

AGRICULTURAL eDUCATION

Volume 51

Number 7

January 1979

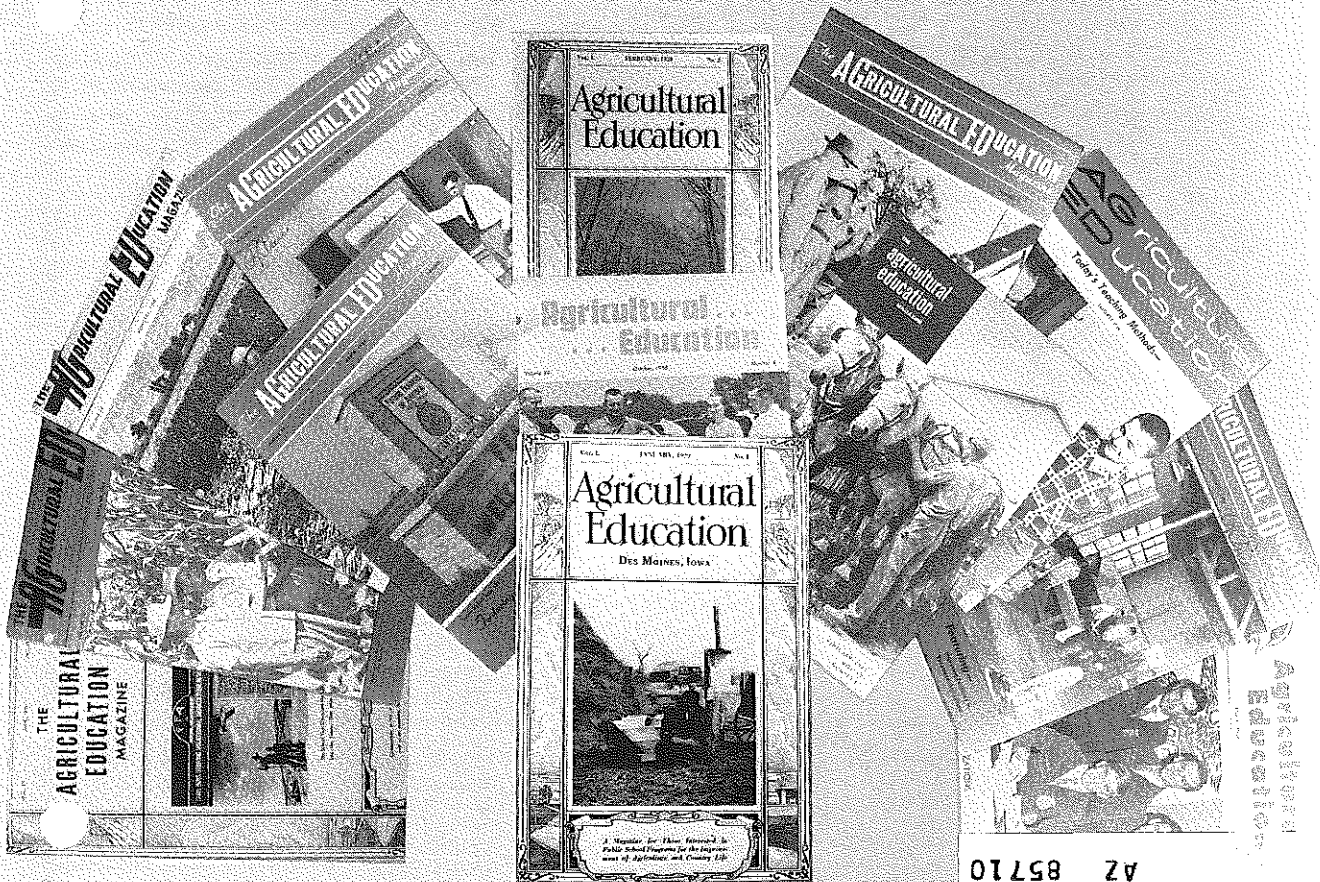
50th golden anniversary issue

FEATURING—

HISTORY OF THE AG. ED.
MAGAZINE

EDITORIALS FROM ALL
LIVING FORMER EDITORS

Theme — Looking To The PAST and The FUTURE



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AGRICULTURAL EDUCATION

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THEME — GOLDEN ANNIVERSARY ISSUE — LOOKING TO THE PAST AND THE FUTURE

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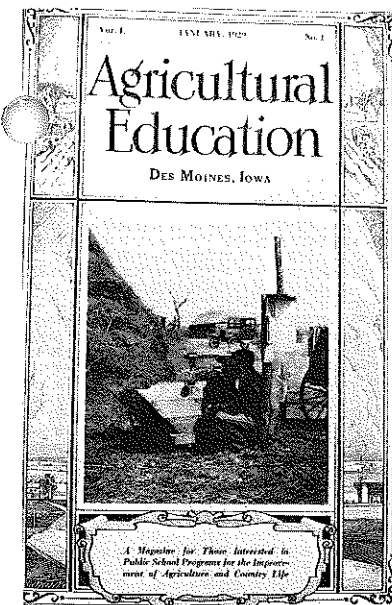
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REFLECTIONS OF THE FIRST EDITOR

Reprints of Editorials of

H. M. HAMLIN

Iowa State College

Editor 1929-1930

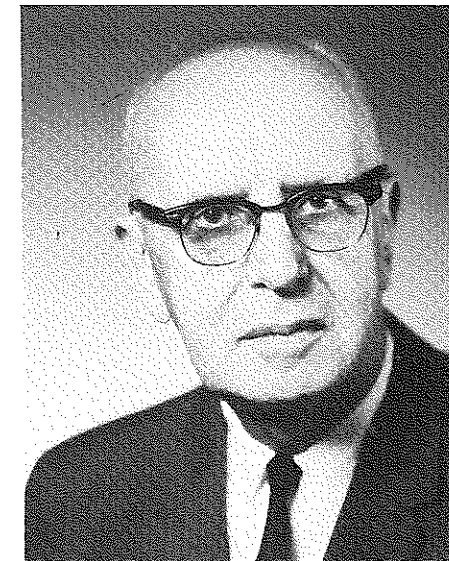
“General Policies” from

Vol. I, No. 1, January 1929, p. 2

“The Magazine Story”

from February, 1959

pp. 181, 186, and 187



H. M. Hamlin

Action to establish a national professional magazine for agricultural education was begun at the Central Region Conference at Des Moines, Iowa, in 1928.

The Meredith Publishing Company of Des Moines had expressed a desire to contribute in some way to vocational education in agriculture. A committee from the Conference proposed to the Company that it assist in establishing a publication. A plan for it, unanimously approved by the Conference, was accepted by the Company, which agreed to print the magazine at cost and to make up any deficit during the first year if 1,500 subscribers were secured before publication would begin.

The Conference Committee was continued. Its proposal was approved by the Executive Committee of the American Vocational Association, which authorized the Committee to choose a temporary editing-managing board. The Board chose an editor, a consulting editor, and a business manager. The Committee had the support of a very large part of the state supervisors and teacher trainers. The required 1,500 subscriptions were secured just before the 1928 convention of the A.V.A. in Philadelphia.

At this convention, the Agricultural Education Section of the A.V.A. endorsed the project and provided that the magazine would be financially independent, but would be managed by an editing-managing board chosen by the Section, which would report regularly to the Section.

JANUARY 1979

Returning by train from Philadelphia to Chicago after the convention, the editor wrote a statement of policy for the magazine, which had been agreed upon in principle by the editing-managing board. The statement occupied the first two pages in the first issue, which appeared in January, 1929. Policy for the magazine has remained almost unchanged over a period of nearly 30 years.

GENERAL POLICIES

The major policy which the editorial board has established is that the policies of the magazine will be established by its readers insofar as their desires and judgments can be crystallized. We hope that you will respond to our request for suggestions which is to be found on the last page of this issue. Similar checks upon the judgments of our readers will be made at intervals.

It appears, however, from the expressions already gathered that the demand is, first of all, for a *teachers' magazine*, written and read largely by the men in the field.

The content, it appears, will have to be primarily a *news content* and the style, in the main, a *news style*. This does not mean that a fragmentary collection of personal news items is to be the gist. Activities of organizations and movements will be recorded. Results of scientific investigation will be regarded as particularly choice news. The news will be commented upon and interpreted. A certain amount of speculative and philosophical material will be tolerated, in our opinion, but largely, we judge, the demand will be for articles

factual in basis. Further, it is our guess that our readers are going to resent verbosity and heavy, technical types of writing. The space available is not great and articles will have to be to the point.

A major aim of the publication is further to unify the forces in agricultural education in the country as an important step in the complete unification of all of the forces in vocational education in the country. Material from every section will be presented in these columns if it can possibly be secured, whether or not all sections give their financial support to the enterprise.

It appears desirable, at least initially, to limit the material treated to those phases of agricultural education carried on in connection with public schools of less than college grade, excepting only material relating to the preparation of teachers for such situations. Our interest will not, however, be confined to those groups working under the Federal Vocational Education Act.

Each of the regional conferences held in the winter and spring of 1929 endorsed the magazine and pledged support. A considerable number of state organizations of teachers of vocational agriculture voted their support during the summer of 1929. Many of them included the subscription price of the magazine in their annual dues.

Dr. Z. M. Smith, Director of Vocational Education in Indiana, was the first business manager. He did a tremendous job in rallying financial support for the magazine.

(Concluded on page 148)

COVER PHOTO



The covers of the magazines pictured here reflect some of the faces the Agriculture Education Magazine has presented over the past 50 years. Volume 1, Number 1, January 1929 is featured in the center, surrounded by some of the different cover formats which have been used.

This publication is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at the Lawhead Press, Inc., 900 East State Street, Athens, Ohio 45701.

Second-class postage paid at Athens, Ohio.

Send articles and pictures to the Editor or to the appropriate Special Editor.

The first editing-managing board included Paul W. Chapman of Georgia, J. R. Coxen of Hawaii, R. W. Gregory of Indiana, R. W. Heim of Delaware, F. E. Moore of Iowa, J. H. Pearson of Nebraska, H. M. Skidmore of California, W. F. Stewart of Ohio, and the editor, consulting editor, and business manager.

F. E. Moore was the first consulting editor. The first special editors were Henry C. Groseclose of Virginia (FFA), W. A. Ross of Wyoming (farm mechanics), R. W. Gregory (professional organizations), F. W. Lathrop (book reviews), and A. M. Field (methods of teaching).

The magazine originally included 16 pages per issue. The subscription price was one dollar. No advertising was accepted. No one connected with the magazine in its first year was paid and no clerical services were provided with magazine funds. In the second year, the Meredith Company set aside from its own funds \$500 a year for the editor and made its action retroactive to the first year of publication.

Before the magazine was established, some had suggested that the *Agricultural Leaders Digest*, which then as now was distributed free to all workers in agricultural education, would serve adequately as a professional magazine. A large publisher of textbooks offered to publish a magazine without charge if the last page could be devoted to advertisements of its books. It was the judgment of the founders that a professional magazine should be managed by professional people and should be free from entangling alliances. Those who have published the magazine have had no influence upon the magazine's policy.

Serving as the first editor of the magazine was a most valuable experience for a very provincial young man. It brought him many professional friends, all over the country, and compelled him to think nationally and comprehensively about agricultural education. It was in editing two special issues on adult education in agriculture that he formulated his basic ideas about education. Anyone offered the editorship of the magazine could afford to sacrifice much to accept the post.

II

The year, 1929, was one of ferment in agricultural education.

The national organization, the Future Farmers of America, had been organized in November, 1928. E. M. Tiffany of the University of Wisconsin had just written the FFA Creed and the FFA Song. The first state FFA camps were reported.

The George-Menges-Reed Act, providing national funds to supplement those available under the Smith-Hughes Act, became law on February 5, 1929. Using these funds, four young men were added to the staff of the Agricultural Education Service of the U.S. Office of Education: W. A. Ross, H. B. Swanson, J. H. Pearson, and F. W. Lathrop.

A national organization of teachers of vocational agriculture had been set up at the 1928 convention of the A.V.A. Its program was described in the June, 1929, issue of the magazine. R. T. Wright of Missouri was its first president and Frederick Woelfle of New Jersey was its first secretary-treasurer. Alpha Tau Alpha, national professional fraternity, was just getting under way with Dr. A. W. Nolan of Illinois as president.

The American Vocational Association had 8,700 members, less than a third of its present membership, but it was gaining in its agricultural education section as one state organization of teachers after another was formed.

O. C. Aderhold, teacher of vocational agriculture at Jefferson, Georgia, was chosen Georgia's Master Teacher of Vocational Agriculture; he is now President of the University of Georgia. Carl Howard of Sheridan, Wyoming, was selected as Wyoming's Master Teacher; he is now Professor of Agricultural Education at New Mexico State College. Fred Smith of Dardanelle, Arkansas, who was later to be President of the American Vocational Association, became Arkansas' Master Teacher and W. N. Elam of Taylor, Texas, who served for many years as a member of the staff of the U.S. Office of Education, was the Master Teacher of Texas.

G. A. Schmidt of Colorado State University produced his annual book; the 1929 title was "Efficiency in Vocational Education in Agriculture."

III

The first volume of the magazine carried some articles which have turned out to be prophetic.

Dr. T. N. Carver of Harvard University wrote on "The Vanishing Farmer," predicting that farmers would become a smaller and smaller part of our population. L. J. Fletcher, then Head of the Department of Agricultural Engineering at the University of California, who has recently retired as Vice President of the Caterpillar Tractor Company, envisioned the increasing mechanization of farming in an article called "The Way of Agriculture—Engineered."

A national memorandum of understanding between the Agricultural Extension Service and Vocational Agriculture, signed on December 20, 1928, was ignored by the magazine, but the September, 1929, issue was devoted to cooperation with agricultural groups and described cooperative arrangements with agricultural extension and other agencies in California, Georgia, Maryland, Massachusetts, New York, Ohio, and Texas.

The first studies were reported which showed that boys who have studied vocational agriculture do as well as others in college.

One issue was devoted to the teaching of cooperative marketing, then much talked about as a result of the appointment by President Hoover of the Farm Board, which was designed to encourage it.

A committee of the A.V.A. worked upon objectives for vocational education in agriculture during 1929 and issued its first statement of objectives the following year.

W. G. Crandall of South Carolina reported the development by Clemson College of a subject-matter service to teachers of vocational agriculture. Similar services were being developed in other southern land-grant colleges.

People were wondering why young farmer education was not becoming better established. The leading editorial in October, 1929, was "Why Does Part-Time Education Lag?" and R. W. Cline, then at West Virginia University, now at the University of Arizona, wrote about young farmer education under the title, "The Mystery in Vocational Agriculture." ◆◆◆

DEDICATION

This 50th Anniversary Issue of THE AGRICULTURAL EDUCATION MAGAZINE is dedicated to those former editors who so ably edited the earlier volumes of the magazine, made great contributions to the Agricultural Education Profession, and have since passed away.

H. M. Hamlin, Iowa State College, Editor 1929-1930
 Carsie Hammonds, University of Kentucky, Editor 1932-1935
 Roy A. Olney, University of West Virginia, Editor 1935-1939
 O. C. Aderhold, University of Georgia, Editor 1942-1944
 W. F. Stewart, Ohio State University, Editor 1944-1946
 Harry Kitts, University of Minnesota, Editor 1971



Carsie Hammonds



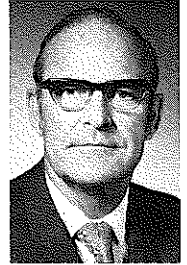
Roy Olney



O. C. Aderhold



W. F. Stewart



Harry Kitts

*Carsie Hammonds, Editor 1932-1935
 (Reprinted from the July 1932 AEM)*

*Roy A. Olney, Editor 1935-1939
 (Reprinted from the March 1936 AEM)*

VOLUME V

THIS issue of *Agricultural Education* is Volume V, Number 1. Four volumes have been printed each month and mailed to addresses all over the United States and foreign countries. These four volumes, we hope, have contributed to the development of the field of agricultural education. If the magazine does not render a service to vocational education in agriculture, there is no excuse for its existence.

We hope that the readers have received inspiration, helpful suggestions, and valuable information. We appreciate the moral support, encouragement, suggestions, constructive criticism, and timely articles, from the many readers.

We trust that you now recognize your responsibility to this magazine—recognize that it is your own paper. Much remains to be accomplished in promoting and developing vocational agriculture. Part of the responsibility is yours. Present your ideas thru the columns of *Agricultural Education*, read the magazine for the ideas of others.—C. H.

At the beginning of the new year one starts on a new leaf, a new chance. Some poet wrote:

He came to my desk with quivering lip.

The lesson was done.

"Have you a new leaf for me, dear teacher

I have spoiled this one!"

I took his leaf, all soiled and blotted,

And gave him a new one, all unspotted,

Then into his tired heart I smiled:

"Do better now, my child!"

I went to the throne, with trembling heart.

The year was done.

"Have you a New Year for me, dear Master

I have spoiled this one!"

He took my year, all soiled and blotted,

And gave me a new one, all unspotted,

Then into my tired heart He smiled:

"Do better now, my child!"

—C.H.

APPRECIATION

YOUR servant, The Editor, upon the completion of a year's work with this issue, wishes to express a mass word of appreciation to all the workers in vocational agriculture for their faithful service in making the magazine a success. Some have responded in an abundant measure; some have fulfilled their share; some have contributed very little; and some have had good intentions which did not materialize, but regardless of degree it is only thru your efforts that YOUR MAGAZINE is able to continue. We hope that the good intentions of the past year will materialize this year and that the names of many new contributors will appear in forthcoming issues.

The Editing-Managing Board have been very helpful to the editor on many occasions and their suggestions have been constructive and have produced an incentive to work harder in the limited time available for the editorial service.

The staff of special editors have carried on thru the year even tho a few have desired to be relieved of their duties for justifiable reasons. This loyalty has been greatly appreciated by the editor and in due time their requests will be granted.

We recognize the fine co-operation and continued interest of the staff of the Meredith Publishing Company in our magazine. We are especially indebted to Mr. Hugh Curtis and Mr. M. A. Hunnicutt for their encouragement and helpful suggestions.

*O. C. Aderhold, Editor 1942-1944
 (Reprinted from April, 1942 AEM)*

Growth

THE Agricultural Education Magazine has made rapid and consistent growth from its beginning in 1929. Its circulation has kept pace with the phenomenal growth of vocational education in agriculture in the United States. In the beginning there were less than 2,000 subscribers. In 1944, 12 years later, the circulation reached 7,558.

(Concluded on page 150)

CONTINUED DEDICATION

According to the business manager's 1941 report every teacher of agriculture, teacher-trainer, and supervisor in 20 states were subscribers. In 31 states 75 percent or more of those connected with vocational education in agriculture are subscribers.

The magazine has not only grown in circulation but also in scope of teacher participation. It is a teacher's magazine and has become the medium thru which teachers pool their experiences and points of view. On the average during the past five years, teachers, teacher-trainers, and supervisors from 41 states have annually contributed to the pages of the magazine. In the last five years every state but two in the union and Puerto Rico has submitted and had published one or more articles.

Those largely responsible for the magazine's marvelous growth in circulation and teacher-participation are its five former editors and the business manager.

Dr. H. M. Hamlin, then of Iowa, now of Illinois, served as the first editor from 1929 to 1930. Dr. Sherman Dickinson of Missouri took over in 1930 and served thru 1932. Dr. Carsie Hammonds of Kentucky carried on from 1932 to 1935. Dr. Roy Olney of West Virginia, now of New York, served from 1935 to 1939, when Dr. H. M. Byram of Michigan took over. Dr. Byram completed three years of service with the March issue.

Dr. W. F. Stewart of Ohio has devoted much time and effort to the magazine. His faith in the magazine as an instrument for professional improvement and his enthusiasm in promoting its circulation has inspired loyalty on the part of all workers in agricultural education.

*W. F. Stewart, Editor 1944-1946
(Reprinted from August, 1944 AEM)*

Facing Stern Realities

LAST month's editorial, "Are We Too Soft?", presented conditions of weakness found in many departments during the war emergency and raised the question as to whether or not we can meet the issue and come out of the war period with an expanding program of strong departments equipped in all details to carry on a truly vigorous program of vocational education.

It was not difficult to present the situations and raise the questions. To meet the situation for which we are only partially responsible, however, will be a most difficult task. Since conditions are not uniform, we cannot assume that all the problems mentioned exist in all the states. However, we believe them to be worth mentioning again.

Using effectively our 25 years of experience: (1) Will we prescribe the conditions necessary for satisfactory work and use these as standards in locating new departments? (2) Will we prescribe room sizes, facilities, and equipment? (3) Will we insist that adequate instructional facilities shall be provided and maintained? (4) Will we disapprove in all but the exceptional case the assignment of nonvocational duties to vocational teachers? (5) Will we prescribe the time schedule necessary for adequate vocational teaching? (6) Will we separate the travel from the salaries of teachers to prevent unfair comparisons of salaries? (7) Will we provide objective measurements of satisfactory work and use them in approving or disapproving continued reimbursement,—that is, provide a means of weeding out inefficient teachers?

PERHAPS other conditions should be added, but these are enough difficulties to suggest that in these times we are facing stern realities. By the nature of things, the responsibilities are basically administrative, those of the state directors and the state supervisors of vocational agriculture. The task definitely indicates some of the characteristics of a leader in these situations. He must be a member of the vertebrate family. In the field of dietetics his ration must be high in calcium. In dealing with school administrators he must manifest good judgment and persuasion, preferably diplomacy. In dealing with his teachers he must possess leadership of the highest degree and beget confidence and respect. In enhancing a state program he must have vision, imagination, and originality.

To all state directors and all state supervisors, workers in agricultural education everywhere join in pledging their full co-operation and assistance. Perhaps it was for such times that Edgar Allen Guest wrote the following lines:

COURAGE

Courage isn't a brilliant dash,
A daring deed in a moment's flash;
It isn't an instantaneous thing
Born of despair with a sudden spring
It isn't a creature of flickering hope
Or the final tug at a slipping rope;
But it's something deep in the soul of man
That is working always to serve some plan.
Courage isn't the last resort
In the work of life or the game of sport;
It isn't a thing that a man can call
At some future time when he's apt to fall:
If he hasn't it now, he will have it not
When the strain is great and the pace is hot.
For who would strive for a distant goal
Must always have courage within his soul.
Courage was never designed for show;
It isn't a thing that can come and go;
It's written in victory and defeat
And every trial a man may meet.
It's part of his hours, his days and his years,
Back of his smiles and behind his tears.
Courage is more than a daring deed;
It's the breath of life and a strong man's creed.

*Harry Kitts, Editor 1971
(Reprinted from August, 1971 AEM)*

What should we expect of our leaders? Must they always be looking for funds for the expansion and improvement of our programs? Teachers, supervisors, and teacher educators should inform the public of their achievements. An informed public generally supports a worthy cause. The lack of support, or the apparent withdrawal of support for Vocational Agriculture, may be the result of some previous condition and not the symptom of an approaching ill. Agricultural Education has placed too much emphasis on GROWTH as measured by the amount of funds expended, the increase in enrollment, or new programs when we should have considered PROGRESS, or improvement in the program, as serving individuals in a better manner and offering a program geared to the needs of society today. Leadership is essential but don't look too far for that individual when it may be yourself. Opportunity to serve mankind is man's greatest privilege, neglect to serve is man's greatest tragedy. Be a leader! Poor leadership, the lack of it, reduces accomplishment and leads to frustration and dissatisfaction.

REFLECTIONS OF THE SECOND EDITOR OF AGRICULTURAL EDUCATION - THE OLDEST LIVING FORMER EDITOR

by
*Sherman Dickinson, Editor, 1930-1932
105 Beachwood
Capistrano Beach, CA 92624*

1891-1914-1925 — 1946-1960-1978 —

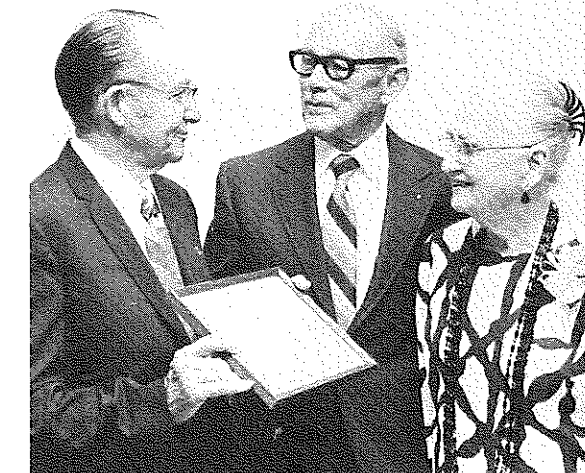
Fifty Years! And quite possibly the greatest fifty years in the history of the United States! My personal life began a decade before the beginning of this century. So far, it has been a period of accelerated change, mostly improvement in science and humanity.

A city boy, I enrolled in Iowa State College, planning to become a livestock farmer. But in 1914 I became a teacher of Agriculture in Grand Rapids, Minnesota at an annual salary of \$1225. Minnesota was one of the pioneers in promoting agricultural courses in high schools with the legislative Benson-Lee Act.

For the three years of 1915 to 1918, I was Director of Agriculture for the Minneapolis schools, with three high schools and 76 grade schools—\$1500! The national Smith-Hughes Act was passed in 1917, giving great impetus to the teaching of Vocational Agriculture, Trades and Industries and Home Economics. My classes included Animal Husbandry, Field Crops and Farm Shop with specialties in Poultry and Horticulture. I had had no formal training in Education, so I had much to learn. My big reward lies in memories—and that I still hear from those "boys."

I was now committed to Agricultural Education, so in 1918 I enrolled for my Masters in the University of Minnesota under one of the great early teachers in our field, Dr. A. V. Storm. I studied part-time and taught part-time, receiving my M.S. in 1920. The University of Idaho took a chance on me and I became Professor of Agricultural Education, Principal of the School of Practical Agriculture and Assistant State Supervisor. (\$2100)

Returning to Minnesota in the Fall of 1921, I started work for a Ph.D. in Agricultural Education. My thesis developed a method of agricultural curriculum and course construction involving the enterprise-job-problem formula and based upon the community agricultural survey. The degree was granted in June, 1924. I then had the great good fortune to be invited to the University of Missouri as a member of Agricultural Education staff. The next year I succeeded E. Sexauer as Head of the department, continuing as such until resigning in 1946. Glorious, rewarding years! Students are still keeping in touch!



Sherman Dickinson (center) is presented a plaque by Joe Moore, Supervisor, MO, as Shirley Dickinson, wife of 64 years watches.

BASIC EDUCATIONAL PREMISES

These were years of trial and error, with steady improvement in Vocational Agriculture. We continued with our basic educational premises: (1) learning is best achieved by doing, hence the continued emphasis upon the "project" (later expanded to "supervised practice"); (2) the student must be strongly "motivated" if he is to learn well; (3) guided discussion with problem solving rather than lecture is the best classroom procedure; and (4) to be most effective, the vo-ag teacher must be intelligent, well trained and dedicated to his students, his community and his work. These are still sound ideas.

EARLY LEADERS

During those wonderful twenty-two years in Missouri, I had the privilege of knowing and working with many fine men in the field of Agricultural Education. Among the older men who guided our early development I vividly remember these: Rufus Stimson—Mass., J. A. James—Wisc., W. F. Stewart—Ohio, Harry Bradford—Neb., A. W. Nolan—Ill., R. M. Stewart—N.Y., Carsie Hammonds—Ky., A. K. Getman—N.Y., Julian McPhee—Cal., L. R. Humphreys—Utah, G. A. Schmidt—Colo. and John Wheeler—Ga. (Others of course!) Space is not available to name the many, many wonderful associates of my generation from all over the nation during my 34 year love affair with Agricultural Education. But probably my greatest satisfaction lies in the wonderful memories of my hundreds of student friends acquired during those years!

NOTABLE EVENTS

Among the notable events during "my era" in Agricultural Education, I very vividly remember three: (1) the organization of the Future Farmers of America in 1928—with Henry Groseclose of Virginia initiating the idea (I am very proud to be an Honorary American Farmer); (2) the birth of the Agricultural Education Magazine in 1929; (3) the establishment of Alpha Tau Alpha under the leadership of A. W. Nolan of Illinois in 1921.

(Concluded on page 155)

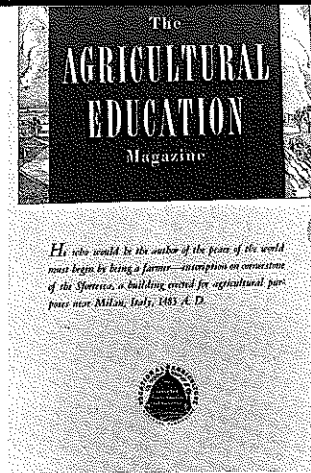


Harold M. Byram

A BIT OF HISTORY

by

Harold M. Byram, Editor 1939-1942
Professor Emeritus, Michigan State University
10050 A Royal Oak Rd.
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The request for this editorial came as a bit of a surprise until it was realized that it has, indeed, been fifty years since this very useful periodical was launched. According to my recollection, only one other person living today was attending the sub-regional conference of the Central Region held in Des Moines at that time. That is Dr. George F. Ekstrom, then newly appointed Iowa supervisor. This conference was one of two held in subsequent years. The plant of the Meredith Publishing Company was toured briefly as an extra-curricular activity. A representative of that prominent agricultural publishing firm expressed a desire to "tie in" in some way with the agricultural education movement. During the same week a committee from the conference met with representatives of the Meredith Company and developed the administrative framework for the magazine. It was agreed that no advertising would be carried; that publication would be done by the Meredith company; and policy would be determined by a board to be appointed by the profession.

My own direct connection with the magazine began with one article in 1929. This was followed by 40 others in subsequent years, counting editorials. In the information sent by our editor it is noted that 19 editors have served the profession during these 50 years. Twelve of these came from the Central Region. Although I have an opinion as to the reasons for this, the reader will, of course, have his as well.

My own term came to me at the 1938 A.V.A. convention held in St. Louis. I had had no special training for this assignment and, to the best of my knowledge neither had any of the other 18. So I "picked the brains" of two of my predecessors and then, with the approval of the Magazine's board, during each of the first two years of my assignment went to Des Moines from Michigan State University and consulted with one member of the Meredith editorial staff with beneficial results.

CONTRIBUTIONS OF THE MAGAZINE

The fifty-year life of the magazine prompts some questions as to the factors causing its longevity. Every agricultural educator will have his own reasons. But basically they relate to the contributions that have been made to the profession. Only three will be mentioned.

This publication has been a morale builder in many ways. It has answered the silent queries of teachers of: "why am I here?"; "why am I doing what I am doing?"; "who, if anyone, really cares about what I am doing?"; "am I really helping someone benefit from this program?"; and "am I really involved in a major, unique American movement?"

The many excellent articles and illustrations published over the years provide a positive answer to these. There is also no question but that the act of putting one's thoughts and experiences into writing has helped strengthen the writers of them.

Students preparing to teach have been able to learn from other teachers and experienced leaders the problems encountered and solved, the rewards of a job well done, and the applications of the science and art of education to this specific field. Such learning has not generally been available from most educational leadership personnel who would not have had close acquaintanceship with the field. Although excellent books dealing with the subject of teaching agriculture are available, the grass-roots approach, and the diversity of viewpoints in the magazine has been particularly welcomed by, and valuable to those preparing to teach agriculture.

Probably in no other subject field than agriculture has there been an implication of the future role of the teacher as including that of working with all age groups. As teachers have accepted this responsibility and have succeeded in the activity involved and then have written about it, the future teachers particularly, but also experienced teachers, have learned how to do it.

PROFESSIONAL ISSUES

It would take more space than what is available here to comment on all the issues that have been faced by the profession. Not the least of these, of course, is the fact that the teacher has found his responsibilities to include administration, in the broadest sense. In the earlier days new departments had been, or were being installed in relatively small schools. Many of these schools lacked experience with agriculture as a subject to be taught, particularly to post-high school students, and also lacked preparation for the administration of it. The public relations role in this regard has been something most other teachers have not had to prepare for, particularly the emphasis on continuing education.

As one who was responsible for developing a local agriculture club for students before the F.F.A. existed, then having sponsored the first chapter in Iowa, and having provided Henry Groseclose with assistance in writing the first ceremony for initiation of Future Farmers, the potential for this remarkable organization has been amazing to this writer. Yet the variation in the amount and kind of emphasis placed on it often appeared as an issue. What has been mistakenly

(Concluded on page 166)



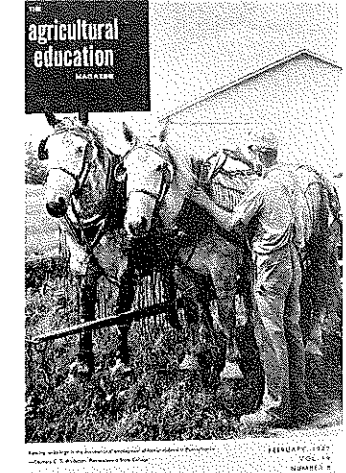
George F. Ekstrom

THE AG. ED. MAGAZINE 1925 - 1965

(Reprinted from July 1965)

by

George F. Ekstrom, Editor 1946-1949
Professor Emeritus, University of Missouri
10010 Royal Oak Rd., Apt. E
Sun City, AZ 85351



It was my good fortune to participate in a conference of the North Central Region at Des Moines, Iowa in 1928 when contacts were made with the Meredith Publishing Company, which expressed interest in providing a publishing service on the non-profit basis for such a magazine. With approval of the Agricultural Education section of AVA the first issue of the Magazine consisting of 16 pages, was published in January 1929.* Thirty-seven volumes have since been published, which must constitute some sort of a record for professional journals which carry no advertising.

Policies for the operation of the Magazine for the first year were vested in an Editing-Managing Board, which chose H. M. Hamlin from Iowa State College as the first Editor. F. E. Moore, Iowa Director of Vocational Education was designated as Managing Editor and Z. M. Smith, Indiana Supervisor, as Secretary-Treasurer. In addition, the Board appointed three special editors—H. R. Groseclose, Virginia, Future Farmers of America; R. W. Gregory, Purdue University, Professional Organizations; and W. A. Ross, Wyoming, Farm Shopwork.

The basic structure for operation of the Magazine has changed but little over the years. Personnel of the Editing-Managing Board is designated on a rotating basis by the Agricultural Education section of AVA and submits a report to the Section at the annual convention of AVA. The scope of the Magazine, however, has expanded considerably. A section on Methods was added in January 1930, with further expansions during the second year to include Supervised Practice, Part-Time and Evening Schools, Research, and Book Reviews. The structure thereafter became rather stable for several years except for adjustments in title designations involving certain of the areas—viz, Farm Mechanics and Farm Shop, Farming Programs for Supervised Practice, and Farmer Classes for Part-Time and Evening Classes. A section on Supervision was added in 1945.

A. K. Getman at Cornell and R. W. Gregory at Purdue initiated a series of articles dealing with "Contributions of Leading Americans to Education" beginning with the September 1932 issue. The series was thereafter reprinted in bulletin form. A second series of special contributions was reprinted in 1938 under the title, "Whither Agricultural Education." Still a third series, concluded in 1940, was reproduced as "Contributions of Leading Americans to Agriculture."

*The second volume was terminated in June after six issues, in order that succeeding volumes might conform to the fiscal year.

Some deviation from the sectionalized organization of copy was initiated in 1946, with emphasis devoted to the special-feature idea. In 1950 regional representatives, charged with responsibility for soliciting copy by geographical areas, were substituted for the subject-matter designations. In addition, there are four editors assigned to cover special areas—Teachers, Book Reviews, Vocational Division (U.S. Office) and Research. The immediate past editor has encouraged presentation of pros and cons on controversial topics under the caption, "Both Sides of the Issue."

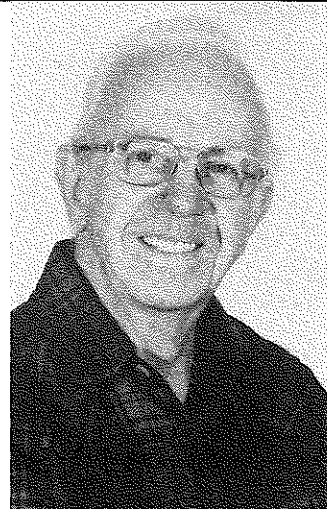
There has been but one change of publishers of the *Agricultural Education Magazine*. During the spring of 1947, the Meredith Company indicated the pressure for expanding major printing obligations was such that they felt it necessary to discontinue printing the Magazine. The Editing-Managing Board was confronted with the immediate problem of locating a new publisher and was successful in negotiating a similar arrangement with Interstate Printers and Publishers at Danville, Illinois.

The publication of thirty-seven volumes of the *Agricultural Education Magazine* without support of advertising bespeaks for the role of the professional publication among workers in Agricultural Education. The cooperation of the entire personnel in vocational education in agriculture—readers, contributors and staffs, has made possible the medium for exchange of ideas and the recording of accomplishments.

EDITORS:

(Lists completed through 1978 by present Ed.)

- H. M. Hamlin, Iowa State College, January 1929-March 1930.
- Sherman Dickinson, University of Missouri, April 1930-March 1932.
- Carsie Hammonds, University of Kentucky, April 1932-March 1935.
- Roy A. Olney, University of West Virginia, April 1935-March 1939.
(at Cornell University beginning July 1938)
- H. M. Byram, Michigan State College, April 1939-March 1942.
- O. C. Aderhold, University of Georgia, April 1942-March 1944.
- W. F. Stewart, Ohio State University, April 1944-June 1946.
- G. F. Ekstrom, University of Missouri, July 1946-June 1949.
- W. H. Martin, University of Connecticut, July 1949-June 1952.
- W. A. Smith, Cornell University, July 1952-June 1957.
- A. H. Krebs, University of Illinois, July 1957-June 1961.
- T. W. Gandy, Auburn University, July 1961-June 1962.
- Ralph J. Woodin, Ohio State University, July 1962-June 1965.
- Cayce Scarborough, North Carolina State University, July 1965-June 1968.
- J. Robert Warmbrod, University of Illinois, July 1968-June 1971.
- Harry W. Kitts, University of Minnesota, July 1971-August 1971.
- Milo Peterson and Edgar Persons, University of Minnesota, September 1971-December 1971.
- Roy D. Dillon, University of Nebraska, January 1972-December 1973.
- Martin McMillion, University of Minnesota, Virginia Polytechnic Institute and S.U., January 1974-December 1976.
- James P. Key, Oklahoma State University, January 1977-Present.
(Concluded on page 167)



W. Howard Martin

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

by

W. Howard Martin, Editor 1949-1952
Emeritus Professor, Univ. of Connecticut
Town Hall Road
Wolcott, VT 05680



DEVELOPMENT

Six months supervised or directed practice on a farm for students of vocational agriculture was a requirement specified in the Smith-Hughes Act. Hence, supervised or directed practice was sanctioned as a fundamental feature of instruction in vocational agriculture. The stated aim of this instruction was "... to fit for useful employment ...", which was widely translated by leaders in the profession as *proficiency in farming*. Proficiency was elaborated through major objectives which reflect more specific orientation of the rationale for "supervised or directed practice:"

1. to make a beginning and to advance in farming
2. to produce farm commodities efficiently
3. to market farm products advantageously
4. to conserve soil and other natural resources
5. to manage a farm business
6. to maintain a favorable environment

The term "supervised or directed practice" was transformed to "supervised farming programs" by agricultural educators. Farming programs of students were proclaimed by leaders and generally perceived by teachers as opportunities for individuals to solve real problems. Courses of study for both youth and adults reflected the actual and anticipated problems of class members in conducting their supervised farming programs. This was defensible from the view of psychologists. Learning by doing was in! Thus, could the attitude against book learning be countered. Also, advancement in the FFA was keyed to success in farming programs as determined, in large measure, by the amount of money made and the students' progress towards establishment in farming. Thus, the orientation was clearly toward *positions of owner or manager*.

The rationale for supervised farming programs was developed and changed over a period of years to serve as a motivating guide for teachers and students of vocational agriculture. New conditions reduced its power, central truth and relation to reality. Times required changes in vocational agriculture and changes in the experience programs even though there was continuing belief that successful preparation for a career in agriculture should include supervised occupational experience. The new reality could not be denied. Competing and even conflicting purposes emerged which had to be accommodated in the rationale to win the support of a more sophisticated and cynical profession and public.

TRANSITION

The Vocational Education Act of 1963 legitimized change in vocational agriculture. It authorized extending the program to serve persons with a wide range of abilities and interests in agricultural occupations. The profession moved to identify agricultural occupations on the basis of knowledge of agricultural subject matter required. There followed moves to cluster like occupations for instruction plus studies of local opportunities in the occupational areas. This involved identification of jobs and responsibilities which were specifically associated with the respective occupational areas.

The impetus to change strained the resources. New facilities and more teachers were demanded, new subject matter was needed; new contacts with agricultural industries were needed; more students and different students were being served; the FFA needed adaptation; and, new types of occupational experience programs were required. It was a dynamic period for vocational agriculture—a period of growth and change.

Under these pressures teachers greatly increased reliance on commercial instructional materials and assistance of local leaders in giving on-the-job supervision (as differentiated from parents on the home farm). Also, in many instances, programs were over-extended in terms of curricular offerings and/or numbers. The changes brought new competition for vocational agriculture at both the secondary and post-secondary level. This competition was especially marked in the cast of supervised occupational experiences. More educational institutions were seeking to use opportunities for student work experience.

NEW STATUS

Occupational experience programs in agriculture changed in many respects. One way of looking at the change is to use the characteristics of the earlier period as a basis for evaluating the new situation.

1. How is the rationale related to social interests?

The current view emphasizes satisfactory job performance in agricultural occupations in addition to the earlier goal of proficiency in farming. Occupational experience is essentially a part of the *work ethic* and is defended as such. Through work, people achieve identity and youth need this opportunity.

There are potential weaknesses in the new rationale with this emphasis. Of major importance is the failure to
(Concluded on the next page)

offer a broad vision and challenge. In many situations the students' experience is narrowly conceived and portrayed. It is the old difference between laying bricks and building a cathedral. The current rationale does *not* stress the cathedral!

2. Is the rationale believable?

The educational institution may provide facilities for students' use in obtaining occupational experience. However, it is the prevailing view that farms and other agricultural firms offer superior situations for students to gain experience. The value of direct experience in that which is to be learned continues to be firmly held by the public but increasingly, simulation and other methods are seen by the profession as possibilities. The provision of facilities by the institution insures opportunities for all enrolled to have some direct participation in agricultural work. This, in many instances, may be necessary to the success of students in local firms. More and more the regulations governing employment point to the necessity for having on-the-job learners prepared. In the more technical types of employment it appears that actual occupational experiences is not held of as high value. Both education and industry may perceive experience in school or college classrooms, shops and laboratories as sufficient preparation for occupational entry. There is a general failure to indicate a terminal point for supervised occupational experience as differentiated from length of program.

3. Is the rationale adaptable?

The new rationale enables teachers to meet needs of a broad range of student interests and abilities. More community resources could be used.

There are difficulties or weaknesses. Teachers' talents are often put to severe test by the diversity of situations faced. Students may be forced to sacrifice achievement in other disciplines. Communities may present fewer opportunities than are needed by the enrolled students. Teacher time is more costly, yet students probably require more individual attention than when most were under parental direction or when other methods were used.

4. Is the rationale coherent?

From an overall point of view the rationale is less coherent in that it has become more pluralistic in programs and purposes. Yet, this is a change in the direction of a social goal—democratization of all institutions. The relationship with the youth organization (FFA) needs continuing modification since all students no longer may be perceived as farmers to be!

5. Is the rationale unique?

More institutions now offer programs involving occupational experiences which parallel those in vocational agriculture.

SUMMARY

A supervised occupational experience program in agriculture is first and foremost a way of teaching or learning. The choice and use of a method of teaching is largely within the teacher's professional role. The supervised occupational experience method of teaching can only be defended on the grounds that it is an effective and efficient way of developing a desired level of student competency in a specified occupation. Teachers, as professionals, must be prepared to make choices of teaching methods from the alternatives available to them.

In the early days the "norm" was supervised farming programs conducted on students' home farms. A very high proportion of students conducted ownership programs. With the expansion in 1963 vocational educators called for supervised occupational experience programs (note change in term) to be the corner stone in the new structure as it was in the past.

The expectation that all students in a more diversified and enlarged program could have a truly meaningful non-school supervised occupational experience proved to be unrealistic in many cases. Without formal guidance for the new situation many teachers reduced the use of the occupational experience method.

Leaders in the profession have correctly identified dangers in the situation and indicated their concern for renewing the strengths inherent in well-conceived and supervised programs of occupational experience. The recommendations for strengthening supervised occupational experience requires that the profession free itself from frozen concepts regarding rigid routes to occupational competency. In the long run, it is important to develop more exact recommendations as to scope and duration of occupational experience required in non-school settings for each level and program.

The issue is in doubt as to the survival of the use of out-of-school supervised occupational experience in each year of enrollment as a way of teaching all students in vocational agriculture. It is more likely that new patterns of use will emerge in which students' learning needs are more sharply defined and a determination is more precisely made as to optimum use of supervised occupational experience. ♦

CONTINUED SHERMAN DICKINSON

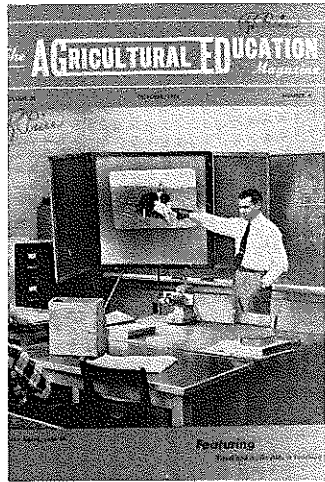
PERSONAL EXPERIENCES

As "extra curricular activities" during my twenty-two years at Missouri, I wrote some books; taught in several summer sessions, including Hawaii and Colorado; learned to fly a Piper Cub; operated our own farm; edited the Agricultural Education Magazine, took a Sabbatical Leave for study at Columbia University (N.Y.) and tried to help Shirley bring up four good children.

In 1946, the U.S. State Department sent me to Brazil Chief of Party to guide that country in developing a program of Vocational Agriculture. After two years, I returned to the United States and bought a 600 acre ranch in northern California. Our two sons joined us and I became

a Rancher at last. We raised, processed and marketed thousands of fine turkeys annually, selling locally and shipping all over the world. After ten years, we sold the ranch and bought and managed a luxury hotel in Palm Springs for three years. We are now living the "gentle life" at 105 Beachwood, Capistrano Beach, Ca. 92624.

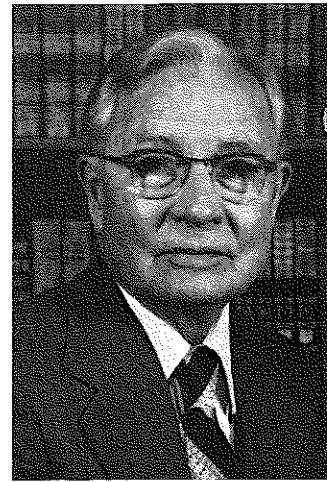
My contacts with Vocational Agriculture have been limited since 1948. I know, however, that our program is still sound. With the decreasing percentage of farmers and farm acreage, it is even more important than ever. Agricultural Education is still basic to the health and vitality of a constantly growing population. My warmest regards and highest praise to you all! ♦♦♦



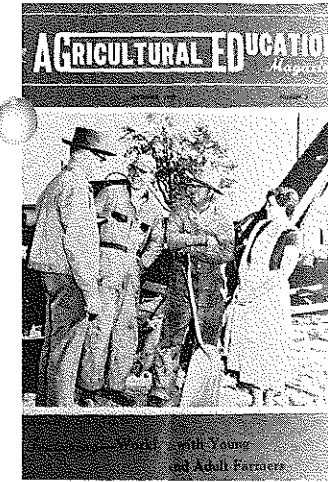
— CHALLENGE — PAST AND PRESENT

by

W. A. Smith, Editor 1953-1957
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Smithfield, NC 27577



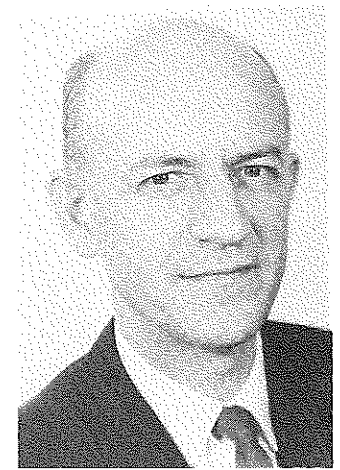
W. A. Smith



GUIDING CONCEPTS AND PRINCIPLES

by

A. H. Krebs, Editor 1957-1961
Vice President for Administration
Virginia Polytechnic Institute & S.U.
Blacksburg, VA 24061



A. H. Krebs

This opportunity to contribute to the 50th Anniversary issue of the magazine is welcome to me, assuming it to be an invitation to confine my remarks to its early history and that period of vocational agriculture into which it was born. I note from the list of editors preceding and immediately following my tenure in that responsibility there are those equally or better qualified than I for speaking for that period. While bearing in mind that they may be "looking over my shoulder," I proceed.

I do so based on the belief that my qualifications arise out of the fact that my experience in vocational agriculture began in 1919, four years after the enactment of the Federal Smith-Hughes Act, creating Vocational Education, when I organized a vo-ag department in a township high school in Indiana where I remained for seven years. After time spent in advanced preparation I entered the field of preparation of vocational agriculture teachers, first in Indiana and later in New York.

Throughout this experience two assumptions were confirmed—first, that vo-ag students in high school classes would be farm boys preparing to enter farming as a vocation, and second, that to learn required a supervised participation in realistic situations of the vocation.

Into this accepted understanding of vocational agriculture the *Agricultural Education Magazine* was born as a medium of assistance to the teachers in this relatively new program in secondary schools.

As in every facet of a dynamic society, continuous change is a characteristic. Whether for good or bad, change is certain to create need for adjustments. Undoubtedly this has been true during the life of the magazine. Also, it has continued in its function of assistance to teachers in identifying changes needed and solutions of problems created. It

has been an ideal medium for teachers to report to their associates their success in identifying problems.

I must confess that I have lost track of the more recent programs in the past except that programs have been created for preparation for occupations related to farming. I trust that such additions will be limited to those which provide the essential of learning through supervised experience.

These additions led me to seek to identify reasons for these variations from the early concept of vo-ag. Recently I attended a meeting of a men's civic club in which the program* contrasted farming in recent years with the period prior to the middle of this century and covered the introduction of vocational agriculture into the schools. The following facts were emphasized:

- The number of farms has decreased vastly in the United States, accompanied by a steady decrease in the percentage of the population living on farms.
- There has been an amazing increase in the size of farms and the value of farm land.
- There has been a marked increase in production per man-hour of labor, due among other factors, to mechanization and increased efficiency per man-hour.

The list of changes goes on and on, adding up to the possibility of discouraging youth from thinking of farming as a vocation, especially when considering the possibility of their entrance into it.

The bleakness of the picture presented here is not to discredit the magazine in any manner. Rather, it is to its credit that it has recognized the increase of its obligation to the teachers in assisting them to identify problems as they arise and assist in solving them by serving as a medium for reporting progress being made wherever found. ◆◆◆

*Presented by the Head of the Department of Economics of North Carolina State University.

The invitation to comment on agricultural education from the perspective of a past-editor provides an opportunity to focus attention on some of the concepts and principles which have guided the program through its still rather short lifetime. The following appeared on the editorial pages of the issues of *The Agricultural Education Magazine* from 1957-1961:

August, 1957 — All people must be educated concerning their stake in a healthy agriculture and the role of agricultural education in achieving a healthy agriculture.

October, 1957 — It is the farming program concept which makes vocational agriculture what it is.

November, 1957 — The provision of adequate educational programs for adults still remains as our greatest single challenge.

February, 1958 — Agricultural education is still . . . too young to have lost the need for an inspired, professional staff of workers with a faith in the future.

July, 1958 — . . . a sound policy making process makes possible wiser solutions to problems, since policies by their very nature, should be developed to stand the test of time. . . .

September, 1958 — That attempts to apply teaching theory sometimes fail is not to be denied. The fault often lies, however, not with the basic theory but rather with the failure of the theoretician and the teacher to make proper allowances for the differences between the ideal setting for which the theory was developed and the actual teaching situation.

April, 1959 — We can tell whether the help we are providing is sound only by listening as the *individual* explains to us what he plans to do.

May, 1959 — It is especially important, therefore, that we take positive action to make certain that what we do in the summer is of sufficient value to the public to make the public willing to fight actively to keep it.

August, 1959 — The members of the profession must be

willing to take action to establish and maintain a high level of professional competence and behavior.

November, 1959 — Professional educators would best cease attempting to make decisions not rightfully theirs to make and get on with the business of developing programs to do that which the public wishes to have done.

March, 1960 — Responsibility for FFA activities cannot be disassociated from the vocational agriculture program.

May, 1960 — We do least well the most important task we have — thinking critically about the future forms of agricultural education needed in our communities.

July, 1960 — Farming programs become the means by which students put into practice that which they are learning rather than the basis for decisions concerning what will be studied.

October, 1960 — He (the teacher of agriculture) needs to be concerned with the broader picture of agricultural change and the impact of this change on the lives of all the people in his community.

January, 1961 — . . . If educational programs are to provide for the complete development of the individual, subjects rich in such value-developing activity (such as farm mechanics) must not be overlooked.

June, 1961 — Enlarging school districts and strong information programs in other areas of education leave us with no alternative except that of developing our own information program if vocational agriculture is to remain a strong force in the future of agriculture and the country.

Other examples of concepts and principles could have been selected but the point is clear. The profession has developed, over the years, a strong foundation upon which to build. The strengthening of and additions to that foundation are tasks which will never be completed. The *Agricultural Education Magazine* has made, and will continue to make, a major contribution to the profession by communicating concepts, principles, and developments to all agricultural education personnel. ◆◆◆



Thomas W. Gandy

REFLECTIONS ON THE PROGRESS OF AGRICULTURAL EDUCATION

by

Thomas W. Gandy, Editor 1961-1962
Director of Public Services
Valdosta State College
Valdosta, GA 31061



A great deal of teamwork has been taking place through the last fifty years, teamwork leading to a truly phenomenal increase in the productivity of all phases of agricultural enterprises. This team consisted of vocational agriculture teachers, agricultural education professors, county agents, agricultural engineers and research specialists, and in fact, specialists in every field related to farming and merchandizing farm products. Sometimes there was a bit of friction between one group or another, but the growth and development achieved were healthy. It led to "a land of plenty," better diets for people, a more prosperous economy, and in general a better quality of life for mankind worldwide.

SOCIOLOGICAL CHANGE

This tremendous growth in the capabilities of farming and agri-business led to a sociological upheaval, the out-migration from the farm to the city. Some of this movement was good, some bad. The sociologists are working toward the absorption of that movement. However, good or bad, the whole transition in the way of life on the farm has been so rapid and far reaching that it has changed the structure of society to a great degree.

The computerized farm tractor, run from an office overlooking a large field, is a far cry from the old "40 acres and a mule" concept. Even riding in an air-conditioned tractor is progress over following that mule. These improvements are easy for one to see. But equally important improvements have come about in areas not so easily seen, such as more nutritious and productive hybrids, exceptionally higher yields per acre, far better delivery systems for the product, and "better" in almost every item concerning agriculture.

EDUCATION

Basic to all of the growth and improvement was an educational system that is the world's best. Even with the best equipment, fertilizers, and insecticides, the modern farmer must be educated to make use of them; he must be a skilled person in numerous fields to be successful, and as is apparent, many are successful. In that educational process,

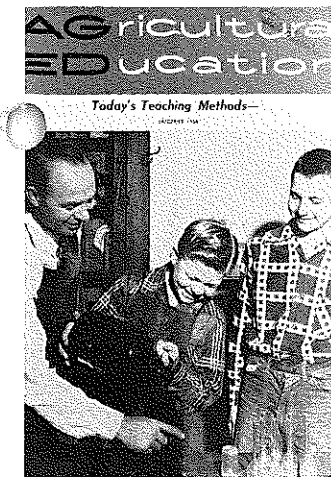
the agricultural education specialist and the vocational agriculture teachers have been the key; they have had major roles in bringing about one of the most phenomenal changes the world has ever known. The nation, and in fact, the world, owes them a great big "thank you!"

AGRICULTURAL EDUCATION

Seventeen years ago I left the field of agricultural education, but continued one year as editor of *The Agricultural Education Magazine*. At that time, some of the people in the field of agricultural education felt that there was too much domination of the vocational agriculture classroom from the federal offices where funding for part of the program originates. The exact point receiving most attention was that people in the field were going more and more to the teaching of agri-business and the federal mandate mentioned only agriculture. Therefore, confusion reigned for a few years! Level heads worked out the problem and again progress grew out of the controversy, even to the changing of the exact wording of the federal mandate. The editors of *The Agricultural Education Magazine*, both before and after my time, felt that such issues should receive attention in *The Magazine*. I notice that the tradition still is being followed, and this is good. A forum for ideas must treat both sides of an issue if it is to be trusted as a forum. May I congratulate the editors and contributors for continuing a high level, professional journal.

REFLECTION

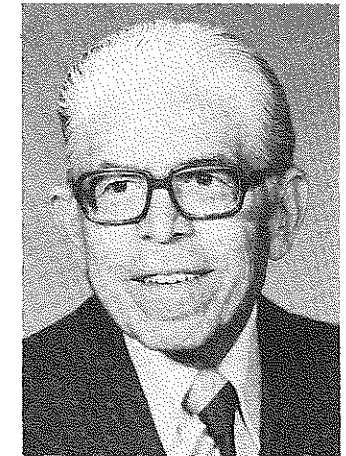
I began these few lines with an awe-inspired reflection of the growth that has taken place primarily in the last fifty years. I am still a bit bewildered by a society that can come from row-cropping with a mule to computerized farming in one lifetime, from no airplanes at all to a three-mach jet; from the "man-in-the-moon" nostalgia to a man really walking on the moon, and on and on. Farming has made as great strides as anything NASA has done; the change is merely less spectacular. In the common vernacular, it is all "mind-boggling!"



THE BOTTOM LINE

by

Ralph J. Woodin, Editor 1962-1965
Professor Emeritus, Ohio State University
1383 Fishinger Rd.
Columbus, Ohio 43221



Ralph J. Woodin

Congratulations to "The Agricultural Education Magazine" upon its fiftieth birthday!

The magazine has exceeded the most ambitious dreams of its founders in 1929 in terms of the quality of its content and its ability to adjust to change, the loyalty of its readers and its continuing contribution to the profession.

A fiftieth birthday is an appropriate time to review a half century of experience as a basis for planning for further progress in the years that lie ahead. At fifty, one is old enough to have developed a few ideas and still have the energy to carry them out. An attempt will be made here to review the progress of the magazine and to suggest some needed improvements in view of past experience and changing times.

It's been sixteen years since I began a three-year stint as editor of the *Magazine*. Nineteen sixty-two was the year of the Cuban Missile Crisis and a new Full Employment Act. M. D. Mobley, Executive Director of the American Vocational Association was emphasizing the report of the Panel of Consultants on Vocational Education. President John Kennedy was supporting vocational education in his messages to Congress. Themes in the magazine included Planning Local Programs, Building Sound School Relationships, Advising the FFA Chapter and Evaluating Adult Farmer Programs. Contributors to the magazine included such hardy pioneers as S. S. Sutherland of California, J. B. Perkey of Oklahoma, Carsie Hammonds of Kentucky and Mark Nichols of Utah. A year's subscription cost only \$2.00 and copies were mailed to about 8,500 subscribers each month by Russ Guinn and his cohorts at Interstate Printing.

My three year term ended in 1965, when with a heartfelt sigh of relief, I turned the job over to Cayce Scarborough of North Carolina.

THE BUILDERS OF THE MAGAZINE

The *Agricultural Education Magazine* is not an entity itself but rather an institution which expresses some of the intelligence, enthusiasm, energy and the esprit de corps of the people who make up the profession. Of these good people the following deserve a special salute upon this fiftieth anniversary.

1. *The readers.* Agricultural educators not only subscribe to the magazine but they read it! A 1965 study showed that 73% of the subscribers read 50% or more of the contents, the highest of any professional publication they received.

2. *The writers.* Their pay has been low and their quality high. Many agricultural educators write for this periodical. The 1977 annual index showed that about 200 writers contributed one or more articles. Assuming that the average writer has three articles published we would have a total of over 3,000 persons over this 50 year period who have had the experience of preparing an article for a professional journal.

3. *The professional leaders.* Teacher educators, supervisors and NVATA officers have generally given generous support in encouraging teachers to subscribe, to read and to write for the magazine.

4. *The editorial staff.* This group includes editors, business managers, special editors and members of the Editing Managing Board.

Each year around 25 people from all over the country serve unselfishly in various editorial capacities. Over the 50 year period probably close to 500 persons have made generous contributions of their time and efforts.

A special word needs to be said for the editors. This group has included 21 persons from 16 different states. All have been teacher educators, all recognized professional leaders and all willing to give of their own time for a small honorarium.

These four groups deserve our hearty thanks. Without them there could be no such periodical.

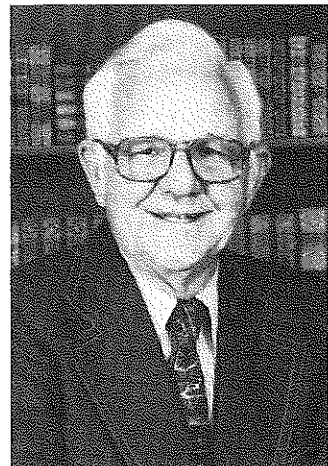
MAJOR ACCOMPLISHMENTS

In its first 50 years the magazine has laid down some important milestones on the long road to professional excellence. These are solid accomplishments, well worth continuing. These seem important to me:

1. *The magazine has come to be recognized as the single major voice of the profession.* This publication is the centerpiece of a communication network which includes a half dozen major periodicals all of which serve Agricultural Education.

2. *The content faithfully has reflected the basic and unique strengths of vocational agriculture.* Over the years those "eternal verities" have been re-emphasized, applied to new situations and updated in practice. Examples include, teaching by the problem method, sound supervised practice, parent involvement, guidance in choosing agricultural careers, FFA leadership training, placement of graduates, and adult and young farmer education.

(Concluded on page 166)



Cayce Scarborough

ISSUES AND ANSWERS

by

Cayce Scarborough, Editor 1965-1968
Head, Vocational and Adult Education
Auburn University
Auburn, AL 36830

Any anniversary is a good time to stop and do some thinking. A 50th Anniversary seems especially appropriate since enough time has passed to furnish some perspective. Of course, 50 years is a very short time in history, but for a magazine, that in itself is quite an accomplishment. Even the youngest reader has seen magazines start with bright hopes and promises with Volume I Number 1, only to die after a short, troubled life. It is interesting to note that some of these magazines are now being resurrected, hoping their future life will be happier and more prosperous.

TRIBUTE

So, the first tribute in this anniversary edition should be, I think, to those earlier leaders in Agricultural Education who had the wisdom and the vision to start the magazine on a sound professional, as well as business, basis. As someone has said, "An idea, like an airplane, must have landing gear as well as wings."

THE VOICE OF "AG ED"

The *Ag Ed Magazine* has come the nearest to being "The voice of Agricultural Education" for the past 50 years. The articles, pictures, editorials and themes reflect the concerns of teachers, teacher educators and supervisors during this half century. Since this period of time parallels my own experience in "Ag Ed," a look at these interests and concerns is especially interesting. Space will permit listing only one of these areas, so I will choose one that has top priority for me as an area of concern in the past, the present, and, I hope, the future. That is, the area of "Issues and Answers," or put another way, "Theory and Practice."

A close reading of any of the magazines through the years will reveal that some are trying to clarify the issues while others would be happy if only someone somewhere would give them the answer to their problem!

ISSUES AND ANSWERS

Also, some articles do indeed give the answer. There is nothing wrong with this type of article in a publication like



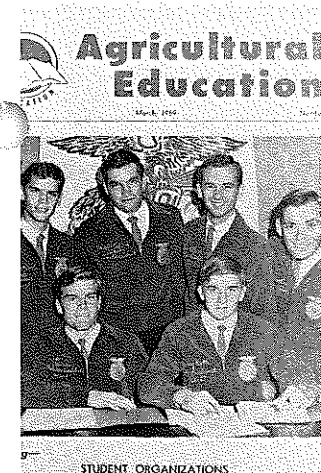
the *Ag Ed Magazine*. "This worked for me" may hold a good idea for many others in similar situations. However, if such an article is seen as *the answer* rather than *an idea* it may prove to be a poor solution to a local problem.

There is considerable evidence that some in our profession are not interested in raising issues. Some editors, Ralph Woodin is one, made special efforts to get some consideration of the issues in our profession by featuring "Pro and Con" articles. Earlier editions carried a series of articles seeking to clarify issues. An interesting example of this effort can be seen in the running battle between H. M. Hamlin, University of Illinois, and Ray Fife, Ohio State University, on evaluating vocational agriculture. The issue centered around "local vs outside" evaluation. They ended the battle with a truce, but the issue is still around—unless some of you have the answer!

CLARIFYING THE ISSUES

My conclusion, as anyone who read my editorials a dozen years ago would guess, is that we have been better at answering questions than we have in clarifying the issues. There are two major reasons for this concern. *First*, clarifying the issues is an essential part of solving the problem. In fact, if you can identify and clarify the issues in the situation you may learn that you don't have the problem that you thought you had. As someone has said, "clarifying the issues clarifies the problem." Some people object to this approach because it sometimes disturbs the answer that they already have made! So, this leads to the *second* reason for clarifying the issues, that is, to see whether "the answer" is indeed the best solution to the problem. The reason that this is needed in any problem-solving situation is that a perfectly good answer at one time may not be the most appropriate at another time. Let's look at an example from today's situation.

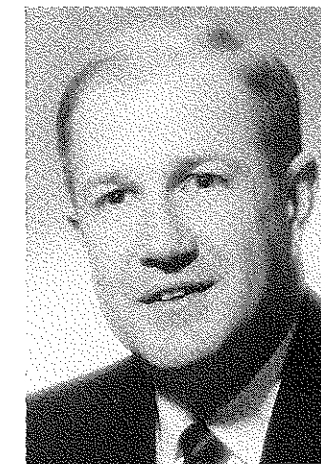
Who should enroll in a local program in vocational agriculture? Here is a question that must be answered in every community where there is a program. I suggest that it can be answered *only* through clarifying the issues. If this is not done, one teacher may be loaded with 125 students(?) who cannot answer the question, "Future Farmers, why are we here?"



PLANNING FOR THE FUTURE OF AGRICULTURAL EDUCATION

by

J. Robert Warmbrod, Editor 1968-1971
Professor and Chairman
Department of Agricultural Education
The Ohio State University



J. Robert Warmbrod

How does agricultural education plan for and achieve change? What provides the impetus for change in agricultural education—the necessity for survival brought about by changes in society and education; revision of public policy stated in federal and state legislation; or the concern and drive of those in the profession to examine and update philosophy and policy to accomplish goals and objectives more effectively, and to serve clientele more adequately? What forces initiate and nurture change in agricultural education—federal legislation, the U.S. Office of Education, state departments of education, university departments of agricultural education, professional organizations, or individuals in the profession?

PROFESSION INITIATED CHANGE

The answers to these questions obviously are neither singular nor simple. There are diverse forces that spark improvement and progress in agricultural education just as there are several groups, agencies, and individuals that take the lead in bringing about innovation and change. I propose that those of us in the profession, individually and collectively, take a more aggressive role in planning for the future and in marshalling the personnel and other resources necessary for viable and high quality agricultural education programs at all levels in the public schools. The profession's actions cannot and should not be unilateral; our actions, however bold and significant, must be in concert with other groups and agencies both within and outside of education that have a more than passing interest in public education generally and agricultural education specifically.

MECHANISMS FOR INFLUENCE

To limit the bounds of this article somewhat, I nominate two mechanisms through which we in the profession can influence positively the future of agricultural education. First is the professional organizations in agricultural education, particularly those of national scope and membership; second is the profession's journal, *The Agricultural Education Magazine*, celebrating with this issue its Golden Anniversary.

TRADITIONAL CHANGE

Traditionally, agricultural education's mechanisms for self-examination and change have been closely tied to a rather bureaucratic federal-state-local structure. Federal legislation sets goals and policy; the U.S. Office of Education,

in turn, sets the bounds within which states plan and administer programs under the aegis of state departments of education; and finally, local schools conduct programs that determine in the true sense what agricultural education really is. Supposedly, impetus for change begins at the top and drifts downward, perhaps modified but usually accepted with little question or ruckus. In a sense the process implies, in a less than subtle fashion at times, that those who hold positions in the official governance agencies—the U.S. Office of Education and state departments of education—are those who initiate and direct policy; while those not in these agencies, primarily teachers and to some extent teacher educators, are those who are expected to concentrate primarily on designing and carrying out programs that demonstrate the efficacy of current policy and regulation. The formal mechanisms at the federal and state levels provide limited invitation to or opportunity for those at the operational level, again primarily teachers and teacher educators, to participate directly in policy formation and goal setting or to initiate action that leads to examination and change in philosophy, policy, or program. Rightfully, those in positions in governance agencies have the responsibilities they discharge, but additional mechanisms are needed to bring the creative talents of all in the profession to bear on the problems and issues in agricultural education and in planning for the future.

PROFESSIONAL ORGANIZATION INFLUENCE

The national professional organizations in agricultural education—Agricultural Education Division of AVA, National Vocational Agricultural Teachers' Association, American Association of Teacher Educators in Agriculture, and National Association State Supervisors of Agricultural Education—provide the opportunity for members of the profession to participate in planning for the future of agricultural education. The interests of professional organizations in the future of agricultural education go beyond lobbying for vested interests and the seeking of financial and moral support from groups and organizations with special interests in agriculture and agricultural education. Also of high importance to our professional organizations must be the critical examination and careful analysis of the goals we attempt to achieve and the ways we go about accomplishing these goals. Recommendations for the future—both in terms of

(Concluded on page 167)



Milo J. Peterson

A LOOK OVER THE SHOULDER

Reflections of Editors
Milo J. Peterson—Edgar A. Persons, 1971
Agricultural Education
University of Minnesota
St. Paul, MN 55108

Note: Dr. Persons has commissioned me to prepare this commentary. Therefore any slings and arrows should be directed to him. Admittedly he did most of the work during our brief tenure as Editors of the AgEd Magazine. (Milo J. Peterson)



Edgar Persons

Dr. Persons and I inherited the editorship of the magazine due to the untimely demise of our colleague, Dr. Harry W. Kitts. We tried valiantly to uphold the standards set by Dr. Kitts for four or five months. Believe me, it was a learning experience.

BATTLE WITH SIGNIFICANT ISSUES?

Our house organ, the *Agricultural Education Magazine*, should, and for the most part has, reflected the history of Agricultural Education in the USA and abroad. However, it has always bothered me that the *Magazine* was too bland, too neutral, too hesitant to do battle with significant issues. The editors struggled to get sufficient copy dealing with the "why" and "what for" problems and issues confronting the profession, but usually ended up with "how we do it" pieces. Perhaps one reason might be that in the early days of our "Ag Ed" profession we were dominated by the State Directors and State Supervisors. Therefore, the *Magazine* could deal with articles about "how we do it in East Overshoe," thus avoiding the gut problems of policy and program development that were dealt with elsewhere. It seems to me (us) that the seed-bed of Vocational Agriculture (the teacher education centers) failed to rise to the challenge and the responsibility of striking out for the leadership that was, and is, our role.

INTEGRAL RESOURCE?

Where do fledgling teachers get the philosophy, the methods, the technical training and the program planning techniques necessary for successful community-based vocational agriculture programs? The answer is obvious: either they get it during their undergraduate education or they do not get it at all. And the role of our professional journal should be an integral resource in their transition from student to teacher, from one side of the desk to the other.

We have been devotees of the *Ag Ed Magazine* from undergraduate days to practitioners in the field. But for some reason the *Magazine* was never a source of sustaining philosophy and/or critical delineation of issues crucial to program development.

SIGNIFICANT ISSUES?

Let me say that Dr. Ed and I dutifully followed the format laid down by our illustrious predecessors. We did not do what I hope our successors will do. The *Magazine* should enlist the resources of the profession to do battle with the

significant and important problems and issues that shape the future of vocational agriculture. I hope the profession will encourage a "Letters to the Editor" section where vigorous debate and exchange of ideas will attract the thoughtful and innovative practitioners in agricultural education.

There is an old Chinese proverb that says, "Any fool can criticize, and most of them do." Before being thusly classified let me postulate that the foregoing statements are reflections, not criticisms. Hindsight vision is always 20-20.

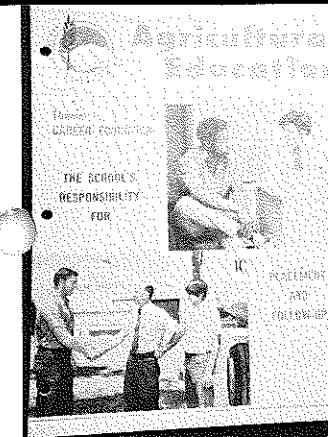
WHITHER AGRICULTURAL EDUCATION!

I propose that a feature of each of a series of issues of the *Magazine* be devoted to essays on the topic "Whither Agricultural Education!" Such a publication was produced some forty years ago. It was a source of inspiration to me since it provided insights into the thinking of the leading, though not necessarily most popular, men in the field. Just for kicks our editor might commission someone to locate a copy of that publication and try this idea on for size.

RABBIT DOGS OUT OF COON HOUNDS?

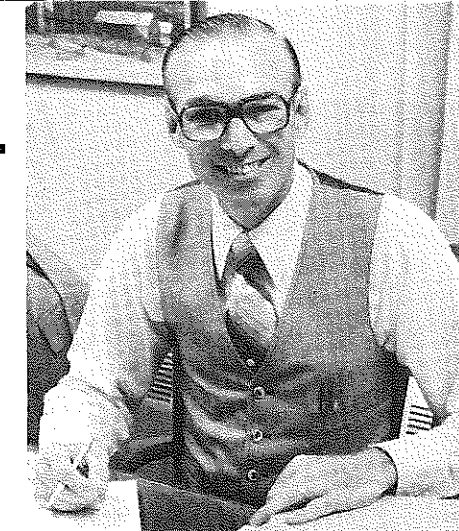
Several years ago I taught a summer session at my alma mater, Cornell University. At that time there was much excitement about vocational agriculture turning to the peripheral areas of ag-related fields such as recreation, wildlife conservation, flower arrangement, etc., and drastically cutting back on production agriculture. When it was suggested to Harold Noakes, then state supervisor, that he was making rabbit dogs out of coon hounds, he said that in New York they were running out of coons! This was, of course, an over-simplification of a really critical situation. How do we strike a balance between doing the things we were created to do and at the same time provide for a needed broadening of offerings? Without *production* nothing happens; yet there is a great opportunity for growth in such fields as horse care and equestrian training, to give one example. At the same time I think that across the board we have a rather dismal track record in adult farm management education which is the quintessence of vocational agriculture. This whole area of priorities is a fruitful area for the *Magazine* to explore. Here again the burden will rightfully be placed on the teacher education programs since what we prepare undergraduates to do reflects our concept of what vocational agriculture is all about. I think it is a valid question: are we making rabbit dogs out of potential coon hounds?

(Concluded on page 166)



YOUR MOST ECONOMICAL PROFESSIONAL TOOL

by
Roy D. Dillon, Editor 1972-1974
Agricultural Education
University of Nebraska-Lincoln
Lincoln, NB



Roy Dillon

As I reflect upon 50 years of publication of the *Agricultural Education Magazine*, what can a former Editor, once a vocational agriculture teacher, now teacher educator, say to the major readership, today's vocational agriculture teacher?

The purpose of this journal has always been, and will continue to be, the improvement of vocational programs in agriculture for people. The center of what happens in the local program is *the teacher*. If you as *the teacher* have the technical know-how, a professional attitude, and relate well to students and professional peers, your program will be meaningful and relevant for people. Junior high students will understand the purposes of their upcoming high school vocational courses, high school students will develop salable skills prior to graduation, and post-high groups will improve efficiency in operating their farm, ranch, or in an agri-business job.

CURRENT INFORMATION AN ASSET

If you started teaching vocational agriculture within the past five years, you had the advantage of college courses which included current technical information in agriculture and agri-business. In addition, you have been exposed to the latest "approved practices" in classroom teaching methods, supervised occupational experience program planning, and FFA operation. Use your energy and new knowledge to obtain full measure from your professional preparation. Be thorough in planning of classroom, FFA, and occupational experience programs for students, and establish a program for communicating program results to your school authorities and community.

Take the initiative in the presentation of ideas for program changes. Utilize your advisory council for studying possible recommendations. Be assertive, but not aggressive in an effort to obtain the ear of your administration and Board of Education.

EXPERIENCE AND CONTINUITY AN ASSET

If you have been teaching from five to fifteen years, the advantage of experience is a definite asset, providing that you have been sensitive to the lessons experience can teach. Early mistakes should have been corrected. Time spent in planning for teaching, SOEP, and for FFA should be efficient and effective in terms of results achieved. You should have learned to delegate tasks, manage a total program, and continue to look for ways to improve each phase of your program.

You have probably been in a particular school for four

or more years, and have discovered the positive influence that a program with continuity can have on a community. Former students who have become young farmers, adult farmers, and hold agri-business jobs may request continuing education. The quality of occupational experience programs of your high school students may have improved significantly, and have been reflected in the number and breadth of FFA awards won at the local, state, and national levels.

Your experience has helped you "balance" your time among teaching, home, and community responsibilities, so that all three areas receive the needed time and effort.

WISDOM AN ASSET

If you have been a vocational agriculture teacher for over fifteen years, you have had an important role in major changes in the vocational agriculture program since 1963. In addition to your school work, you may have accepted other important responsibilities within the community. The wisdom you have gained through helping young people and adults develop their talents, along with the opportunity to benefit by experience, makes you an important part of the total community. This wisdom should enable you to make changes in your local program, reflecting the intent of the new vocational legislation. This procedure will enable young people and adults to benefit from your agriculture-agri-business program. This wisdom should challenge you to seek out sources of up-to-date technical information and teaching methods, to participate in in-service workshops to sharpen teaching skills, and to conduct a well-managed vocational agriculture program.

SUMMARY

The *Agricultural Education Magazine* has been an important reference for local vocational agriculture teachers since 1929. Changes in classroom teaching methods, course programs, supervised occupational experience programs, and FFA operations have been reported. Teachers have been challenged to look critically at their local programs.

The local vocational agriculture teacher must be able to positively answer the question, "Is our local program of vocational agriculture preparing young people and adults for present and emerging jobs in agriculture and agri-business?"

The *Agricultural Education Magazine* includes articles which enable a local teacher to gauge whether their program is "in tune" with current changes in the field. New ideas should be evaluated by the teacher before possible use in a local program. Are you using one of the most economical professional tools at your disposal? ◆◆◆

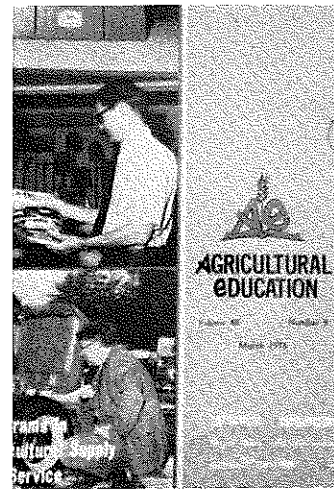


Martin McMillion

VOCATIONAL USE OF ADULT EDUCATION

by
Martin B. McMillion, Editor 1974-1976
Teacher Education, VPI and SU
Blacksburg, VA 24061

Vocational education funds are misused when they are used for hobby education.



MORE OCCUPATIONALLY ORIENTED PROGRAMS

Vocational use is high in some schools and it is low in others. Certain situations seem to contribute to more occupationally oriented programs for high school students and adult students. What kind of *teachers* would one expect to be in charge of the more occupationally oriented programs having high vocational use by students? What kind of *facilities* would one expect where the program is more occupationally oriented and where there is high vocational use of instruction? Would the general characteristics of *students*, such as age and amount of formal education be indicative of the extent of vocational use made of instruction?

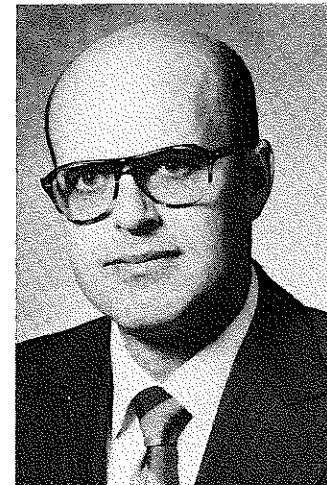
RESEARCH

Research concerning factors associated with vocational use of instruction seems to be limited. Fred Reneau, a doctoral candidate at VPI and SU, has become interested in the factors associated with vocational use of adult instruction in horticulture. Evidence is available from general adult education that age of student, socio-economic level of student and sex of student are related to vocational use of instruction. These three factors are all characteristics of the adult student. Characteristics of the teacher are believed to be associated with vocational use of instruction. The kind and amount of experience the teacher has had in industry, in college courses, and in teaching are factors that merit investigation regarding their relationship to vocational use of adult instruction. Characteristics of the school and community are also believed to be associated with vocational use of instruction. The nature of the facilities and the use made of advisory councils are two factors worthy of study.

CORRECTIVE ACTION

Vocational agriculture should strive for a high percent of vocational use of instruction for high school students and adults in all the taxonomy areas. If vocational use of instruction is low in some specialty areas, we in the profession should become aware of it and take corrective action before somebody outside the profession concludes that vocational funds are not being put to sufficient vocational use.

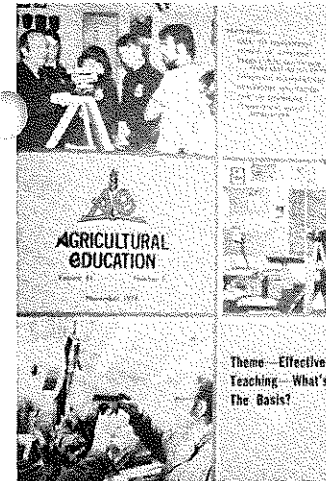
Adult courses which are used primarily for hobby purposes are certainly useful, but they should be financed to some extent by funds from other sources than vocational education funds. ◆◆◆



James P. Key

A LOOK BACK— —A LOOK AHEAD

by
James P. Key, Editor 1977-Present
Teacher Education, Oklahoma State University
Stillwater, OK 74074



TREMENDOUS SUPPORT

Welcome to the 50th Anniversary Issue of the *Agricultural Education Magazine*. It was fifty years ago this month that the pioneers in agricultural education published the first issue of the professional journal for those engaged in the fine profession of educating for agriculture. It is indicative of the dedication to the profession that we received articles for this issue from every living former editor of the *Agricultural Education Magazine*. I have certainly enjoyed corresponding with these men and receiving their thoughts on the past and future of Agricultural Education and the *Agricultural Education Magazine*. Several of these men commented on the support of the profession which has enabled this magazine to survive 50 years without encumbering financial alliances. I would like to praise the teachers, supervisors and teacher educators, who over the years have provided this tremendous support, and say thank you!

Also, it has been pointed out that the foresight and superb planning of that first editing-managing board produced policies and procedures which have remained effectively unaltered down through the years. We are greatly indebted to these far-sighted men for providing us with the framework for an excellent professional journal.

SOUNDING BOARD NEEDED

Some of the former editors have pointed out the need for the *Magazine* to be a sounding board for ideas and challenges to help us move ahead in the profession by trying those ideas in the fire of public critique. Some have indicated the need for far more philosophical and theoretical articles to firm up the philosophical and theoretical basis for our profession. Additionally, others have indicated the need for more research reports to undergird our subject matter, methods and approaches. I would simply say "Amen" to each of these and request any suggestions about ways to encourage the submission of letters to the editor, and articles concerning philosophy, theory and research written in a readable manner. I feel these are most necessary components establishing the professional basis of agricultural education. I would also encourage all writers to practice clear writing techniques because I know how easy it is to write using "educationese," or "vocabulary extension" or "diarrhea

of the pen." Clear, concise, to-the-point writing should be our goal in the *Agricultural Education Magazine* at all times.

I also feel there is a definite place for the "how-to-do-it," "this worked for me," public relations, methodological, and idea stimulating articles. I have attempted to encourage as many teachers as possible to write the kind of articles they would like to read. After all, the great majority of our profession are teachers.

FAITH IN THE PROFESSION

I have faith in those teachers at the grass roots level. I have faith that they are trying as nearly as possible within federal guidelines, within teacher educators' and supervisors' recommendations, and within local school board and administrators' policies to provide the best education in agriculture they can provide those youngsters entrusted to their care. The key, I believe, is that the ag teacher CARES for each student. They care enough to try to find the best approach and program to meet that individual need. They care enough to find a way, when the way may not be too clear, to provide alternatives not clearly spelled out by law or policy, if it makes a difference in that student's life.

I have faith that teacher educators and supervisors will not get too far removed from the classroom to see "our reason for being"—the students and their needs. I have faith that the guidelines, recommendations and policies will be created with those students and needs in mind and that all of us working together will do our dead level best to meet those needs.

FOLLOW THE FOOTSTEPS

Now, let's follow in the footsteps of those who so ably led us to this point, and through the *Agricultural Education Magazine* share the ideas, the philosophies and theories, the research, the things that worked for us, the methods that are valuable, and all the rest to make agricultural education fulfill its professional obligations—meeting the needs of our students.

Thanks for all your support and help in the past and may the 50 years ahead be as bright as those behind.—Ed.

CONTINUED HAROLD M. BYRAM

interpreted by some as competition from the 4-H system has occasionally led to antagonism, to worry about the school-sponsored F.F.A., or to the placing of emphasis where it should not be.

Another issue relates to teaching methods, and should be of concern of all teachers of all subjects. That is "who is thinking." This was commented on in our editorial in the April 1941 issue. If one were to walk past all the classrooms possible on any given day and listen he would be chagrined to note that in a great majority the teacher was talking. What were the students doing? Who knows? Who will ever know until or unless he sees the students in action either in the classroom or in the agricultural laboratory of whatever kind? We give lip service to the axiom that learning is an active process. How well do we exemplify this principle in our teaching?

CONTINUED PETERSON AND PERSONS

COMMON PHILOSOPHY AND OBJECTIVES

The answers to these questions may well vary from state to state and from area to area within states. One thing is certain: there should be a common philosophy and a set of common objectives. The implementation of the programs and the practices by which the objectives are achieved will

CONTINUED RALPH J. WOODIN

3. *The needs of most of the readers have been well met.* Our varied audience includes teachers, researchers, administrators and others from all over the nation and the world. Many different interest and needs are represented. The magazine meets these needs by presenting a variety of articles, editorials, research reports, pictures and reviews. We need a magazine for the profession rather than a single purpose journal.

4. *The magazine has gained a reputation as a free, unbiased, unbossed and responsible voice of the profession.* This has resulted in part from the fact that the publication is financed entirely by the subscribers. Federal or state subsidies and advertising revenue are tempting to the hard pressed business manager, but all too often "he who pays the fiddler calls the tune."

5. *The price is right.* The fact that over 90% of the profession subscribe to the magazine indicates that our readers consider it a good value at seven dollars a year. We should all remember too, that were it not for the many volunteer services performed by writers, editors and others that the magazine might well cost three or four times its present subscription price.

NEEDED CHANGES

If I could again edit the magazine I think I could do better. I would first of all try to build on and continue the five accomplishments just listed. Then I would work hard on the following improvements. These need to be made regardless of who is the editor if the publication is to do the job that needs to be done in today's world.

1. *Current tides of social change should more often provide the frame of reference for discussions of the direction of Agricultural Education.* There must be implications for us in Proposition 13, in the Bakke decision, in President Carter's proposal for a federal department of education, in sex stereo-

PERSONAL ADVICE

Having now been retired for over six years one may be pardoned for referring to these years as "golden." They can and will be rewarding if one takes what he has and what is available to him. It has not been accidental that the writer finds the days too short. Playing trumpet in the local 75-piece symphony didn't come easy. The long years of neglect had to be taken care of by two years of weekly private "rehabilitation" lessons. Easier was the singing in our 100-voice men's chorus and in the church choir. The thrice-a-week golfing result doesn't look great on the score card, but is a help to keep in shape and is great fun. Retirement is great, but one needs to work at it or toward it. The words of advice are: don't drop your leisure time activities; and add others. ♦♦♦

depend on how well we can cut the cloth to fit various patterns.

All of us owe a debt of gratitude to those who have served on the Editing-Managing Board, the editors and, most especially, to those who have taken pen in hand and contributed their thoughts and ideas for the improvement of agricultural education. Selah!

typing, and in the 1978 Gallup Poll on Education, to name a few. We cannot be leaders of vocational education if we retain a provincial, closed shop, isolationism.

2. *The magazine needs the touch of a professional to eliminate its dull, drab personality.* The September issue of *Vocational Education*, formerly the *American Vocational Journal*, provides a good example. A professional journalist could assist the editor on matters of policy, procedure, layout and format and could help make a more graceful transition from one editor to the next. A small honorarium would provide for such service.

3. *The level of the content should be aimed at the upper 25% of agriculture teachers.* It is this group who determine the future of our profession and we must never "write down" to them.

4. *The magazine should become the major communication link for NVATA.* Most of our readers are NVATA members and one of the organization's greatest needs is to communicate regularly and clearly with the membership. This doesn't mean NVATA domination of the magazine, but it will require imaginative cooperation on the part of the organization and the magazine.

AND NOW THE BOTTOM LINE

From the time of its fiftieth birthday henceforth the success of the *Agricultural Education Magazine* will depend on how well it meets its ever present competition!

On my desk are this month's issue of *Time*, *Book Digest*, *Phi Delta Kappa*, *Saturday Review*, *Modern Photography* and *Agricultural Education*. What I read in each will be determined by how much the articles are in touch with the times, reflect my own interest, speak out clearly and forcefully and are attractively packaged. The *Agricultural Education Magazine* now meets such competition well, and it must continue to do so.

Happy Birthday and Many, Many More! ♦♦♦

CONTINUED J. ROBERT WARMBROD

goals and problems—can be hammered out through the profession's examination of the problems, practices, and issues that are crucial to the future of agricultural education. The professional organizations, and we who are active in these organizations, must put forth the effort and resources necessary to allow the profession to impact on planning for the future.

PROFESSIONAL JOURNAL INFLUENCE

The Agricultural Education Magazine is unique in the opportunity it affords those in the profession to challenge and lead. What better forum is there, other than a professional journal, for responsible, critical analyses of what we are, and what we are about, or provocative proposals for what the future of agricultural education should be? *The Agricultural Education Magazine* is for all in the profession

—teachers, teacher educators, and supervisors. On occasion we hear that teachers are primarily interested in a journal of one-page, how-to-do-it articles, essays that minimize or avoid research, and anecdotal public relations-type sketches that cajole rather than challenge. Those who advocate that stance for this journal, in my opinion, grossly underestimate the competence and professional commitment of teachers. Teachers are just as concerned as others in the profession about the future of agricultural education. Also, they are equally competent and desirous of participating in formulating agricultural education's agenda for the future.

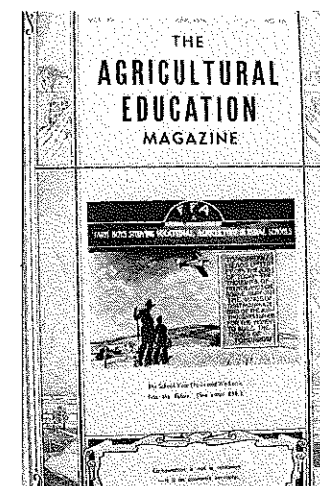
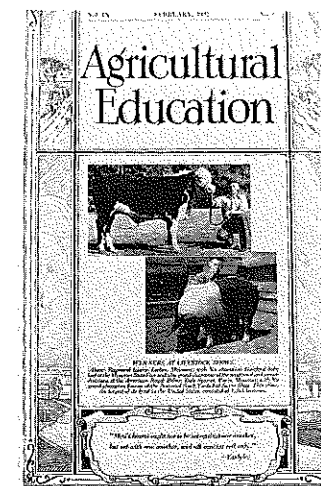
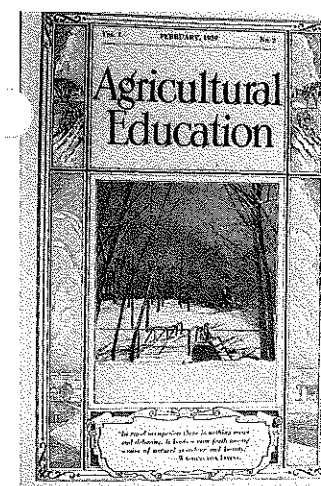
All of us in agricultural education should be concerned about the future of agricultural education. Professional organizations and this journal are two mechanisms through which we can individually and collectively shape that future. ♦♦♦

CONTINUED GEORGE F. EKSTROM

BUSINESS MANAGERS:

Z. M. Smith, State Supervisor, Indiana, January 1929-June 1931.
W. F. Stewart, Ohio State University, July 1931-March 1943.
G. F. Ekstrom, University of Minnesota, April 1943-June 1946.
W. H. Martin, University of Vermont, July 1946-June 1949.
(at University of Connecticut beginning October 1946)
Mark Nichols, State Supervisor, Utah, July 1949-June 1952.
Byron J. McMahon, State Supervisor, California, July 1952-June 1955.
Henry Ross, Texas A. & M. College, July 1955-January 1957.

Henry TenPas, Oregon State College, February 1957-June 1962.
T. L. Faulkner, State Supervisor, Alabama, July 1962-December 1968.
Doyle Beyl, State Supervisor, Wisconsin, January 1969-December 1971.
Harlan E. Ridenour, State Department, Ohio, January 1972-December 1975.
Charles F. Lebo, State Supervisor, Pennsylvania, January 1976-December 1977.
Glenn Anderson, State Supervisor, Virginia, January 1978-Present



COMING ISSUES COMING ISSUES COMING ISSUES

(Please submit articles 2 1/2 months in advance of Theme to allow publication time.)

COMING ISSUES

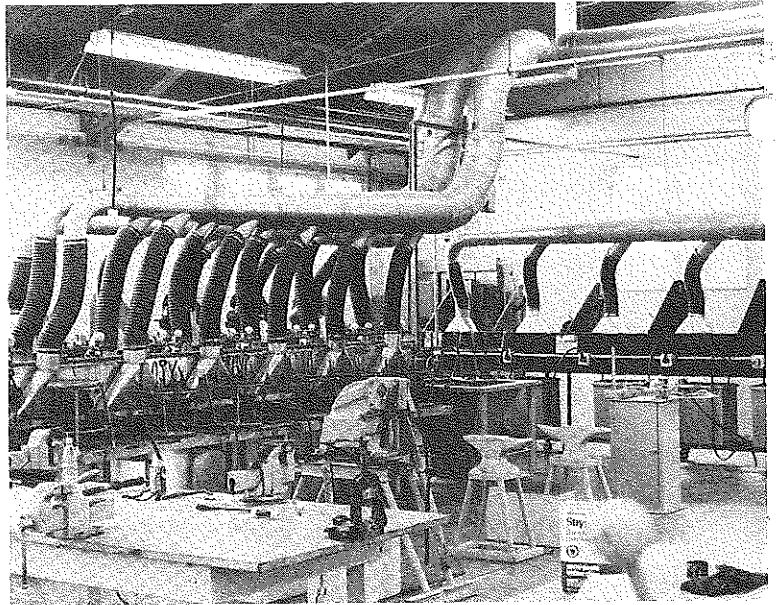
FEBRUARY — FFA — A Valuable Resource For the Agriculture Teacher
MARCH — Classroom Instruction — Getting the Ideas Across
APRIL — Supervised Experience—Doing to Learn — Learning To Do
MAY — Agricultural Mechanics — Developing Important Skills
JUNE — Summer Opportunities — Supervision, Planning, In-Service Education, Conferences, Repairs, Other Activities?
JULY — International Agricultural Education — Filling the World's Breadbasket

AUGUST — The Overworked Ag Teacher — Determining Priorities
SEPTEMBER — A New School Year — Opportunities Unlimited
OCTOBER — Our Grassroots Community Relations — Parents, Advisory Committee, Administration, Legislators
NOVEMBER — Adult Education in Agriculture — An Extension of Our Vo-Ag Program
DECEMBER — Horticultural Occupations — Learning to Beautify

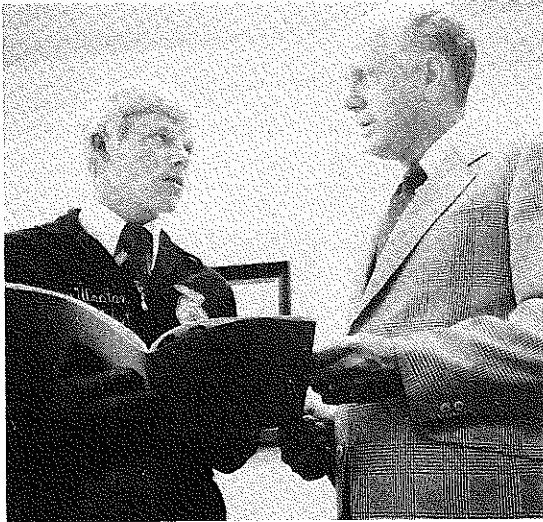
COMING ISSUES

STORIES IN PICTURES

by
Joe
Sabol



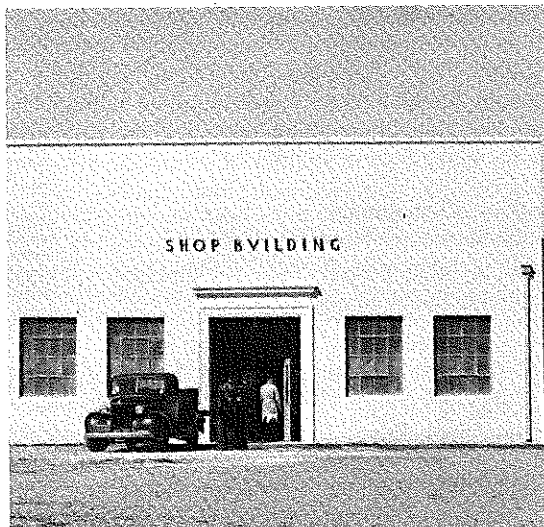
O.S.H.A. will continue to affect our teaching environment. This farm mechanics shop in Riverdale High School, Riverdale, California, may be an illustration of the future shops for vocational agriculture programs. (Photo courtesy of Joe Sabol, Cal Poly, San Luis Obispo)



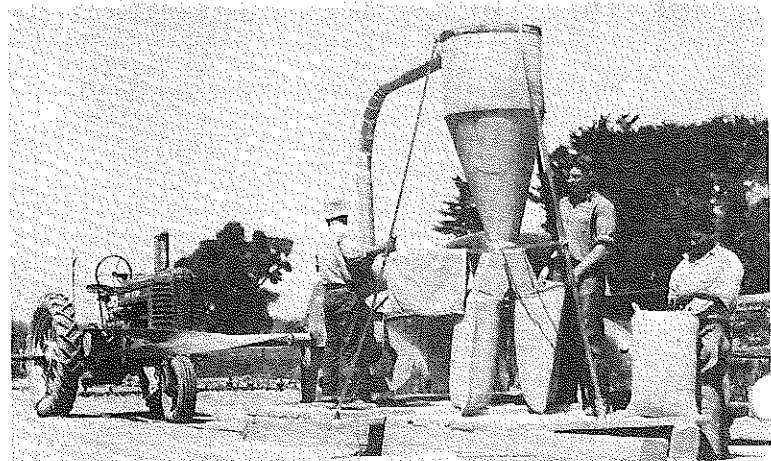
TEACHER OF TOMORROW — Benny Wooton, Immediate Past State President of the New Mexico FFA Association and Agricultural Education major at New Mexico State University is shown discussing agricultural education with the Dean of the College of Agriculture and Home Economics, Dr. L. S. Pope. (Photo courtesy Paul Vaughn, New Mexico State University).



Much history has been created by these five men and 125 years of membership in the Illinois Association Vocational Agriculture Teachers. Recognized at the June, 1978 Annual Conference were (l to r) Carl Gowler, Effingham, IL; Bobby R. Littlefield, Broadlands, IL; Russell Lewey, Rantoul, IL; Joe B. Hall, Granville, IL; and Lester Finder, Marengo, IL. (Photo courtesy of John Feddersen, Assoc. Executive Director, Illinois Association Vocational Agriculture Teachers)



Looking to the Past? Our facilities have changed since this picture was taken of Orland High School Farm Shop Building, Orland, California back in 1942. (Photo courtesy of the Cal Poly Archives in San Luis Obispo).



The past has many memories, not only of past students, but past practices. William Crinklaw (center) of King City, California, is mixing feed for his swine operation. Bill was named Star Farmer for California back in 1940. (Photo courtesy of the Cal Poly Archives in San Luis Obispo).