Leader In Passage of Vocational Education Act of 1963

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

Congressman Perkins obtained his early training and education as a farm boy in rural, Knott County, Kentucky. As a school teacher and part-time farmer, he operated a small farm which he now owns. His continued interest in agriculture is reflected in the fact that he continues to operate his own home farm in a small way and now owns another farm, which he operated on a somewhat larger scale, although his congressional duties have cut back on his agricultural activities, but not his interest in the problems faced by the farmers.

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

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

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

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

Declaration of Purpose

"— To maintain, extend, and improve existing programs —
To develop new programs, so that persons of all ages in all communities will have ready access to high quality, realistic vocational training or retraining (in light of actual or anticipated occupational opportunities for gainful employment) suited to the needs, interests and abilities of these persons."

— Vocational Education Act of 1963.

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

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

Featuring Philosophy and Objectives
Long on Practice, Short on Theory and Philosophy

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

Theory helps explain a situation by close examination of underlying causes. Thus, we are able to make fully scattered results or generalizations so that we can “make sense” out of a situation. When we are able to state a theory, it is stated in a set of propositions. These propositions, ideally, meet the following conditions: They must (1) be stated in terms of a single variable, (2) exist consistently with one another, (3) be capable of being supported by further observation or generalization, or (4) be fruitful—show ways to further observations or generalizations, thus increasing the coverage of the variable.

Therefore, constructing a theory is a way of solving a problem, while theory is not easy. It must be arrived at through creative achievement. I am not suggesting that all of us should become theorists but I do believe that we could take time to see what theory could add to our repertoire.

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

In using the word “practice,” I am following the dictionary definitions. “Actual performance or application of knowledge; distinguished from theory.” The appropriate adjective is “practical.” We have trained to take a good practical course in a doctrine. In the process we have frequently lost the basic reason for the practice in the first place, namely, learning. The theory and the underlying philosophy of supervised practice would probably lead to a better evaluation as sound educational principles, not only for vocational agriculture but for any other subject. However, the practice of guided and planned work is not significant in this context. We taught ourselves this in agricultural education.

The PFA developed as a supplement to vocational agriculture. However, the requirements of a supplemental program usually are not the same as those of another subject. But we made it a ritualistic, tight organization in which a boy could join only if he could recite the creed and meet certain other requirements, including an initiation for good measures, all much more burdensome than a pledge or a bond. To be a PFA member is to make a commitment to a course in high school. For fear that you think I am picking on the PFA, I must say it is an important organization. But the educational values in the PFA and the high school program we did even worse in solidifying the philosophy of the program.

If you will read almost any of the policy bulletins, you will see adult and youth farmer classes defined by using the number of meetings as a part of the definition. Since we significantly defined the PFA as “10 or more meetings with 10 or more farmers.” Yes, we have institutionalized many of our practices then given to great length to enforce the practices—forgetting that the practice started as a way and means to reach an objective of learning.

Coye Scarbourgh
Letters to the Editor

Dear Dr. Scarborough,

I have been pleased to note a number of articles in The Agricultural Education Magazine dealing with the need of vocational agriculture in our high schools. It is good to see that you are encouraging the need for interesting large numbers of students to take courses in biology and agriculture.

We need to keep in mind that prospective teachers are often quite unaware of agriculture. It is one of our nation's most important industries. Even the populationologist who dictates that agriculture will continue to be a two-billion-dollar-a-year industry.

In spite of increasing enrollments in many agricultural courses, the number of students for whom vocational agriculture opportunities are associated (2) and the relationship of these men to the teacher of vocational agriculture is not always clear.

Termed "legitimizers" by sociologists, these individuals are the leaders in the varying groups of community where other individuals go for information and confirmation of opinions. According to them, we are the professionals and a result of the outcome of any program of vocational agriculture in a community.

The decision-making process, particularly in a matter of group interest, seldom, if ever, bypasses the legitimizers. Somewhere within the group, members of the group make decisions for the person most responsible for competency in a certain area. As long as the group's decision concerns the correctness of the facts, the group person may have several legitimizers, depending upon the complexity of the facts and the size of the individual holds in the power structures important to the group. Usually, the maintenance of power, the acceptance or rejection of ideas and attitudes, the legitimizers collectively are a force that can spell the success or failure of any project.

However, it must be remembered that one of the damaging criticisms found in the field of education by the Panel of Consultants was that too many of their programs were not related to the need was great or more urgent needs had developed. Today, flexibility of programs and changes in their own areas of competency are major needs of the students and people enrolled in these programs. No longer are "Lifeline" or "Landline" programs sufficient. This must be remembered in the planning of vocational agriculture programs.

 Yours sincerely,

[Signature]

Henry's review of "When you visit a Tennessee Farm," was almost as good as a shot of penicillin in boosting my morale. The fact that he is getting farming back in his schools is good.

The bit of farm improvements needed to turn farm into a real part of the vocational agriculture program in our high schools, is there. It is little wonder why our Agricultural Colleges are not doing more in this area of high school vocational agriculture.

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

[Signature]

The best is to be commended for the fine work that has been done in converting the Tennessee Farm.
Philosophy Rather Than Politics—
Philosophy Furnishes Firm Foundation For Objectives
As A Guide
EARL WEBB, Teacher Education, Texas A & M University

"Philosophy is that which speaks forth from the mouth of an atheist; it is theGUDEHED unhappiest and unhappiest with the Christian faith!"

Unfortunately this has been the view of so many in the past and present. But philosophy and political science have become synonymous with atheism. Consequently most under-
graduates who are interested in political science curricula no longer require nor encourage students to take courses in philosophy of education. It is no wonder, then, that so much con-
fusion reigns in education, especially vocational education. For it seems impossible to establish meaningful objectives without a firm foundation on which to build—a philosophical understanding of the nature and purpose of education.

Philosophy is the master of education—or say, it another way, education is the handmaiden of philosophy. Plato believed that the ideal state would exist when governed by philosophers. The men of gold. He, therefore, suggested a system of education by which young men would be taught philosophy. Education was the means by which the ideal was to be achieved—the good life. The rationalist and logical school probably believed that education would develop right thinking. Every sys-
tem of philosophy is based upon educational means by which its objectives might be realized.

Herbert Spencer, a devout evolutionist, believed that education would enjoy the good life if it used sound judgment in selecting educational objectives. "The rationalist and logical school subjects they believed would develop right thinking. Every sys-
tem of philosophy is based upon educational means by which its objectives might be realized.

Herbert Spencer, a devout evolutionist, believed that education would enjoy the good life if it used sound judgment in selecting educational objectives. "The rationalist and logical school subjects they believed would develop right thinking. Every sys-
tem of philosophy has educational means by which its objectives might be realized.

To us, today's problems may be nonexistent or even nonexistent in the world today—what needs to be done—what do we want to accomplish? These are philosophical questions but they must be answered before means can be found to give answers to what needs to be done. The person who answers these questions and suggests means of action for the society.

Now, let's take a look at some of the questions that exist in our society. We are unemployed, yet a short-
time—immobility of workers is a major problem in all agriculture. We have a great demand for labor, yet we have a great supply of labor, for all agriculture. The cost of labor should be less than the cost of agricultural education—agricultural education—agriculture.

Next, we ask ourselves, what can we do now to fulfill the needs of others? History and current research shows that farmers and farm workers are not only better educated, but they are better communicators and make a difference in their productivity. But this is not the starting point; it is the goal of our education. And the goal is to accomplish the goals.

Perhaps the first need is to create society (taxpayer) to be aware that the agriculture is not as they should be that we need a need for pre-
employment and in-employment needs.

Once the means for vocational education programs have been provided, it is then necessary to develop curricula which will enable persons to gain the knowledge and skills needed to enter their chosen occupation and advance in them. What then is a valid basis for cur-
riculum construction in vocational education? Is the occupational training if not, why not?

Agricultural Education Needs

What are the vocational needs in this agricultural education? A better question is, what is the philosophical framework in which agricultural education can be discussed? This is dependent upon the implied or that in which the program will be assigned the specialized task to help insure an adequate amount of vocational education for the society.

If this is not the purpose, then what is it? Most of us in agriculture see agricultural education as an old (not an exciting one) education, yet all in agriculture even at the highest level of the board of agriculture and paying farmers for not produ-
ing is rather a substantial.

Why do we want to change our present program? Is it to fulfill needs in society that are better to fulfill than any other group? If so, what are they? Is it to develop only or are there other reasons? History and current research shows that the children of the "and Subsistence Farming," in agricultural education is an unimportant problem on the past of professional agricultural workers are more progressive.

Lawrence Drabick

There may never have been a time in the history of public education in the United States when the problems of education have been so critical as at the present time. This is due to the fact that the functions of practitioners were to those who have been crucial and blantly aright, and that have been ignored and ignored in some measure. Even though they are drawn directly from the ranks of education from closely aligned and allegedly friendly disciplines. List, for example, to Scott Buchanan as he says: The truth is that neither the society nor its academicians know what should be taught. The general public has reason to believe that the academic institutions are providing the education that the community needs for its survival. There is no confidence that the members of the academic body can teach and learn what they ought to know, or that there is any general will to find out what that might be.

Here is no sugar-coated pill, nor any half-hearted expression of dis-
content. This occupation constitutes an obvious demonstration and through them the educational institutions, know or have any basic principles for knowing what is it they are attempt-
ing to do. In more measured and less aversive terms but no less positive fashion, John Brubacher has commented on the same point. Among challenges he speaks to the philosophy of education Brubacher notes inclusion of a:

...current anxiety that modern education is about to be replaced by "rational," "rational" or "rationalism"... It is all well and good to flatter ourselves in the twentieth century we are substituting conscious and deliberate trans-
figuration and renewal of the cultural tradition.

For planning—Sociology More Dependable Than Philosophy In Formulating Objectives

Lawrence W. Drabick, Teacher Education, North Carolina State University

Constitutions in the critical cat-
egories to which reference has been made are merely the disparagers of public education. There is another critical for the categories of the followings. Yet we could easily deceive ourselves without a reference to the categories:

There is a current anxiety that, of the educational aims for the empty or, if not empty, are vague, and are vague, and are vague, and are vague, and are vague.

... Learning involves the continuous reconstruction of experience but should that include a constant reconstruction of the aims of edu-
cation as well?

These are words, amounting almost to an indictment. Education is posed as without goals, undergoing a form of institutional anomie, whether that term be intro-
political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or political or 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Philosophy and Objectives of the NVATA

WENBRO SMITH, Former President NVATA
Teacher of Agriculture, Talburt, Pennsylvania

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

The NVATA does not have a written philosophy, but it does have some of the basic principles embodied in the written Objectives, the Creed, and the other documents and records of the Association. While such other published materials are the Constitution, the Information Bulletin for members, and the newly published, Student Information Bulletin.

Possibly the basic principles which will well constitute the philosophy of the NVATA are included in the five statements in the Student Information Bulletin, entitled, WHY I加入了 NVATA.

1. A teacher cannot stand alone.

In teachers there is strength.
The NVATA provides a teacher of vocational agriculture with more than 15,000 other vocational agricultural teachers who can speak more effectively for his students.

2. Through the NVATA, teachers of vocational agriculture benefit from the experience and work of their colleagues on the district, state and national level. A district or state organization can, accordingly, more with the help and coordination of a national organization.

3. The NVATA is instrumental in maintaining conditions conducive to the improvement of the profession through its constant instruction and promote the welfare of the teacher.

4. The NVATA maintains good relationships with business, industries, government, and many civic, professional, and other organizations.

5. Every individual owes to his maximum potential, drawing from all disciplines of education subject to his natural abilities, the ability to make a difference. The student is challenged to develop an integrated identity, a sense of responsibility, and respect for his ability and worth.

A Proper Vocationalism

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

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

My own preference is for an early exploration of the vocational possibilities as a danger that should be noted. This may call premature vocationalism. By premature vocationalism I mean the entering early upon a course of narrow training that almost precludes a change of direction. Going to a secretarial school beyond high school, instead of college, for a bright girl would not be a great way to constitute a premature vocationalism; perhaps going to an IBM school to be a punch operator would represent the same kind of thing. Premature vocationalism table, I mean to say, is a case of a decision, including the exploration of a possible commitment, if only to reject it.

Hansen, the distinguished French sociologist, used an expression that I have often quoted. He said that specialization is a good thing, but that their tendency is to keep you on the track, provided you learn also to think outside it. (Hansen, 1954). That is the way I feel about having a vocational goal.

A vocational goal need not be a money-making goal. I suppose a life-plan is what I am talking about, but life-plan has a kind of senti- mentality sound about it. Wherein vocational education is getting down to brass tacks. Were we able to get down to brass tacks on the development of young farmers and student in a way that would be a proper application. A question and answer section could be

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

The High School Student

The unique educational opportunity of the high school, the opportunity to meet new people, to make new friends, to learn new things, to develop new interests, to make new decisions, to have new experiences, is a vital phase of the educational growth of the young person.

Two Major Reasons for Vo Ag Success

CLAYTON COOK, Teacher Education, Oklahoma State University

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

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

The accompanying diagram describes this conflict.

Any area of vocational agriculture vigorously will challenge the individual to utilize the worth at both ends of the continuum. The student must be able to chart his own nature rewards all who put forth the effort. Those of genius quality are yet still to be discovered. Those not so favorably endowed are rewarded for their efforts as they achieve goals of personal value on their level.

Yet, life is full of conflict.
Charles I. Jones (Continued from page 30)

aware of their position within the leadership structure of the school. Through various activities such as the bass fishing trip, Farm Bureau and Grange work, and association with the men in the community, each boy learned the meaning of discipline.

In certain instances the "ice was broken" and a free flow of communication resulted. In one group, Langston had invited the boys to his home, perhaps for dinner, a story hour, or just a quiet talk. Although the identity of a leader may generally be determined through certain techniques, such as those employed by Langston, at times the identity of a leader may remain hidden from everyone except members of that particular group. This is mainly because of the peculiar shaded areas in which the boy moves aparently being made, he may not realize the full implication of what is happening. However, the presence of the identity of the true leader may be obscured by the knowledge that which helps to keep up the progress of the group is made. Because of the group's success, the leader of a group, people in general do not care much to shift the social system of the group for the sake of losing their membership and status with the group.

Value Teacher

Once a leader has been identified and rapport established, his importance to the group's success cannot be overstated. To provide an effective program for a community, the teacher of vocational agriculture must have first hand knowledge about the people and their problems. The information he needs is not generally gathered directly through him, but is rather the result of an understanding of the group as a whole. The knowledge, by virtue of his position and the power structure of his group, can supply the needed information for the teacher.

The leader, in evaluating the needs or problems of the community, can always make pertinent suggestions. For example, the leader may always be sought after to give his opinion or to offer advice. The leader is always well-filtered. This careful and always-adequate observation, as is often the case of the a-va-g teacher, is the result of knowing the "inside story" in his own group. His decisions must be accurate if he is to hold his position within the group. The needs of the group are dynamic in nature. His group, therefore, is always changing. Since the needs of the group are changing, the leader must be flexible in his methods of teaching. "The major goal of the leader is to create an environment that will facilitate the students' learning. He must be flexible in his methods of teaching and must be able to adapt to new situations. This is a difficult task in the field of education, but it is essential for success."

Use New Funds

Use New Funds--

Strengthen Farm Management Instruction

FLOYD MCCORMICK, Teacher Education, Ohio State University

There is a growing trend in vocational agriculture to use new funds to strengthen farm management instruction. This is because the demand for agricultural instruction is increasing, and there is a need to provide more effective programs of instruction in farm business management. As a result of the increased interest in farm management, many states have increased their farm management programs. Others are maintaining the "status quo." If we are to promote better vocational education in agriculture, we need new money. New funds will provide the potential of increased funds as a result of the new Federals to education, as well as the increased efficiency of the Federal agencies. The key to this is to provide more adequate farm management programs. The need for increased farm management programs is great and if we develop a plan of action for improving the quality of these programs, which is both financially and educationally sound.

Expanding Farm Management Under Provisions of Vocational Education Act of 1963

The Vocational Education Act of 1963 provides unlimited opportunities for the teacher to develop new programs of instruction in farm management instruction. These programs would be aimed at strengthening farm management instruction.

Helps for Teachers

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

1. Increase the number of full-time adult education teachers who have been trained specifically in the areas of agricultural accounting, farm planning and production, and farm record analysis.

2. Employ a farm management specialist on the state level to assist in the development of new programs in farm management instruction.

3. Establish a state farm accounting processing center for summarizing and analyzing farm financial accounts for farmers enrolled in farm business management classes.

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

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

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

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

(Continued on page 42)
Source of Educational Goals

A more pragmatic approach may be germane. In this framework, we may ask ourselves the question of the existence and utility of educational goals by asking, "To what source is an educational leader to turn in an emergency to formulate educational goals and objectives for the unit of education?" That is, in the event of a natural disaster, who is held responsible? There appears, in reality, to be three sources: the educational leader himself, the community, or the educational system itself. Each of these sources is important, as various problems and crises have been handled by the educational system and its leaders. The problem is to determine which source is the most effective in providing guidance and direction in the face of a crisis.

Educational Goals as Stated by Society

Educational goals should be stated by society. The goals should be those that are necessary for the survival and progress of society. The goals should be stated in a manner that is consistent with the values and beliefs of the society.

Educational Goals as Stated by Students

Educational goals should be stated by students. The goals should be those that are necessary for the personal growth and development of the students. The goals should be stated in a manner that is consistent with the values and beliefs of the students.

Educational Goals as Stated by Teachers

Educational goals should be stated by teachers. The goals should be those that are necessary for the professional growth and development of the teachers. The goals should be stated in a manner that is consistent with the values and beliefs of the teachers.

Educational Goals as Stated by Parents

Educational goals should be stated by parents. The goals should be those that are necessary for the personal, social, and economic well-being of the children. The goals should be stated in a manner that is consistent with the values and beliefs of the parents.

Conclusion

The process of setting educational goals and objectives is a complex one that involves the cooperation of all stakeholders. The process should be a dynamic one that is responsive to the needs and values of the society, students, teachers, and parents. The process should be a continuous one that is revisited periodically to ensure that the goals and objectives remain relevant and effective.
Establishing Vocational Technical Schools

JAMES T. HORNER, Teacher Education, University of Nebraska

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

It has been my good fortune to serve as Consultant and Study Director to the Nebraska Legislative Committee on Vocational Technical Schools. It seems appropriate that I should throw into the “idea pool” some points gained.

The committee recently adopted these guiding principles as its considerations:

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

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

a. to provide with State funds, a system of (6-10) post-secondary schools whereby (100) per cent of the state's citizens are included within a (50-60) mile radius of h. to require that at least five kinds of vocational courses be provided for establishment of areas served. These areas should be coordinated. (Principle of comprehensive programs-balance).

to require a minimum of (500) students on campus outlay for establishing areas schools.

to require assessed valuation of ($50 million) financial base for establishment of area secondary schools ($20 million) for area secondary programs.

to require a minimum of (5000) students in vocational technical high school students base of potential enrollment for establishment of an area post secondary school — (20,000) population or (20,000) high school students for an area vocational program through a comprehensive high school.

f. to integrate a system and staff to accommodate the needs and estimate employment needs and evaluate vocational technical education.

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

Publication Tells Details of Tractor Course

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

Tractor maintenance is part of the agriculture courses for the junior class. Six to eight weeks are spent in this part of the course, including classroom discussions, demonstrations, and actual work on the tractors.

The objectives of the course are:

1. To learn when, where, and how to perform tractor maintenance on the tractor.
2. To recognize need for skilled mechanic help.
3. To recognize parts and need for replacement.
4. How to order parts, number and model of the machine.
5. Safety in operation of the tractor.

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

The following services are usually performed: (1) Complete lubrication, following the owner's book for the particular tractor. (2) Valve and brake points checked and set. (3) Cooling system checked and set.

(4) Oil and oil filter. (5) Steering checked and adjusted. (6) Brakes and clutch adjusted. (7) Transmission and differential lubricant checked and changed if necessary. (8) Tires and ignition points checked and replaced if necessary. (9) Battery and battery system checked and repaired as needed. (10) Air cleaners cleaned and checked.

After all maintenance services are performed, any major repairs needed are performed during the regular shop day as a shop project.
Principals Endorse
Occupational Education

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

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

Pretest

<table>
<thead>
<tr>
<th>Practice</th>
<th>Active Programs</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach motivates for employment</td>
<td>34</td>
<td>67</td>
</tr>
<tr>
<td>2. Adjust basic subjects for low achievers</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>3. Teach technological changes crossing job classification</td>
<td>33</td>
<td>65</td>
</tr>
<tr>
<td>4. Identity potential dropouts</td>
<td>19</td>
<td>70</td>
</tr>
<tr>
<td>5. Measure work habits</td>
<td>14</td>
<td>71</td>
</tr>
<tr>
<td>6. Refer children for vocational guidance</td>
<td>11</td>
<td>76</td>
</tr>
<tr>
<td>7. Constitute manipulative skill with basic school subjects</td>
<td>10</td>
<td>75</td>
</tr>
<tr>
<td>8. Teach occupational information</td>
<td>10</td>
<td>81</td>
</tr>
<tr>
<td>9. Prepare in basic school subjects for vocational education</td>
<td>7</td>
<td>84</td>
</tr>
<tr>
<td>10. Administer tests of occupational interests</td>
<td>6</td>
<td>85</td>
</tr>
<tr>
<td>11. Teach practical arts</td>
<td>4</td>
<td>76</td>
</tr>
<tr>
<td>12. Teach industrial arts</td>
<td>0</td>
<td>81</td>
</tr>
<tr>
<td>13. Teach technical and trade subjects</td>
<td>0</td>
<td>81</td>
</tr>
</tbody>
</table>

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

People

The United States has achieved production in abundance, and at the same time many of its people have been free of the tasks of other nations. This accomplishment serves to underscore the importance of education and the ability to produce materials. A nation is, therefore, in a way that contributes most to quality of living.

Our ability to live and work with one another, to use our resources wisely, and to solve our social problems has not advanced as rapidly as our ability to produce materials.
SOILS, AN INTRODUCTION TO SOILS AND PLANT GROWTH

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

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

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

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

Paul E. Herp University of Illinois

7. Acquaint all state staff mem-
bers with identified programs of
farm management instruction de-
veloped for their respective states.
Without 100 percent effort on the part of every staff member, no program can move very far. The staff members in farm management in our land

8. Develop greater cooperation between the departments of agricultural, cultural, and agricultural education. There is a wealth of information available from these departments for the needs of a changing world of work.

Charles I. Jones

(Continued from page 34)

blinding, and mailing of questionnaires and interpretation of the responses.

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

In view of his special contribution to a community vo-ag program, the legitimizer stands as an important figure in the success of current efforts to raise the income and the level of living of our farmers. By virtue of his position, the vo-ag teacher has an obligation to maintain the gains that have been made by increasing agricultural education. To fulfill this obligation, two steps must be taken. First, special effort must be made to identify the legitimizers in a group and their areas of mutual respect must be established between the vo-ag teacher and the legitimizers. Only when these steps have been completed can the teacher of agriculture begin the fulfillment of his obligation to the people of his community.

Lawrence W. Drubick

(continued from page 30)

There is a parallel concern that the society of all men shall consequently be enriched by the creation of institutions and norms that are fundamentally supportive and basic to the goals of modern American education. Commission acknowledges and supports, as the legitimi-

dizers of the vo-ag program, the goals of our secondary schools.

1. The maximum development of all the mental, moral, emotional and physical capacities of the individual to the end that he may enjoy a rich life through the acquisition of the know-

L8 and desirable personal and practical goals.

2. The maximum development of the ability and de-


edication in each individual to make his best possible contribution to all humani
ty's various participations in the four great privileges of American citizenship.

The profession of vo-ag school has the responsi-

bility of guaranteeing to each American citizen the opportunity of achieving self-realization and social effectiveness.

This dual purpose, while expressed as two separate objectives, appears applicable to all levels of vo-ag work. It is frank and forthright and a clear statement of goals education might pursue. An attempt to express this purpose to the student, but stated, there is doubt that it can be misunderstood.

Further refinement is, of course, necessary; it is the product of responsible and competent spokesmen for the educational institution, the two areas emphasized are found, single or together, in each of the states. Historically, our school education, however, has been oriented to the needs of a changing world of work.

We now have the potential of financial support as a result of the Vocational Education Act of 1965 to carry forward the work. The need is stated; the price is explicit, and real programs in this most vital area of instruction are needed. It is our hope that everyone of us seek to set our sights higher — dream a little bit — in planning the program available to our students. Our goal needs for a changing world of work

obligated to accept an expanding importance.

But does the statement terminate the search for educational goals? Only incompletely, for it does not indicate, except by the implication of spatial arrangement, which pattern is greater and to receive most attention, nor the ratio by which this attention is subdivided. Further, it denies the existence of goal differences contingent upon student, geographic, and economic factors. Again, the statement as it is stated can be criticized as "glittering generalism," specific as to lack practical value. Finally, although goal-setters properly need not be concerned with the means for structuring those goals into empirical and personally defined situation might not be devoted to the invention and practical goals.

An Approach

In the expression of philosophy and the statements by practitioners to which reference has been made, there is a lack of uniformity of applicable, comprehensive, educational goals. It is thus impractical to believe in the possibility of devising such goals. Frag-

mentary, for continued existence of the educational system proves it meeting goals only in an amorphous and variable manner. Moreover, it is ap-

parent that clear theoretical statements of educational objectives have been formulated. The difficulty has arisen in attempts to objectize these in practical situations.

This difficulty may be overcome by consideration of educational goals as being of two kinds — universal and partial. The former are created to cover the gener-

alities of education, as a process and as an institution. The latter are important for application and easier to formulate, serving the purpose of providing specific guidance. The latter are derived for the purpose of providing on-the-spot guidance. Consequently, they are very important for application, difficult to devise, and specific to given situations. Partialistic goals are concerned in a functional situation which makes them appropriate to that situation, but limits their applicability.

Realistic, workable educational goals must be situational. They derive from the need of education is operation. Because of this, they reflect a number of variables such as geographical location, cultural norms and values of the society which it serves, and the expecta-

tions of the student, with which it works. Note the necessary differences in goals of a trade school in the northeastern United States, a Spanish-Jewish-American culture and one on Long Island where students are the child of middle-class white-collar workers and small businessmen. While universalistic goals offer some provision of basic opportunities for learning and personal satisfactions, the role of a vocational education schools, the particularistic goals of either largely would be dysfunctional.

Goals of a Given School

The particularistic goals of a given school are a product of the interaction processes in which it engages, both internally and exter-

ternally. The relationships between teachers, pupils, and school authorities, between students and society, between the school and the parents, the various working entities of the school, from administrator to cust-

odian.

Each school system operates in a shared cultural milieu but the interpreta-

tions of that culture are filtered through the beliefs and value patterns of a local society. Universalistic goals are anachro-

nistic, being inadequate in this context. Attempts to use them in a local school system, with the interpretations of local citizens, is an illusion of disor-

ganization. The school system can function most effectively only as an organization. Particularistic goals related to the needs of whose serve and reflectively defined in a meaningful way.

(Continued on next page)
"IV" For Va-Ga Teachers

If you've been able to keep warm and pay your fuel bill, and you've been steady on your job and seldom need a pill, you aren't still on speaking terms with most of those in school. And spare your class the burden of seeing you play the fool, if you're still teaching what you've planned.

But keep on adding new science. You're on the beam, keep riding, Prof. There's plenty more to do.

If you've been teaching a storm and made your teaching stick, because you tested it all along and made corrections quick, if you've kept your files alive, by adding timely stuff, and used it on your visits, of spotting off the cuff if you can spell the future out so parents understand, you're just the teacher for my son. Come, let's shake your hand.

Doc Paulus (Retired)
University of Tenn.

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

In the Community

The educational sociologist needs to work more closely with local school systems. In this position, he would serve to bind the community and the school together as interlocking parts of a common whole. Their needs, resources, and efforts would be integrated for the common good of their shared services. The school board would be a responsive extension of the community, the community would be a sympathetic extension of the sociologist. Further, the result would be a mutual beneficence.

Moreover, the educational sociologist would study the institution itself in order to provide information for his community's relationship to it. Knowledge of these, in precise and factual form, would increase the effectiveness of the school's internal workings of the system.

Where might the educational sociologist be quartered? Not all schools would wish to have nor could afford a resident sociologist. He might be solely on the campus of the institution of higher education. In this sense, he might make his most valued research activity one which is the relation of the relatively neutral offices of a city superintendent, and his teaching function be solely on the campus of the institution of higher education. However, he could contribute effectively in the school. The result of the sociologist's participation in the everyday contacts made available to a bonâ fide member of the local system.

It seems quite likely that local educational agents, teachers, and the educational sociologist more helpful in the formulation of meaningful educational goals. The successful educational sociologist is one who is self-disciplined in the pursuit of his goals, one who is not content with submitting to the traditional constraints of teaching, and one who is willing to compromise his traditional very successful. The educational sociologist needs to work more closely with local school systems. In this position, he would serve to bind the community and the school together as interlocking parts of a common whole. Their needs, resources, and efforts would be integrated for the common good of their shared services. The school board would be a responsive extension of the community, the community would be a sympathetic extension of the sociologist. Further, the result would be a mutual beneficence.

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