of production of agricultural commodities. To be sure, other agencies such as the U. S. Department of Agriculture, Land Grant Colleges with experimental farms and extension agents, and state departments of agriculture did much of the experimental work to improve methods, materials, and equipment. But, knowledge amounts to little until it is implemented and practices are improved on a wide scale. Teachers of vocational agriculture carried the message to millions of boys and parents on farms over the nation.

A Decade of Crisis

The decade preceding the passage of the Vocational Education Act of 1963 appeared to be one of crisis for agricultural education. Teachers were disturbed by the fact that fewer boys were enrolling in vocational agriculture. An ever smaller percentage of those enrolled in vocational agriculture were going into farming or into closely related agricultural occupations. Leaders in the field recognized the continuous reduction in the percentage of the working population engaged in agriculture and the movement of farm families to cities. The movement to consolidate small schools with a teacher of vocational agriculture in each one resulted in fewer high schools and fewer teaching positions. There were mountains of surplus farm products which could not be moved into consumption. Through the Future Farmers of America, high morale had been developed and farming as a way of life in addition to a means of making a living was advocated very successfully

until it became all too apparent that the small farm with little equipment simply could not compete with mechanized farm businesses on a large scale.

With the passage of the Vocational Education Act of 1963, unnecessary shackles were removed from agricultural education. It was my pleasure to serve as a member of the AVA committee drawing guidelines for this Act and to have a small part in removing those restrictions.

The Future Is Bright

At the present time, I submit that the future is anything but bleak for agricultural education, not even for production agriculture or for the people it serves. Listed below are some of the reasons why I believe agricultural education faces a real challenge for improved service in the future rather than diminution or disappearance from the high school.

- Even in this time of high agricultural productivity in this country, surpluses have largely disappeared, especially surplus foods.

- With the rising world population, alarm over further population explosion, and the accompanying scarcity of food and predictions of famine, there will be need for far greater production of foods and other basic materials which come from farm, forest, and sea. Will we not soon see the time when the exporting of food products in order to assure world peace must take precedence over exporting of arms?

- The emergence of specialized agricultural occupations demand specialized agricultural education. Agriculture is becoming more and more specialized rather than being diversified on one farm, even a large one. Will this require different preservice and inservice education for teachers with a speciali-



T. Carl Brown

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zation in addition to basic information on agriculture?

- More depth in agricultural education may be required instead of a broad program for many people.

- There is now a shortage of qualified agriculture teachers to fill positions in one and two year post-high school institutions.

- The constant changes and innovations in agriculture require continuous education for adult farmers and for veterans.

- Employment in nonfarm agricultural occupations and related occupations offers a challenge to work with other vocational services to develop the most effective instructional programs for youth preparing for these occupations.

Trend Toward Specialization

The new approach of agricultural leaders toward curriculum has been forward looking and innovative. We have seen the emergence of specialized courses on production of swine, poultry, produce, small grains, and in horticulture, forestry and other fields. One exception in practice is noted. People who know, still see little difference between an industrial arts shop and agricultural shop in many schools.

"It is as unrealistic to expect the teacher of vocational agriculture to teach business competencies as it would be to expect the teacher grounded in distribution to teach vocational agriculture."

Probably, the trend toward specialization in depth both at the high school and adult levels has only just begun. Are there not many other occupational areas in which a knowledge of agriculture or a specialized aspect of agriculture will be required? Where will initial training be given for those who will landscape, plant, and maintain the grounds for the increasing number of homes needed by an affluent society? What about parks and recreational areas—many of which should be privately owned and operated? There are many instances of farmers whose income results primarily from catering to sportsmen through the production or maintenance of wildlife, fish, and water sports. Vocational agriculture with its facilities and personnel in teacher education, research, and state supervision should see many more opportunities which would not occur to those in other fields.

The nonfarm agricultural occupations and related occupations require far more detailed examination than can be given here. Specifically, what are these occupations? Have job analyses and job descriptions been made? What kinds of training are needed to prepare boys and girls for these jobs? How are these jobs classified in the *Dictionary of Occupational Titles*? If some agricultural knowledge and skills are needed in related occupations, are these primary or incidental? What other knowledges and skills are needed which should be taught by other services?

Friction Inevitable

The Vocational Education Act of 1963 strengthened vocational education, provided a means of expansion, and broadened the challenge to vocational education. At the same time, however, removal of the restriction limiting agricultural education to work on the farm and requiring farm projects, removing the restriction on distributive education to part-time cooperative courses in the high school, and

limiting home economics to use funds only to prepare for gainful employment has led to internal frictions between the various vocational education services. Probably, it was inevitable that friction between people and between services would arise, but the Act had to be broadened and made less restrictive in order to assure the preparation of boys and girls for all occupations in a constantly changing society. These problems will be resolved if people in all services talk to each other instead of about each other. Obviously, there are major occupational areas for which each service alone is responsible and others which require joint planning and efforts.

There are cogent reasons why efforts by any vocational service to establish programs and teach in another occupational area should be questioned.

The Act of 1963 amending earlier Federal acts, discontinuing the earmarking of funds, and permitting more flexibility in program planning emphasizes the need for competency of teachers and the development of occupational competencies in students. With reference to agriculture, paragraph 104.61 and 104.62, Rules and Regulations, emphasizes "agricultural subjects" and that the occupation be one which "requires competencies in one or more of the primary areas" of agriculture. Clearly, the intent is for vocational agriculture and for other services to concentrate on teaching the knowledges and skills relating to their own occupational areas.

Teachers Are Specialists

The strength and reputation which vocational education has achieved is based primarily on the fact that teachers have been specialists. Understanding both theory and practical application they have been able to develop occupational competencies in students. In most teacher education institutions, a major in agricultural education requires from forty to fifty semester hours in the substantive field. A teacher pre-

paring for distributive education in a university normally must have almost the same number of hours in the area of business administration and in most cases also have supervised business experience. Can the average teacher prepare in both fields?

If teachers are to become generalists instead of specialists, both students and vocational education will suffer. We may as well turn over the responsibility for vocational education to general education.

The terms "work" and "work experience" are not synonymous with the cooperative program in distributive education which uses, as one technique, on-the-job training facilities in marketing businesses. Far more is involved in making this a unique educational experience. Any teacher could learn very quickly to place students on part-time jobs in the business community. But the effective teacher-coordinator must also teach the marketing discipline including marketing, operation, business organization, sales promotion, economics, selling, merchandising, and product or service technology. The teacher must also know the various fields of business and the language of business to develop with the employer a training plan for each student receiving on-the-job training. It is as unrealistic to expect the teacher of vocational agriculture to teach these competencies as it would be to expect the teacher grounded in distribution to teach vocational agriculture. Someone has aptly said, "One can no more teach that which he doesn't know than he can return from where he hasn't been."

Guidelines for Cooperation

The American Vocational Association has adopted a statement on "vocational integrity" and has also approved and published (*American Vocational Journal*, October, 1967) a joint statement by a committee made up of representatives of distributive education and agricultural education relative to joint responsibilities and cooperative working relationships in administering, supervising, and implementing effective programs for those youth whose occupational goals require competencies in two or more areas. If we implement these guidelines, the child and society will be the benefactors. Is there any other reason for existence of our profession??

Some Ideas About The Image of Vocational Agriculture

BRUCE W. EMANUEL
Vocational Agriculture Teacher
Greenwich, New York

Change in vocational agriculture is an emerging force of this decade. The demand for the teacher of agriculture to remain alert and flexible in this contemporary shuffle is essential. Yet, these changes do not have to detract from the panorama of the whole of agricultural education nor do they eliminate our past and present successes. Ours is a success story brought about primarily by the teacher with unprecedented federal funds and curative programs remaining secondary. Perplexing only is that our story is not fully understood. This is tragic. Vocational agriculture is meeting its challenges with great effectiveness and is slowed only by mediocrity of individual standards.

It is blind folly to think that a teacher of agriculture can cast himself in the routine pattern of the other faculty members in his school system. In no program is it more evident that we must do more, not simply in the amount of time spent, but also in the effective use of this time in achieving well defined goals. These must include a favorable projection of our vocational education image. Contributing to this projection are the following ideas that, in my opinion, develop continuity and foil criticism.

Standards of Excellence in the Classroom

First, I feel it is imperative that each teacher maintain a high standard of excellence in the classroom. Utmost stress should be placed on high standards of English and mathematics in teaching agriculture. Once these high standards are established and the students challenged, school administrators and guidance departments will readily allow all students, including those in the high honor groups, to be scheduled for your classes. It sounds trite, I know, but the chief motivating force for these

teen-age boys and girls is not teacher personality, but enthusiasm for the spirit and pure joy of agriculture. In every aspect of this field we are dealing with one of the most fundamental and truly creative industries in the world. Coexistent with these high standards and enthusiasm is presentation of subject matter to encourage retention of what has been taught. Instruction must be handled in such a way that the material will be remembered for future occupational experiences, not simply for final examinations.

Future Farmers of America Organization

Educators whom I hold in the highest esteem have told me time and again that one of the best things we have going for us is the Future Farmers of America organization. FFA should be synonymous with vocational agriculture education but basically, I feel, it should be kept out of the classroom. All students in a local program should be dues-paying county, state, and national members. Let this become "matter of fact" so that the one or two hesitant ninth grade students, who we know will in the future gain much from the organization, will not initially be negative and reject membership. For the teacher, the FFA is a tremendous educational tool that he can use to provide opportunities for his students to operate at many levels, according to their abilities and needs. The FFA also is dedicated to developing leadership in young men. To foster this fundamental objective of leadership, the FFA creates many situations for the members to express themselves both orally and on paper. Furthermore, it is an additional channel for the teacher to develop strong personal relationships between himself, his students, and their parents. Community activities should be an integral influ-



Bruce W. Emanuel (right), the author of this article, was presented an award of life membership in the American Vocational Association during the 1967 convention in Cleveland. Hamilton Hicks, Jr., educational director of the d-Con Company, makes the presentation. Mr. Emanuel is the vocational agriculture teacher of the 1967 Star Farmer of America.

ence, too. For example, last year our chapter donated over \$1,100 to worthy organizations. Such projects help our local image, but efforts and results must be communicated.

Public Relations

A well-planned program of public relations will aid in winning public acceptance and support, without which vocational education cannot exist. Publicize the activities of your program through your local newspapers. Stories about new and innovative units will stir public interest in modern vocational agriculture. Use well planned pictures of students in active learning situations whenever possible.

The FFA plays an important part in your public relations program. FFA awards are available in many areas and provide an important goal for students. The awards recognize hard work to achieve success under a planned program carefully guided by the teacher. These awards should be well publicized through all available media.

(Continued on page 235)



V. B. Hairr

A New Image for Vocational Agriculture

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What is the image of vocational agriculture? Has it really changed during the past few years? What factors are largely responsible for any change in the image? No doubt these and similar questions are on the minds of all involved in the profession of vocational agriculture.

THE FORMER IMAGE

Chances are that most persons in the profession of vocational agriculture will agree the image of the program was at a low ebb only a few years ago. Probably the image was the worst it had been during the many years of the program. Many, including school administrators, students and lay people, thought of vocational agriculture as a relic of the past and stated it had fulfilled its purpose. They openly stated that since the number of farmers had decreased the program of vocational agriculture was now of minor importance and needed in only a small percentage of our secondary schools. Many school administrators were ready to cast the program aside and implement other programs they considered to be better designed to meet the needs of the students.

Other school administrators were more kind to the program and were favorable toward continuing the program until the teacher retired or consolidation presented a more favorable opportunity to change to another program. Still others, and fortunately a majority, realized the importance of vocational agriculture and the role it could play in the curriculum for meeting the educational and vocational needs of the students. Much credit is due these school administrators for the stimulus they provided in helping bring

about needed changes in the vocational agriculture program and the creation of a new image.

THE NEW IMAGE

What is the image of vocational agriculture today and how does it differ from the image of a few years ago?

The program has returned to first class status with those in North Carolina who are familiar with the course offerings and the flexibility of the program to meet current and developing educational and vocational needs of students. No longer are many school administrators, guidance counselors, teachers and others looking at the program as a dumping ground for the problem and disadvantaged students. Instead they see the program as one with definite purposes and objectives no longer limited to teaching production agriculture. They view the program as an essential element in the educational process provided by the public school system for providing trained personnel for employment in the agricultural segment of the economy. Recently a school superintendent in a system that consolidated several of its small high schools into one large high school without solicitation stated that in his opinion the agricultural education program, taught in high school as it is now designed, is not excelled by any other program in meeting the vocational needs of students.

In order to ascertain the thinking of the public and realize the image vocational agriculture is developing in North Carolina, a sampling of opinions was recently taken among several school superintendents, principals, agricultural business people familiar with the program and students enrolled in agriculture.

A summary of these opinions is represented by the following statement: "When our people see and understand the new look in vocational agriculture which is geared to assisting young people in becoming better prepared for the vocations in which they will earn their livelihoods, then criticism will cease, and enthusiasm will demand still more programs."

Although the number of persons contacted was probably not large enough to make the results statistically valid, we believe one can make a safe assumption that the image has really improved greatly within the past few years.

FACTORS RESPONSIBLE FOR CHANGE

What factors are largely responsible for the change in the image?

Needless to say the Vocational Education Act of 1963 provided the legal basis for change. Before this date, Federal regulations had a tendency to stifle efforts to update and redesign programs to meet current and developing needs. The Vocational Education Act of 1963 not only provided the latitude and opportunities long needed by the program, but it also provided the stimulus needed in the form of a mandate that programs shall be provided to meet the occupational needs of students. As important as the Vocational Education Act of 1963 might be, we must not overlook the fact that those in the profession of vocational education in agriculture realized the need for redirecting the program in many cases and were willing to accept the challenge of developing a program that once again places vocational agriculture at the forefront in vocational education.

Perceptions of Others— An Indication of Our Role

CARL E. BEEMAN
Teacher Education
University of Florida

Business executives, politicians, and others carefully consider the opinions of the public when charting their courses of action. Why shouldn't we consider our public's opinions in developing vocational agriculture programs? As there is no single design or role for vocational agriculture that can be applied on the national level, each state and each local community must through careful study and planning develop an agricultural education program that will meet its needs.

Traditionally, programs in vocational agriculture have been based upon the needs and interests of the people served. This is still the goal in program development. But who are the people to be served and what are their needs and interests? The perceptions of others, particularly those intimately involved, should provide an indication of the role to be assumed by vocational agriculture. It seems logical that who administer programs of vocational agriculture, those who conduct the instructional programs, and those who receive the instruction should have some defi-

nite opinions concerning the role of vocational agriculture. A study of these opinions can prove to be very useful in improving an existing program of vocational agriculture.

THE STUDY

This article reports the results of a study which had the purpose of comparing the opinions of three groups—school administrators, teachers of agriculture, and lay citizens—concerning the role of vocational agriculture. A basic assumption of the study was that the respondent groups, who were recognized as both community leaders and as being knowledgeable of the agricultural education program and its needs, could provide an indication of the clientele to be served, their needs and interests, and thus the role of vocational agriculture within the state. Although data were collected within Mississippi only, the study has implications for surrounding states and other regions as a result of the jury used in developing the instrument used for collecting data.

The sample for the study consisted of 20 per cent of all the schools offering vocational agriculture in Mississippi. The schools were selected at random and were stratified to show any differences of opinion due to geographical regions or size of school. The respondents consisted of 55 school administrators, 61 vocational agriculture teachers, and 220 members of the lay public. Slightly over 89 per cent of the respondents completed and re-

turned questionnaires that indicated the degree of their agreement or disagreement with each of sixty-four statements.

Generally, the respondents indicated more disagreement concerning the in-school program than they did concerning the out-of-school program. However, there was a strong consensus of opinion, indicated by agreement of a large majority of the respondents in all three groups, regarding the role of vocational agriculture.

CLIENTELE

That vocational agriculture must provide programs for and serve off-farm agriculture was supported overwhelmingly by all three groups of respondents. The respondents agreed that some form of agriculture, although not necessarily vocational, should be offered at the seventh and eighth grade levels.

While significant differences of opinion existed (most disagreement occurring within the administrator group), a large majority of all respondents agreed that the vocational agriculture program should be open and serve all students regardless of their residential background and/or sex; that separate class should be provided on the basis of academic ability; and that specialized programs of vocational agriculture such as ornamental horticulture and agribusiness should be extended to include schools where vocational agriculture is not presently taught. Many school administrators and vocational agriculture teachers objected rather

"Many school administrators and vocational agriculture teachers objected rather strongly to admitting girls . . . while the lay public supported it strongly."

"The majority of all respondents agreed that the name of the FFA should be changed to a name that would be more indicative of the total vocational agriculture program."

strongly to admitting girls into the vocational agriculture program while the lay public respondents supported it very strongly.

Vocational agriculture should provide an educational program and serve all out-of-school persons employed or engaged in an occupation, including clubs or groups related to agriculture, that require competencies in agriculture.

ORGANIZATIONS

It was agreed by a majority of all respondents that the FFA should be an integral part of the vocational agriculture program and be the major in-school organization involving the vocational agriculture department and teacher. However, the vocational agriculture teacher should be as involved with extra curricular organizations within the schools as are other teachers. Activities of the FFA chapter, particularly judging contests, should be emphasized more on the local level to involve actively all chapter members.

Although significant disagreement existed, particularly in the lay public and vocational agriculture teacher groups of respondents, the majority of all respondents agreed that the name of the FFA should be changed to a name that would be more indicative of the total vocational agriculture program, taking into consideration the off-farm aspect as well as the farm aspect of the program.

Separate classes of young and adult farmers should be combined into one class. Out-of-school class or group divisions should be made only according to subject interest.

INSTRUCTIONAL PROGRAM

Less disagreement existed among the respondents regarding the instructional program of vocational agriculture than in any other area of the study.

A strong consensus of opinion indicated that a complete instructional program in vocational agriculture should consist of at least four years of instruction, be based on a statewide core program adapted to fit local agricultural needs and interests, and be broad

enough to prepare students for entry into several agricultural occupations.

The first year of instruction should be exploratory or general in nature and include basic instruction in plant, animal, and soil science, and agricultural mechanics. The second and succeeding years of instruction should be in one or more specialized areas.

Respondents also indicated that specific titles, indicative of the course content, should be used for agriculture classes rather than the conventional Agriculture I, II, III, and IV. However, significant difference of opinion existed as approximately one-third of the vocational agriculture teachers objected to this change.

Respondents were in high agreement that experience programs, being an integral part of the instructional program, should be required in some form of all vocational agriculture students. School land laboratories should suffice for such experience.

Instruction in farm mechanics should include concrete and masonry, welding, plumbing, electricity, farm power, farm machinery, and carpentry. The development of skills and abilities in the various areas should be emphasized rather than the construction of individual student projects.

The adult education instructional program should be organized on a unit basis with instruction given in short intensive periods such as four hours per week for eight weeks. The instructional program should include units designed for both on- and off-farm agricultural workers. The agricultural avocational needs and interests of adults should be considered in the adult educational program.

ORGANIZATION AND ADMINISTRATION

The respondents judged vocational agriculture to be an integral part of a well-rounded educational program. While they believed vocational agriculture offered the low-achiever or under-achiever a challenging and practical course of study which stimulated a renewed interest in learning and helped to reduce school dropout of such students they also stressed that

enrollment in vocational agriculture should be elective to any student with enrollment of the academically talented not being suppressed. Interest and need of the student, rather than academic ability, should be the controlling factor for enrollment in the vocational agriculture program.

To allow for specialization of work, and thus an enriched program, multiple teacher departments should be established where possible. To keep programs abreast of changes in needs and interests, formal surveys in the school district should be made and analyzed at least every five years. This would prove to be an invaluable aid in program planning.

Well equipped land laboratories and shops should be provided for the exclusive use of vocational agriculture departments. To underscore the value of laboratories and shops, the respondents suggested that laboratory periods of greater length than regular class periods be provided at least once each week for agriculture classes.

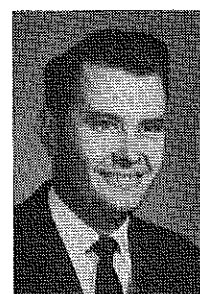
As indicated previously, it was the opinion of the respondents that agriculture should be offered at the seventh and eighth grade levels. However, the respondents believed age fourteen or the ninth grade to be most appropriate for beginning students of vocational agriculture.

Adult education, on-job instruction, FFA, and other essential activities received strong support from the respondents. They suggested that teachers should have some released time for on-job instruction and supervision of both in-school and out-of-school students. Such activities should be considered as part of the teacher's regular load.

The use of an advisory committee in program planning and development, the submission to school authorities of a yearly planned program of work, and either a daily or weekly travel agenda for the time spent in on-job instruction and supervision was deemed essential by the respondents.

A FINAL WORD

For a program to have the full support of the citizenry of a community, area, state, or nation, it must meet the needs and interests of these citizens. The perceptions of others, particularly those intimately involved, should be carefully analyzed and considered when developing programs.



Carl E. Beeman

This article reports the results of the author's doctoral dissertation, "Perceptions of School Administrators, Vocational Agriculture Teachers, and Members of the Lay Public Concerning the Changing Role of Vocational Agriculture in Mississippi," which was completed at Cornell University in June, 1967. Dr. Carl E. Beeman is Assistant Professor of Agricultural and Extension Education, University of Florida.

HOW WELL DO WE TELL OUR STORY?

RALPH E. BENDER
Teacher Education
The Ohio State University

There is evidence that the image of vocational education in agriculture is not satisfactory. Too many are critical of the program. The reasons for this situation are not known. It must be recognized, however, that people learn to know vocational agriculture by what they have experienced it to be through observation and participation. In some cases the poor image may be due to inferior programs or inadequate information. Undoubtedly, biases and prejudices enter into judgments and conclusions made.

Personnel in the profession have been guilty in not telling the story of vocational agriculture. We have limited too much of our communication about the success and new developments to ourselves. We have been negligent in securing, analyzing, and disseminating significant facts to the lay public and particularly to decision and policy making groups. It isn't any wonder that some of what is said and written about vocational agriculture is offensive or uncomplimentary.

INACCURATE INTERPRETATION

Recently, the writer noted statements in two publications of national scope and significance that were undesirable interpretations and observations about vocational agriculture. The publication, *The People Left Behind*, a 160-page report of the National Advisory Commission on Rural Poverty issued September 1967, included the following two paragraphs in the summary section:

Some of our rural programs especially farm and vocational agriculture programs are relics from an earlier era. They were developed in a period during which the welfare of farm families was equated with the well being of rural communities and of all rural people. This no longer is so.

They were developed without anticipating the vast changes in technology and the consequences of this technology to rural people. Instead of combating low incomes of rural people, these programs have helped to create wealthy land owners while largely bypassing the rural poor.

The writer pointed out through a letter to the chairman of the Advisory Commission that it is reasonable to expect such summary statements to be based on a presentation and analysis of information. There was no mention of the scope and content of vocational agriculture in the document, even though there was a chapter devoted to "Education—Helping People to Help Themselves." Undoubtedly, some general observations and/or point of view about our program prompted this kind of a summary.

The above statement in the report was all the more damaging, in the judgment of this writer, because of the number and quality of the people who had unanimously approved the report. The chairman of the Commission was Honorable Edward T. Breathitt, Governor of Kentucky. The other twenty-four members included presidents and deans of colleges, editors of magazines, professors of agricultural economics, sociology and education, presidents of national television networks and broadcasting companies, a president of a labor union, a minister, representatives of foundations, and a farm owner. No one on the Commission was specifically related to programs of vocational education.

INADEQUATE OBSERVATION

The other observation of the writer was an address by Dr. Max F. Jordan of the Economic Development Division, U.S.D.A., at the 45th Annual Agricultural Outlook Conference held in

Washington, D.C., on November 14, 1967. The printed presentation, "People in Changing Rural America—What Is Ahead?" like the other publication cited, was widely distributed throughout the United States. Included in the presentation was the following:

In planning for the development of human resources in rural areas, the goal should be to provide people with opportunities to develop their full social and economic potential whether they remain in the local community or leave it. Then the rural labor force can meet the employment standards—education and training, responses to questionnaires, test scores, and favorable impressions at interviews—of urban-type employers.

In this regard, we feel that vocational training should be viewed as a supplement to, not a substitute for, a sound basic education. However, vocational training is very important to many young people and the vocational education program in rural schools should be realistic and geared to the kinds of employment opportunities that are likely to be available in the future. This means that major changes must be made in many schools where the vocational programs still revolve solely around agriculture.

In 1960, for instance, in 27 States, there were 438 enrollees in daytime vocational agriculture classes per 100 adequate opportunities in on-farm occupations.¹ While the vocational education programs of many schools have been modified to some extent following the Vocational Education Act of 1963, the changes are still not adequate. In fiscal 1966, approximately 907,000 youth were enrolled in vocational agriculture, the largest number since the beginning of that program in 1917. This is three-fourths the number in the trades and industry program or the office occupations program. The latter two programs are those which most rural youth will find their livelihood. In fact, about 82 per cent of our projected total labor force in 1970 will be in white-collar and blue-collar categories.

¹James D. Cowhig and Calvin L. Beale, "Vocational Agriculture Enrollment Opportunities." *The Southwestern Social Science Quarterly* 47(4):413-423, March 1967.



Ralph E. Bender

Dr. Ralph E. Bender is Vice President for Agricultural Education of the American Vocational Association. He is Chairman of the Department of Agricultural Education, The Ohio State University.

This statement implies that vocational agriculture is limited to the preparation of farmers, that there aren't enough opportunities available in agriculture, and that students in vocational agriculture should be studying something else. The speaker assumed that all of the 907,000 persons enrolled in vocational agriculture were high school youth. He did not realize that 400,000 of this number were young and adult farmers. Perhaps he had no reason for knowing that the total figure used included other than high school youth, even though he was a former teacher of vocational agriculture. In a letter from Dr. Jordan, the writer learned that he had secured the enrollment data from the U.S. Office of Education. This indicates the need for having facts and figures about our program analyzed to the point that others will not be misinterpreting them.

Dr. Jordan referred to census data that projected 3.9 per cent of the employment force in 1970 as farm workers, farmers, and farm managers. It appeared that he assumed that the classification of white collar workers including professional, technical, managers, clerical and sales workers and the blue collar group including craftsmen, foremen, and others did not include anyone who was engaged in agricultural occupations other than farming. This classification of census information does not relate the opportunities in agriculture. Therefore, it is important that such data be analyzed correctly. In Ohio, Dr. Herbert Brum found that in addition to 3.7 per cent engaged as farmers or farm workers there were 5.3 per cent of the employed workers in nonfarm agricultural occupations.²

²Herbert Brum, *Non-Farm Agricultural Employment Opportunities and Training Needs in Ohio*, Ph.D. Dissertation, Department of Agricultural Education, The Ohio State University, 1965.

Some Ideas About The Image of Vocational Agriculture (Continued from page 230)

Student Guidance

A vocational agriculture department must justify itself also by its enrollment. In most school systems, low enrollment is regarded by the administration and taxpayers as providing very expensive education in terms of per pupil cost. The question will be raised as to whether or not small class size indicates a general lack of interest in the course. Talk with eighth graders informing them of the courses of study and opportunities available. Become acquainted with students interested in agriculture, and through talking with them and their parents, counsel individuals to follow this interest through high school vocational agriculture courses. Rapport with the guidance counselor is essential in this area. Remember that the only requisite for admission of a high school student is his sincere interest in agriculture.

Interrelated with this is an awareness by the teacher of exactly what opportunities are available for his graduates. The teacher of agriculture should have a strong feeling of responsibility for each student taking his courses concerning occupational placement or further guidance for enrolling in college. A recent study estimated that there would be 4,800 jobs available in off-farm agricultural occupations in New York state each year in the foreseeable future. Present numbers of graduates cannot begin to meet this demand.

CREATING THE CORRECT IMAGE

Something must be done by the profession to help create a correct image of vocational education in agriculture. This is a national, state, and local problem. Everyone engaged in the profession should be involved. There is no one best way; however, it appears that leadership and coordination are needed at the national level in collecting, analyzing, and disseminating appropriate information concerning our programs in vocational agriculture. Inasmuch as the U.S. Office of Education does not have the necessary resources

The study also pointed out that there are over 250 job titles in different occupational families that involve knowledge in agriculture. I am convinced that the teachers who are best informed on aids such as this study have stronger convictions and greater enthusiasm for their programs.

Record of Achievements

The results of follow-up surveys of graduates are important because they show that vocational agriculture produces young people for whom there is a demand in the agricultural world. How many other fields of education can claim records as outstanding as ours? And, more important, how many agriculture teachers are aware of these figures, and use them in communicating with the public?

In my own school, 46 per cent of the vocational agriculture graduates over a six-year period are employed on farms or in related occupations; 26 per cent attended full-time school after graduation, with all but two of these continuing their studies in the field of agriculture. Better yet, during the past two years Greenwich's agriculture department has had over 90 per cent of its graduates affiliated with some phase of agriculture.

A follow-up study of 4,576 boys and 29 girls who were vocational agriculture graduates from 250 schools in New York state from 1964 to 1966 revealed that only 0.8 per cent were unemployed.

(Continued on page 238)

to accomplish this task, the American Vocational Association must assume this responsibility. A start has been made through Operation Impact. This project should have the support of everyone in vocational education.

Each state should have a public information program with emphasis upon working with teachers in conducting the kind of program that creates the correct image. Local teachers have not been helped enough in articulating and communicating their programs in a complete and dynamic manner. More of our resources should be used for this important task.

MODERN PROGRAMS=MODERN IMAGE

J. DAVID McCracken, Vocational Agriculture Teacher

and

DAN MALLARO, Guidance Counselor

Charles City, Iowa

Never before in history have farmers substituted capital for labor as rapidly as we presently observe. Implications of this trend will affect all agencies dealing with the rural segment of our economy. When one recognizes the intensive farming practices now being employed, it is obvious that those business and industries which are a function of land and capital will continue to increase even as the number of farmers continues to decline. Specifically, the sales of such items as fertilizer, chemicals, feed, and machinery will continue to show an increase in the foreseeable future. As these businesses and industries produce for and sell to a better educated, specialized customer, it becomes necessary for them to employ personnel who are equally well educated and specialized.

A Broadened Program

Agricultural businesses and industries seeking potential labor and management personnel are interested in the pool of talent made up of boys with an agricultural background who cannot or do not desire to engage in farming. Students who accept the challenge of agricultural business are able to capitalize on their agricultural background. By properly updating training at the local level, vocational agricultural programs will be able to increase student interest in agricultural careers by the development of training programs geared to the broad range of occupational opportunities.

The idea of providing instruction in vocational agriculture for students who are not prospective farmers may be alarming to many teachers. We believe a broadened program of vocational agriculture provides an opportunity for boys who would have returned to the farm a few years ago but now find the "home place" marginal as a productive unit. To this extent we are

not training a new student, but instead we are finding a new, more realistic role for the same type of individual. The agricultural education program which seeks these boys and trains them in agricultural business occupations as well as in modern business methods develops prospective employees who can relate to the farmer and his problems and thus serve his employer and customer well.

A Flexible Program

Our experience indicates that the program which offers greatest flexibility includes selected elements of the basic vocational agriculture course of study and related business training which is supplemented by intensive supervised field experiences in businesses whose management is sympathetic with the goals of the program. These businesses which support the field experiences of the boy become learning laboratories, which are modern and progressive. They often are far more adaptable and flexible than any school sponsored, simulated experience could be. Careful guidance of the boy and constant evaluation of his needs are necessary to make optimum use of the work stations available. The image that the job is primarily a teacher-learner experience rather than an employer-employee situation needs to be carefully cultivated.

Post-High School Education

Even with the support we have enjoyed from our local community, we believe additional post-high school education is a necessary step in a boy's preparation. Again, we find no conflict with our traditional concept of vocational agriculture since more boys are finding college necessary before starting to farm and we have historically followed up our so-called "ter-



Vocational Agriculture Instructor J. David McCracken (left) and Guidance Counselor Dan Mallaro review the qualifications of a prospective candidate for agricultural business occupational training at Charles City Community Senior High School, Iowa.

terminal" training with young farmer and adult farmer programs. A post-high school program is merely recognition of the fact that a higher degree of training and specialization is necessary in the world of today.

We find the local community college and vocational schools to be excellent sources of post-high school education. The philosophy and orientation of those responsible for programs of Feed and Fertilizer Marketing, Agricultural Mechanics, Farm Management, and Elevator Management make them in effect post-high school vocational education in agriculture. We note also an increasing number of local businessmen and progressive farmers attending adult education programs in agriculture to keep abreast of current farming practices and problems. We encourage our agricultural business students to adopt a program of continuing education upon employment. In the world of today, no program can be terminal. New knowledge is created too rapidly. Flexibility to meet the needs of individual students must keep pace with changing occupational opportunities.

(Continued on next page)

The Views of a High School Principal and Teacher of Agriculture . . .



Fred W. Cox

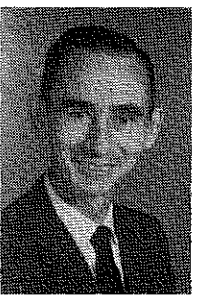
Vocational Horticulture Helps Our Community

FRED W. COX, Principal

and

WALTER ELLISON, Teacher of Agriculture

Virgie, Kentucky



Walter Ellison

Vocational horticulture at Virgie High School originated as a segment of the vocational agriculture course of study. The program began with students drawing plans for landscaping two new homes in the community. They followed this by setting the plants and seeding the lawn area. The following year students drew plans for landscaping the school grounds. They were presented, approved, and money was allotted to do the landscaping. The class purchased the plants and set them according to plan. This again was a follow up of class instruction.

The landscaping of the school grounds created an interest in the community. With more new homes being built each year, the demand for the boys' talents became greater. At the same time a greenhouse operator asked that boys be prepared for greenhouse work. A change in the vocational agriculture course of study was indicated.

Developing the Program

In 1965 workshops in ornamental horticulture were sponsored by the Kentucky Department of Education and the University of Kentucky. This stimulated us to do some serious thinking

about teaching vocational horticulture.

The following summer the teacher of agriculture at Virgie High School (Walter Ellison) was invited to participate in an ornamental horticulture institute held at the University of Illinois. This proved to be a valuable experience. During the institute a course of study in ornamental horticulture was developed. This new program gave the students training in lawn establishment and maintenance, plant science, plant identification, landscape drawing and maintenance, and nursery work. As a part of the program, boys are employed by a local nursery part-time for occupational experience.

Flowers Bring Color and Comment

This past spring the horticulture class conducted flower-trial beds on the school ground. The two beds measuring 100' x 6' each were sponsored by the school and were part of a cooperative project conducted at twenty schools. The beds were built beside the highway across from the school. One bed was planted to assorted annuals and the other to chrysanthemums. The effect was tremendous! The annuals were in bloom from June until Novem-

ber, and the chrysanthemums were in bloom from August until November. Many tourists and local people stopped to enjoy the flowers and take pictures. We also had many nice compliments given to the school by letter and in person. This would seem to be the icing on the cake as it did much to improve the image of the department and the school in the community.

A field consisting of ten acres owned by the school board has been turned over to the agriculture department for development as a land laboratory. Plans have been initiated for a part of this field to be used as a school nursery. The collection of native materials such as rhododendron, laurel, dogwood, redbud, and hemlock is already underway.

The Results

Vocational horticulture has had many desirable effects upon our community:

- It has prepared boys for employment.
- More homes have been effectively landscaped than in any of the other nine school communities in our county.
- We have one of the nicer school grounds in the county.

• It has created opportunities for independent business in horticulture within the community.

• It has helped to develop higher cultural and social standards within our school and community.

Through the combined efforts of those in agriculture and administration, we were able to make this adaptation in our program. We believe that it has improved our department of agriculture and our school, and that as a result, ours is a better community.

Modern Programs = Modern Image (Continued from page 236)

The Challenge

Progressive leadership in the field of agricultural education has updated goals and encouraged flexibility in the program. Many local instructors have not been willing to face the new image and promote it within their communities. The traditional image of vocational agriculture holds that the program is basically designed to train boys to return to the family farm. This image

is often carried by school administrators, counselors, boards of education, the community at large, and perhaps most unfortunately, by many farmers and vocational agriculture teachers. Teachers must meet the challenge of updating the instructional program in the local community. They must also seek to promote the new image to create public awareness and support of the broadened structure of vocational agriculture.

Expectations Of The Vocational Agriculture Program

LEO P. HERNDON
Teacher Education
University of Nevada

The great changes taking place in agriculture, the shifts in population, and changes in sources of income have created conditions which are interpreted by many to indicate a need for change in the program, philosophy, and policies of vocational agriculture. Change for the sake of change, without determining what should be changed and the direction in which the change is to take place, is unsound thinking.

Formulation of policy and execution of the local program of vocational agriculture is under the direct supervision of the local school administrator and board of education. Parents in the local school district also have a very important part in the vocational agriculture program for it is they who ultimately support the program.

What is Expected at the Local Level?

This article reports the major findings of a study conducted in New York State to determine the expectations of school administrators, school board presidents, and parents of vocational agriculture students concerning selected aspects of the vocational agriculture program. In general there was very little difference in the expectations expressed by the three groups. The major expectations expressed by the groups are as follows:

Role of Vocational Agriculture. Not only is the traditional function of training for farming to continue but vocational agriculture is expected to provide a basic foundation of knowledge and skills that prepare students for occupations in businesses closely related to farming.

Supervised Experience. Persons at the local level realize that many students in vocational agriculture will not come from farms nor will they have realistic possibilities to become engaged in production agriculture. Supervised farming programs were recognized as

This article is based on Dr. Leo P. Herndon's doctoral dissertation, "Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local Level in New York State," which was completed at Cornell University in 1966. The study involved responses from 165 school administrators, 127 school board presidents, and 272 parents of vocational agriculture students in 178 high schools offering vocational agriculture in New York State.

essential for students preparing for production agriculture; however, there was a reluctance on the part of the persons responding to require nonfarm boys, especially those whose goals were not related to production agriculture, to complete supervised farming programs. It was indicated that these students should be provided supervised work experiences in businesses closely related to farming.

General Education. Local people, especially school administrators, recognize that many students are not interested in agriculture as a vocation but are interested in agriculture courses for personal interest. There was agreement that courses in agriculture should provide general education which is valuable to students other than those who will pursue a vocation in agriculture.

Some Ideas About The Image of Vocational Agriculture

(Continued from page 235)

ployed. This compares with the well known 11 per cent unemployment figure for all high school graduates in the nation. In the more rural states with less competition from the urban centers, I am sure the record is even more favorable.

State, regional, and national surveys and studies of the employment status of vocational agriculture graduates reveal a favorable image for agriculture training in high schools. Each of us should take the responsibility for learning the facts and putting them to effective use.

Conclusion

If agriculture is to remain a dynamic

Young Farmer Education. Administrators, board members, and parents recognize the need for providing educational programs to assist young farmers to become established and to progress in farming. There was a greater diversity of opinion concerning provisions for systematic continuing education programs in agriculture for adults.

Success Depends Upon Local Support

The success of any local program is directly dependent upon its acceptance and support by people at the local level. People accept and support programs they think and feel are worthwhile. So in developing future programs it is imperative that local people's reactions to a program of vocational agriculture be known.

part of our society, it must have an abundant supply of trained personnel. Vocational education in agriculture fulfills this need. The challenge is expansion of current programs and the emergence of new ones. It must maintain and balance itself through the efforts of the individual teacher. New programs should solidify existing departments and develop greater variety of vocational needs. All teachers must work together to strengthen the whole of agriculture education. Enrichment and success are our responsibility, and the sharing of ideas and achievements projects a true image to all segments of our society.

Informing Others About Vocational Agriculture

DAVID POTTER
Teacher of Agriculture
Clearfield, Utah

I am sure that many teachers have become discouraged with the problem of enrollment in vocational agriculture. I have experienced this problem for the past six years and have found a few solutions that have surprised me.

The Setting

The community of Clearfield lies between Salt Lake and Ogden, the two largest cities in Utah only forty miles apart. Prior to 1956 there was only one high school in the county. Vocational agriculture had always been offered in this school. There are now five high schools in the county. Clearfield High School, the third high school to be built, opened its doors to ninth and tenth graders in 1960. After much discussion and in spite of the feelings of some administrators, I was hired in June, 1961, as the first—and possibly the last—teacher of agriculture at Clearfield High School. Several persons told me that I would not have a job long and that I could expect, at best, six or seven students when school opened.

The Present Program

After a busy summer, school opened in the fall of 1961 with sixty-one boys enrolled in vocational agriculture. From that time enrollment in vocational agriculture continued to increase until there were a total of ninety-seven boys enrolled in 1964. At



Guidance counselors should be informed about the purposes and activities of vocational agriculture. In this picture counselors at Clearfield High School confer with a vocational agriculture student concerning his occupational goals.

that time, ninth graders were transferred from the school cutting enrollment somewhat. This year there are 120 students enrolled and we now have two teachers of agriculture. Our high school program this year includes two classes of Animal Science, one class of Soil Science, two classes of Basic Agricultural Mechanics, one class of Construction and Conveniences, one class of Engine Technology and Power Mechanics, and a two-hour Horticulture and Landscaping class. So something must have happened—what?

What Happened

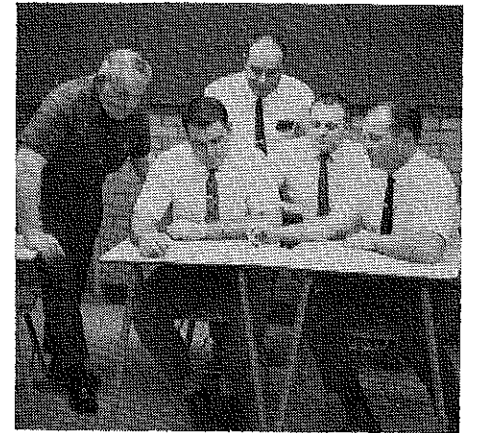
Our department has not been concerned only with getting a large number of students in vocational agriculture. We want students who can benefit from the study of agriculture. Vocational agriculture has never been a dumping ground for poor students in our school.

I believe a teacher should conduct the vocational agriculture program as it has been outlined and do the best job possible of developing a total program. When this is done, there are persons who will inform others about the program. Or a more direct way of saying this is that there are other persons who will help in "selling the vocational agriculture program".

I have found the following groups to be very helpful in informing others about the vocational agriculture program.

- present students
- former students
- guidance counselors
- adult farmers and parents of students
- persons in the community who have had contact with our program
- administrators
- other vocational teachers
- faculty

This list is not complete, however, these are the primary groups that inform others about vocational agriculture.



Adult education is an effective way of informing others about all phases of vocational agriculture. Clearfield High School vocational agriculture teachers Robert Jensen (seated on left) and David Potter (standing in back) meet with a group of adults to plan an adult course on the care and management of horses.

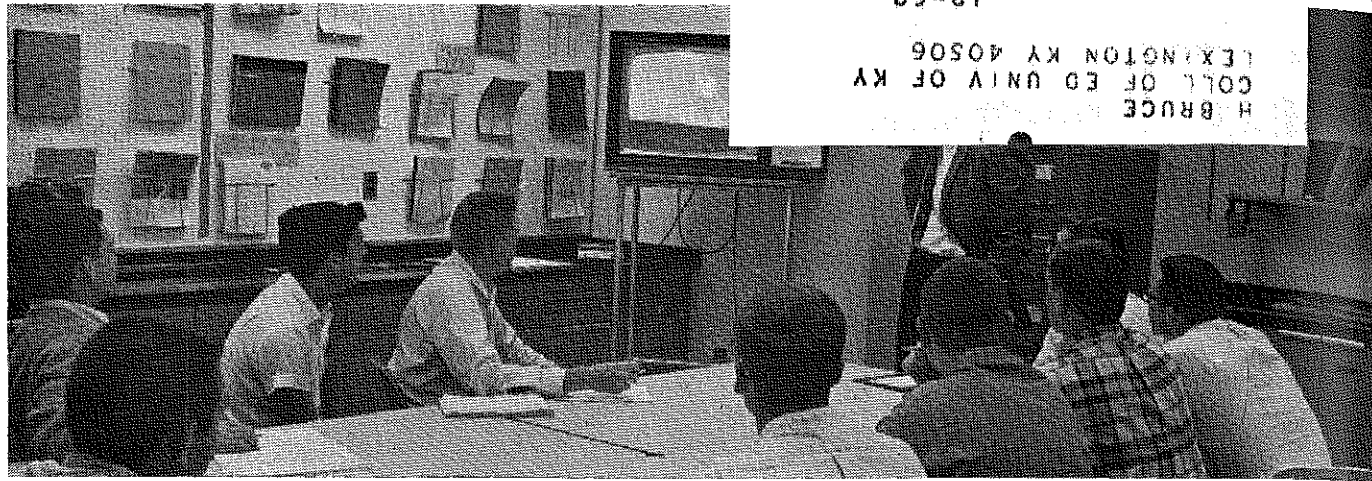
Some Suggestions

Persons who are acquainted with the vocational agriculture program will inform others about the program whether the program is good or bad. I offer the following suggestions for developing a program that will result in desirable "selling of vocational agriculture" by others.

- Develop a program designed to serve the purposes for which vocational agriculture is intended.
- Acquaint your administrators with the program.
- Involve counselors in the program.
- Take the advice of others in the field; their experience is valuable.
- Make the program interesting but tough.
- Teach what needs to be taught.
- Keep up-to-date professionally.
- Be willing to try something new.
- Have some fun getting the job done; the FFA can be more enjoyable if we organize and supervise rather than trying to do all things ourselves.

89-21

H BRUCE
COLL OF ED UNIV OF KY
LEXINGTON KY 40506



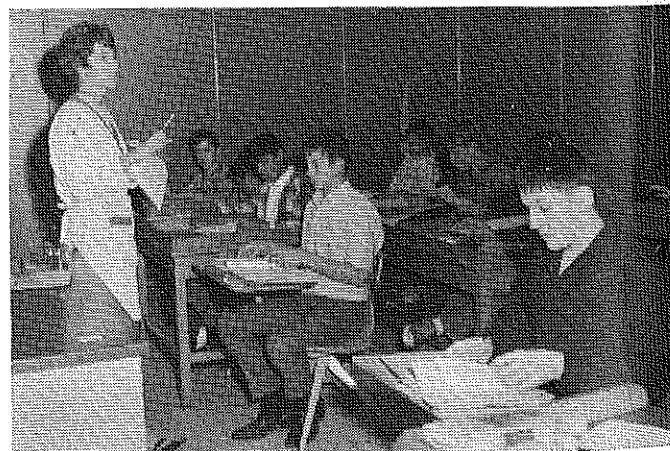
Closed circuit television is used at the University of Illinois to help prepare teachers of vocational agriculture. Students in agricultural education and their instructor, Paul Hemp, are observing a conference between a farm machinery dealer and a teacher of vocational agriculture.



Terrariums prepared by vocational floriculture students at Jackson High School, Michigan, as part of their laboratory experience. (Photo by Walter McCarley)



Fertilizer demonstration experiments prove to be an effective teaching technique in Kansas vocational agriculture departments. (Photo by Winegar)



The first woman student teacher in agriculture from University of California at Davis instructs a class at Yuba City High School, California.

Stories in Pictures

GILBERT S. GUILER

Ohio State University

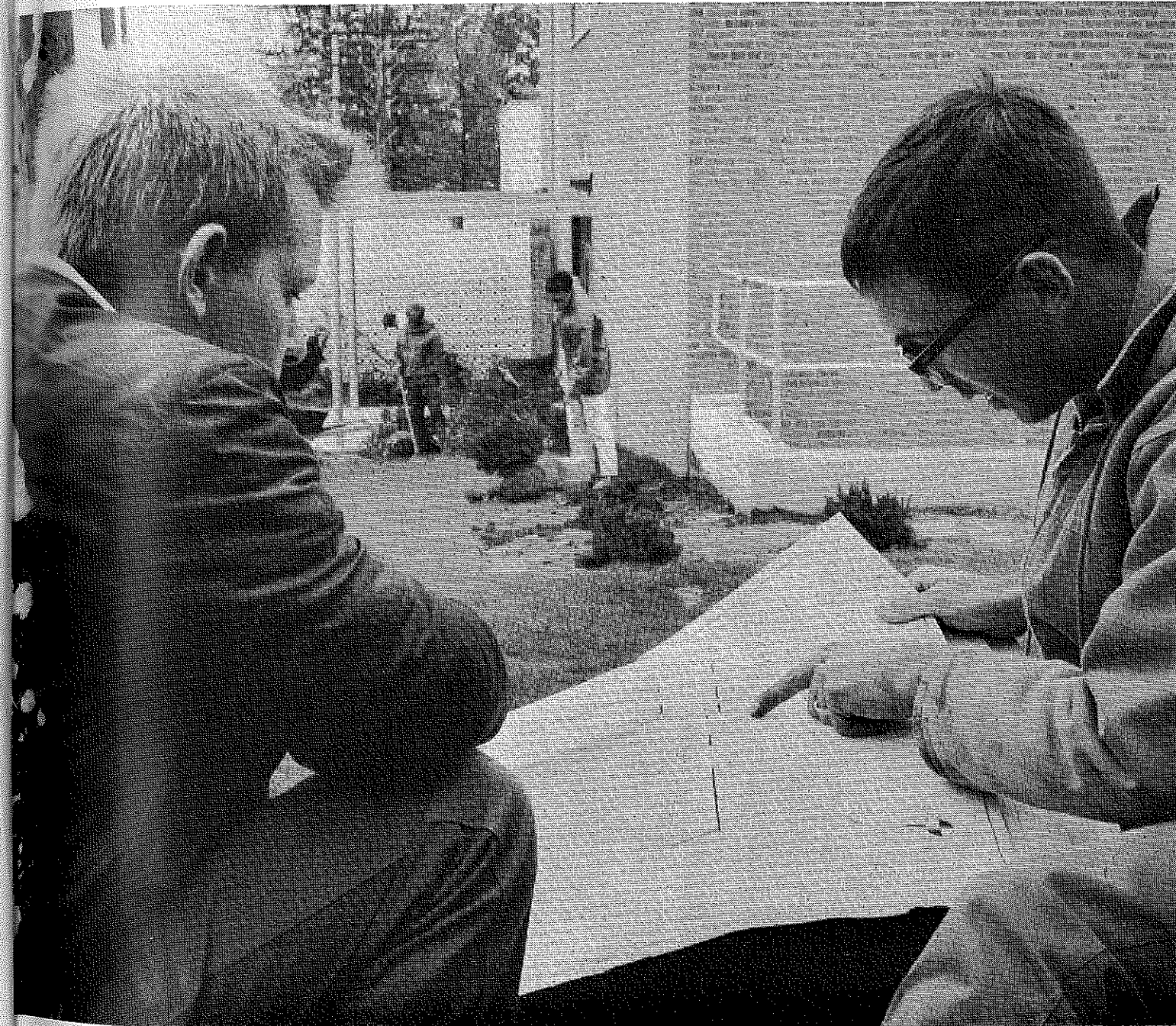


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Featuring —

INSTRUCTIONAL MATERIALS