Stories in Pictures by Josper S. Lee

NVATA EXECUTIVE COMMITTEE—Members of the NVATA Executive Committee are shown here at the conclusion of the AVA Convention in New Orleans in December, 1974. Seated (left to right) are from top, Assistant to the Executive Secretary, Nebraska, Bill Harrison, Past President, Oklahoma; Luther Lusby, President, Montana; James Wall, Executive Secretary, Nebraska. Standing are John Meade, Salisbury, New York; John Murray, Minneapolis, Minnesota; Jeff Younger, Illinois; H. J. Jones, Georgia; and Richard Strongway, New York—all regional Vice Presidents. (Photo from NVATA)

VIP AWARDS—Julian Campbell, State Supervisor, Virginia, is shown presenting FFA VIP Awards to E. W. Sanders (center) and Walter Newton, (right) both pioneers in founding the FFA organization. Sanders and Newton now retire, while their branch in Blacksburg, Virginia. (Photo by Josper S. Lee)

STUDYING THE COMMUNITY—Donald Cook, teacher, E. O. Smith High School, Torrington, Connecticut, is shown interviewin agricultural economist David Pem in collecting employment data and providing information about vocational agriculture in the State. Person is demonstrating a snowmobile. (Photo from Alfred Mummah and University of Connecticut Photographic Laboratory)

NVATA SPECIAL CITATIONS—Bill Harrison, President, NVATA, is shown at the AVA Convention awarding Special Citations to (left to right) Gordon Galbreath, Oregon; Ches Collins, Oklahoma; and Paul Day, Minnesota. (Photo from NVATA)

NVATA HONORARY LIFE MEMBERSHIP AWARDS—NVATA President, Bill Harrison, (left) is shown presenting honorary life membership in the NVATA (left to right) to Kenneth R. Jones, Illinois; J. B. Bemis, Foundation for American Agriculture, Washington, D.C.; and John Scott, Hunter, National George, Washington, D.C. (Photo from NVATA)

Theme—TEACHING THE DISADVANTAGED AND THE HANDICAPPED

EDITOR

”COPY FROM THE”

COMPLEMENTSARY

May 1975
Number 11
Servicing a student is possible when a concerted effort is made, and failure is inevitable if it is left to fate.

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**Teaching the Disadvantaged and Handicapped**

By William Woehler

BOCES, Nassau County

New York

Competition is an asset to the learning process unless the petition is among students of comparable ability.

The disruptive student is seeking attention and will continue to act up until his or her needs have been satisfied. The feeling of someone caring can work wonders for a student who has been turned off by society.

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**Guest Editorial...**

**SERVING DISADVANTAGED AND HANDICAPPED—NOT NEW**

J. C. Barrett, Consultant
Special Programs Unit
Springfield, Illinois

Under the provisions of the Vocational Education Amendments of 1968 (Public Law 90-576) which emphasizes the need for new programs and facilities to serve the handicapped and disadvantaged, I find that vocational agriculture programs in the high schools have been subject to the same. I have been dealing with handi capped and disadvantaged students, and you will probably come away with ten different answers. Without going into specific characteristics as to what constitutes a handicapped or disadvantaged student, let me present two statements that will serve to identify this category of student:

1. The individual is not succeeding or cannot succeed in a regular vocational class without special help.
2. The individual’s disability is a contributing factor to his lack of success in that particular class.

You are probably saying to yourself, that definition could fit a lot of students I have in my classes. Right? You have been dealing with handicapped and disadvantaged students and just felt this student needed a little more of your attention or you had to change the curriculum somehow to help the student achieve in your class. You are the “wonder worker” in the eyes of other teachers in the school because you achieve success with “that” student.

Why has agriculture been traditionally the dumping grounds for some students? It is because the classes are easy or it is because you, the Vo-Ag teachers, are able to meet the needs of these students.

Recently, I asked a Vo-Ag teacher what criteria he uses to identify and what type of ancillary services he was providing for handicapped and disadvantaged students. The instructor looked puzzled by the question. After describing some characteristics to him, he informed me that he had no idea of those particular students, but he taught them the same as other students who had the same difficulties. He used individualized instruction and changes in the curriculum and activities so the student could compete and stay up with the others in the class. He mentioned that he had a deaf student who brought an interpreter to class with him, and he had to do was teach the interpreter before class so the student would come to understand the information to him. So he really didn’t feel the student was handicapped in his class, because the student was one of the class leaders.

Applying the age-old rules of teaching agriculture such as organization, individualized instruction, adapting the curriculum to the students instead of trying to adapt the student to the curriculum is successful with the handicapped student. AnyVo-Ag teacher is handiest with a technologically advanced society and manual skills and good self-concepts is another way Vo-Ag teachers have been meeting the needs of their students.

There are many specific types of handicaps that require special equipment, materials and guidance. In these cases, get help from special educators in your school system in meeting the needs of these students. Here are a number of specific techniques or principles you may incorporate in your planning:

1. Use your imagination in planning course activities.
2. Plan for daily success for each student, keeping long-range goals to a minimum.
3. Subject matter should be geared toward success with each student.
4. Plan for individualized attention, showing concern for the student and his work.
5. Keep vocabulary on the students’ communication to a minimum.
6. Use learning experiences that are relevant and have immediate value to the students.
7. Have student input when planning the learning sequence.
8. Maintain discipline, always fair and most important, be consistent.
9. Do not be afraid to be human in front of your students.

Teaching is not easy; it is hard work which requires studying your students carefully, then caring enough to be innovative in order to meet their needs.
Working with the Handicapped

Robert Gillette
BOCES, Nassau County
New York

Grooving harness horses at the Nassau County school stable.

One of the most important challenges to public education is meaningful occupational education for individuals with mental and physical handicaps. The handicapped individual who is prepared to enter our work force, whether it is with total independence and capability or under some form of sheltered structure, is an asset and positive force in society, rather than a social and economic liability.

Although business and industry need handicapped workers to grow and build skills, it is difficult enough to get "regular" students accustomed to the routines of school and work; but when you get a handicapped youngster who has not been exposed to many of the "survival" skills, you have a rough row to hoe.

Before we start to work with the handicapped, there should be introduced to real-life experience programs. If they are to spend time in an agricultural environment, they should be exposed to an exploration of outdoor agricultural occupations. This exposure to agricultural occupations must be designed for educationally disabled youth.

The exploratory programs should then be designed to give youth a meaningful experience in outdoor agricultural occupations. Examples of these outdoor agricultural occupations are: nursery operations, land and pasture improvement, horticulture, greenhouse and floriculture, animal care, conservation, field production, and outdoor mechanical equipment maintenance, and maintenance. The daily activities of such a program center on live experiences, including care for small animals, etc., using good cleaning simple equipment, making simple flower arrangements, planting trees, trimming shrubs, etc. All this should be supplemented by field trips to the many agriculturally oriented facilities in and around your own locality.

While this exploratory program is being going on, it is suggested that we reinforce the previously mentioned survival skills with real experiences. This real experience is the vehicle by which you can expose your youngsters to the survival skills. Even after a handicapped student has had this exposure, some additional special attention in your program may have to be given.

A good coordinating student involve-...
Agri-Development: Program for Rural Disadvantaged Adults

Cletus Fontaine
Consultant, Agricultural Education
Madison, Wisconsin

Farming profit margins, per unit of output, are continually narrowing; the cost-price squeeze leaves little room for management error. A few poor decisions can change a profit into a loss. This cost-price squeeze, combined with declines for higher living standards, places a real pressure on the ability of farmers to get the maximum possible net income from their operations.

It puts a high value on the farmer's knowledge of his business and his capacity to make and carry out decisions which result in higher incomes.

Vocational education institutions, recognizing the need to assist farmers in upgrading their management skills and solving their problem-solving competencies, have developed programs to meet these needs.

You have heard about these programs: farm training, production agriculture, farm business management, young farmer, adult farmer, farm operator technology, etc.

But, too often recruitment efforts for these programs have been geared to the better farmer. He is an advocate, one who recognizes the need for learning. He attends classes regularly. He also attends extension and other service organizations meetings.

The Wisconsin Farm Training Program is structured to be five years in duration. The truth of the matter is, students completing these five years don't want to graduate; which we believe speaks well for farm programs. The student enrolled in the Farm Training program will have received 20 to 24 hours of classroom instruction and 15 hours of on-farm instruction annually.

The program is designed for the young farm operator who is becoming established in farming. Generally, he has a high debt load and a substantial investment in the farm he is operating. A first-time farmer, he has often borrowed $50,000 or more.

There is, however, another segment of rural America which is more difficult to reach, or recruit. If your state is comparable to Wisconsin, 15 to 20 percent, or more, of the rural farm population can be considered economically disadvantaged. This is the farm family whose income is at the poverty level, or less. We, in Agricultural Education, are not here to talk about the farm operator, but the farm family. The farmer who rents, who works a job off the farm, who has a farm income but is no longer dependent on the farm for his living. The farm family is the focus of our programs.

OBJECTIVES

The primary objective of the Agri-development program is to improve the student's level of competency in a field that provides him with the confidence needed to enroll him in the regular farm training program. You start this student in a remedial program initially, and enroll him in the regular program when he is ready. He is reluctant to get into a regular program because of his discomfort when talking to his family. The secondary objective of the Agri-development program is to:

1. Assist the family in making independent decisions.
2. Improve the farm operation, the overall farm operations.
3. Promote and maintain the family farm.
4. Establish recommended farm management practices.

STUDENTS

Students who have taken the program have similar characteristics and meet the following criteria:

1. Participants are normally under 40 years of age.
2. Family income is primarily from farming.
3. The adjusted gross income from the IRS form 1040 is $4,000, or less, for a family of four and adjusted by $700 for each additional dependent.

Although one instructor and four para-professionals have been serving sixty students in programs developed thus far, it appears that an instructor may be able to work with five or six technicians and serve 75 to 90 students.

The para-professional is an individual with satisfactory farm experience who has the knowledge, personality and desire to provide close supervision and technical assistance and who has the adoption of recommended practices, which include maintaining farm records and assisting with the individual problems. He also possesses the ability to help each family develop its own decision-making competencies so it will not become dependent on the para-professional or the instructor.

The course content is determined by the needs of the group, advisory committee recommendations, and the local farm survey results. The final decision on program content is the responsibility of the instructor, with administrative approval.

Intructional methods include a combination of discussion, demonstration, study trips, individual counseling, and socialization among the students and their families. Resource people, study of books, bulletin boards and other media, and exchange of ideas and experiences under the direction of the instructor. Instruction is planned on a year-round basis and will be carried out by the instructor and the para-professional jointly or individually.

The instructor coordinates all instruction and is responsible for the para-professional's educational needs as necessary. Available educational programs are used to support the organized instruction, such as extension service, credit and agriculture courses, farm organization meetings, off-farm agriculture, organization meetings, social services, and so on.

STUDENTS

Students who have taken the program have similar characteristics and meet the following criteria:

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INSTRUCTION

Although flexibility is maintained to meet the needs of the student, the program concentrates on classroom instruction, coupled with organized on-farm instruction on a one-to-one or small-group basis.

An instructor, assisted by one technician or para-professional for each 15 students, provides 30 to 50 hours of classroom and 72 to 96 hours of in

COACHING

Technician Philel and Instructor Dohme, inspec
t the fence from the site with trainer in bad.

Program at Western Wisconsin Technical Institute.

Instructor Lee has been the Prog

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MAINSTREAMING DISADVANTAGED AND HANDICAPPED STUDENTS

Frank Bobbit
Teacher Education
Michigan State University

Defend the poor and fatherless: do justice to the afflicted and needy. (Psalms 82:3)

Concern for the disadvantaged and handicapped has been with us for a long time, but the impact of their plight has not fully come to light even in recent times. Today we as educators and citizens should be waking up to the fact that the disabled are far too often deprived of three basic rights—education, public recreation, right to treatment, and right to job opportunities.

The National Citizens Advisory Committee on Vocational Rehabilitation has stated that, "The American public is not sufficiently aware of the plight of its handicapped citizens nor of what rehabilitation programs can accomplish for them.

Where do those of us in Vocational Education Stand? Are we living up to our legal and moral obligations as public servants in terms of designing and implementing programs to handcap the handicapped? The fact often is that educators are generally unaware of the problems and needs of the handicapped, what is required of them, and ways to rehabilitate and educate these with special needs. What is the scope of this problem? According to a report given by the President's Panel on Mental Retardation in 1962, nearly 5.5 million American citizens are mentally retarded. Today that figure is closer to 6 million. At least 40 percent of these people are school age. There are almost a million black people in the United States and between a million and a million and a half in the South. Every year 100,000 babies are born with defects and many of them will have to use crutches, braces, or wheelchairs most or all of their lives. This is a problem confronting a large number of people, many of whom have the potential of becoming happy, productive, tax-paying citizens. Educators can and must play the key role in helping them achieve this potential.

If a student in a wheelchair wants to take farm machinery, if he should require special attention such as a ramp, for entrance, into the shop, by law this should be provided for that student. All too often it is easier for us to excuse him out of the world and not help the handicapped student from taking the course. This is, of course, violating both the spirit and the letter of the law.

Two Important Court Rulings

The right to due process of law as provided by the Fourteenth Amendment of the United States Constitution.

Vocational education in agriculture, as well as other vocational subjects, has been considered by law to be chump

(Classified on page 255)

THE AGRICULTURAL EDUCATION MAGAZINE

May 1976

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TEACHING VOCATIONAL AGRICULTURE ON THE PAGAGO INDIAN RESERVATION

Haley A. Cox
Vo-Ag Teacher
Sells, Arizona

The teaching of vocational agriculture on the Pagago Indian Reservation is a challenging and rewarding occupation. When teaching the Pagago High School students and adults, the best learning takes place with technical information given in situations where it can be directly applied in a hands-on learning situation. Therefore, a very modern and updated land-laboratory has been implemented on the campus of the Bagouwani (pronounced Bob-a-ahvewa) High School for the vocational agriculture department.

The youth on the Pagago Indian Reservation cannot be considered disadvantaged or handicapped. But, there are very distinct differences of attitudes, culture and values among the youth and adult Indians on the reservation, from that of the Anglo society. The teaching personnel on the reservation, one must understand and respect the Pagago culture and values.

Many facilities of the vocational agriculture program make up a unique land-laboratory and classroom teaching center where high school students and adults can come to learn. The following is a list of the unique facilities that are used at the two-room department of vocational agriculture:

1) 100’X32’ greenhouse
2) 20’X19’ propagation house
3) 10’X20’ agriculture mechanics shop
4) 20-acre land-laboratory

Each one of these facilities mentioned above is used in the teaching curriculum at the Bagouwani Vocational Agriculture Department.

Most school districts are not in a financial situation to give a vocational agriculture department every needed facility on the first year of existence. Therefore a spatial model should be part of the long range plan. Both present or existing facilities and planned items should be included. Once the long range plans have been approved by the school board, the vocational agriculture teacher can work with the superintendent and/or the principal to achieve implementation of the items on the school campus or near it. The facilities should be based on the community needs, and a priority should be placed on the items needed most.

The hydroponic greenhouse is used to grow tomatoes for wholesale markets on the Pagago Reservation. Three classes use it to learn and practice techniques in plant growth, plant development, plant diseases, insect control, marketing and record keeping. Tomatoes and other hydroponically grown vegetables are sold to the trading posts, school cafeteria, and individuals. Also nutrient experiments are conducted in the hydroponic learning center.

At the propagating house, seeds are germinated, steps and methods of grafting are studied; along with budding methods practiced and making cuttings. This house has a time clock simulator to the hydroponic greenhouse and has a water system for over 500 gallon containers. Steel tables with定价 and existing systems are also in the propagating house in another section.

The agriculture mechanics shop is used by three high school classes and the adults in the community for a college credited course each semester during the regular school year. Instruction in wood construction, arc and oxyacetylene welding and cutting, electricity and wiring, pluming, small gas engines repair, and MIG welding are taught to high school students in the shop related classes. The adult college class is basic welding and fabrication in the evenings. After receiving instruction in these areas, the students then use the information to construct and fabricate useful projects for themselves, the community, or the school.

Mike Jones tends tomatoes in the school greenhouse of the Pagago Indian Reservation.

Some of the projects that recently have been a pipe irrigation trailer, stock racks for trucks, horse trailers, tack boxes, a storage shed wired for electrical tools and lights, and a swing fence.

A land-laboratory in an area of the school grounds where the students care for livestock and practice pasture management on a sprinkler irrigated pasture. The livestock consist of six (6) registered Angus cows and a Charolais bull. The feeder calves born on the land-laboratory are given to the students to take home and raise. When the heifers mature the students will have them bred by a commercial range bull and the first calf will be returned to the school vocational agriculture department.

One Yorkshire sow is also kept on the land-laboratory. The students care for the sow at farrowing time and learn management principles when raising the piglets. After weaning, the pigs are put in an elevated outdoor feeding pen for sanitation reasons and raised to market weights. Students purchase shares in the feeder pigs and then care of them.

(Concluded on page 255)

Vocational Horticulture at the Ohio School for the Deaf

L. H. Newcomb
Ohio State University
Ohio School for the Deaf

The Ohio School for the Deaf has developed a unique horticulture program under the direction of Mr. Jim Heilman. The program serves grades three through twelve and a variety of functions as well. When Mr. Heilman initiated the program and met his first class, working with deaf students was a completely new experience. As he developed an instructional program for the students he also had to develop his ability to sign to his students. There were many difficulties at first but the program is now firmly established.

Nature and Purposes of the Program

This program, for students with impaired hearing, is designed around a career education paradigm with the purpose inherent in such a design. Students in grades 3-5 develop vocabulary and learn some basic horticulture skills. This is important in developing the foundations for vocational training. The regular classroom teacher of these young students accompanies them to the horticulture facilities consisting of a small greenhouse, classroom space, head house, and a large land laboratory including a mini-park. The reason for the regular teachers presence is to allow them to learn first hand what the students are studying so they can relate to their horticulture experiences in developing vocabulary. Horticulture experiences also serve as a basis for mathematical manipulations. Classroom teachers associated with the horticulture program have been very impressed with the effectiveness of the class. Not only has the program served a career exploration function but it has also been quite instrumental in helping students broaden their cultural experiences, bringing with it greater vocabulary and association with the environment around them.

Orientation consists at grades 6 and 7. Here students are introduced to basic subject matter and are acquainted with occupational opportunities in horticulture. These students produce greenhouse crops and are introduced to tools and equipment used in the trade.

At the high school level students learn specific skills and management practices used in the horticulture industry. Greenhouse management, greenhousekeeping, and flower arranging are the areas of instruction. These students are also involved quite heavily with major activities in the land laboratory and they seek summer placement in industry.

Programs Accommodate Partially Sighted

Beginning in January 1974, the program was also opened to high school students who were partially sighted. These students are in the same class with the deaf students and learn sign language as well as horticulture. The partially sighted students who are currently enrolled have a tremendous desire to succeed in horticulture. After only six months instruction, one of the partially sighted students was placed in a Cincinnati horticulture firm for summer employment.

Successes of the Program

A program’s success can be measured in many ways. Some indications of this program’s success follows:

1. Students enjoy the program and find a new sense of personal importance.
2. The discussions in horticulture continue into other classrooms at the school.
3. Students are developing marketable skills.
4. The teacher is excited about the program and anxious to expand it.
5. Horticulture now permeates the students’ extra-curricular activities and their other classrooms.
6. Advanced students are beginning to find jobs and success.

L. H. Newcomb and Jim Heilman
Jim Heilman using sign language to teach deaf students to make terrariums at Ohio School for the Deaf.
Curricular Interests of Disadvantaged and Non-Disadvantaged

James Albrecht
Teacher Education
Kansan State University

Recently a project was undertaken to provide teacher aides for two school systems in Kansas. The project was funded by the Department of Education, Division of Vocational Education. One of the goals of the project was to study the curricular interests of the disadvantaged students in two school systems. The teacher aides were qualified vocational agriculture teachers who aided experienced teachers of vocational agriculture in both a rural and a rural-urban school setting.

The disadvantaged students were identified as having academic, intellectual, social, cultural learning handicaps. Assistance in identifying the disadvantaged students was received from the administrative and counseling staffs of each school.

In the rural-urban setting the class selected for assessment purposes was the Animal Science class which was an "open level" class for grades 10-12. There were four male seniors, one female senior, eight male juniors, two female sophomores, and three female sophomores in the class. Nineteen of the eighteen students in the class were classified as being disadvantaged.

The purpose of the curricular interest survey was to discover (1) differences in the curricular interests of the disadvantaged students in the two school systems.
Psychosocial Environmental Influences on Programs for Low Income Urban Youth

J. John Harris III and Susan E. Perkins

Each individual is uniquely influenced by the forces that mold within an environment. It is essential, therefore, in the understanding of any one person to appreciate the culture from which he comes, and to give weight to the coercive forces with which he must deal.

From this environmental-psychological framework, an examination will be made of the adjustments and identity development of minority youth living in urban, low-income communities. Poverty is the one most basic element in this setting, permeating everything from institutions to individuals. Lack of money in a community creates an atmosphere of low morals and low self-esteem. More practically, the low tax base results in deteriorating physiological conditions, poor police protection, poor sanitation service, and poor quality of education. There is a lower quality of life in almost every physical aspect. With little money and many negative experiences, community members are not able to exert effective political pressure in order to make changes. They are powerful only in their numbers, which are easily overwhelmed. Only when there is an outside force or a common outrage is there action (Alinsky, 1971).

The isolation of the poor allows for development of a sub-culture of slang, dress, and dance. However, the alienation that is bred by this lack of power and involvement in the more broadly based social order is not translated into power to enter the community, subverting their leadership on the inhabitants. These "alumni" work to benefit themselves, making large profits while victimizing the poor. Landlords increase rents and ignore requests for repairs, merchants sell goods at high prices and extend long term credit at high rates, keeping the buyer interminably indebted. Social agencies judge performance on quantity of service, at the expense of quality, and act to protect jobs for the middle class social workers. Rebekah (1969) has suggested that these elements of oppression are perpetuated by the oppressor because they work to help him feel superior. The individual belonging to an oppressed and exploited minority group is apt to accept the negative images laid up to him by the majority culture.

Society balks at the idea that youth want to be taken seriously and given significant work to do; it is in despair that the future holds anything important for them that young men begin to hang around and do nothing at all. Because the society does not provide for anything worthwhile, youth invent ways to prove themselves. However, this activity is superficial and the result of young men learning the wrong thing to be met, generally leading more to deranging, anti-social behavior (Goodman, 1959).

Working to counteract this destructive behavior is the most consistently enduring primary social institution—the family. While one-parent households may not represent the majority of the income Negro families at any one time (Herzog, 1968), it has been hypothesized elsewhere that a great number of families are transitional (Raimower, 1966). This implies that a family will be headed by one parent, even if temporarily, at some time during its existence.

Families are highly mobile due to changes in their family status and their financial condition. They may move, in search of better job opportunities, away from the extended family and friends with whom they have grown up. Without a group through hard times and reinforce social norms and values. Such high turbulence works against the social pressures and protections which support more stable groups.

Friends are hard to keep in this kind of moving, manipulative society. At a time when upper-class youth are developing close relationships, discovering the opposite sex, and learning to express trust and affection, lower class youth are dealing with all of this, plus the probability that close relationships will be broken up if they or their friends leave or move, become pregnant and/or get married. Girls retain many of the defenses against trust and closeness with boys/ teen. Kenneth Clark explains further, "Illegitimacy in the ghettos cannot be understood or dealt with in terms of parental hostility. Such approaches obscure...the desperate yearning of the young for acceptance and identity, the need for meaningfulness to someone else even for a moment..." (Rebekah, op. cit.). Role distortion of "delayed identity crystallization" may be caused by the inconsistency between the actual and ideal identity. "The self-identity" is characterized by "the case of the boy who delays 'growing up' because it involves the unconscious danger of replacing his father. The youngster may feel unable to actualize his capacities and he feels anxious and unfulfilled. The role which seems available does not engage his true talents or do not gratify his need for identity. The youngster may seem to sense his disposition lie but feel pressure to achieve an occupational and social identity which he cannot utilize them" (Douvan and Adelson, 1966).

Jobs and guaranteed income by themselves are two possible answers to this challenge of teaching the disadvantaged and in affecting their lives is to learn to emphasize with them. To do this, we have to visualize the role that traditions and cultural teaching, generations old, has played in molding the lives of the people. Those deep-seated beliefs and traditions cannot be changed nor romoified until more diverse alternatives can be offered. To accept proposed changes may bring responsibilities in which they are not comfortable. We must accept the fact that we have to take them where they are and then begin to motivate and build self-confidence which will bring changes for a new way of life.

There is much to be said for some of their accepted traditions. Perspectives as we know them, are reduced to a minimum. So we must use the best of both worlds to prepare the individual for a position in a competitive society.

TEACH WAY OF LIFE

To teach the disadvantaged, we have to be concerned with more than subject matter. In most cases it involves teaching a new, or at least a different, way of life. In many cases there has been little or no training in a structure, much less farming, as a way of life. There is little appreciation for the values and concepts that come from a lifetime on the farm. So we must teach values and concepts in addition to subject matter. This is best done by giving them an exposure to as many farmers as possible. This can be by field trips, movies, and by actual experience in a school farm or laboratory situation.

Club work such as F.F.A., or F.F.A. Club participation will further help as they learn to work together in situations they naturally enjoy. Such programs also do a lot in helping to develop self-confidence and responsibility.

Clifford G. Hansen

Teacher of Vocational Agriculture

Shiprock, New Mexico

Clifford G. Hansen has had experience with Navajo Indians as manager of Navajo Farm Training Enterprise for 10.5 years and as teacher of vocational agriculture at Shiprock High School the past 8 years. He has worked with Navajos for the past 21 years.
Leader in Agricultural Education:

CARSE HAMMONDS
1894-1970

by Harold Binkley

It was a great day for agricultural education in January 1924 when Carse Hammonds moved by train from Bremen, Kentucky, to Lexington to become a supervising teacher (then called a teacher) in agricultural education. He returned to Bremen in June, after the roads dried up, to drive his Model-T Ford to Lexington.

Dr. Hammonds joined the giants and pioneers of the early days, Brunner, Hanlin, Nichols, Stewart and Sutherland to forge the forward thrust that developed agricultural education into the great force it is today.

He was born in Oneo in Russell County, Kentucky. He married Ima Blakock Deholt. They had three children and four grandchildren. Dr. Hammonds was a member of the Calvary Baptist Church in Lexington, where he served as a deacon and taught the Business Men's Bible Class from 1949-64.

Leader and Philosopher

Carse Hammonds "stood tall" among men in the field of agricultural education. His excellent judgment, sense of fairness, and high professional attitude earned for him the highest respect of students, teachers, colleagues in general education, fellow staff members, national leaders in the field of agricultural education, and all who knew him.

His contributions to the philosophy of agricultural education, psychology of learning, improvement of teaching, and his writings and speeches have made significant contributions to the field of agricultural education. His sound counsel and advice to individuals over the years helped hundreds of students, teachers, and fellow workers.

His personality was sparked with wit, warmheartedness, and a genuine concern for the dignity and development of each individual. He thought truth, lived truth, and taught truth. He knew the dignity of labor and that work deepens one's nature. He knew that anyone can become great, he must rule by serving—this he did.

Professional and Scholar

Dr. Hammonds was active in public education for 51 years. He was known internationally as one of the outstanding scholars and thinkers in his field.

He began teaching in a rural elementary school in Russell County, Kentucky, in 1910. He was principal of Russell Springs High School; he taught vocational agriculture at Wingo, Kentucky and then moved to Bremen High School where he was principal and teacher of agriculture.

At the University of Kentucky, he became professor and Head of the Department of Agricultural Education in 1925, and Chairman of the National Vocational Education in 1947. He was named as Acting Dean of the College of Education in 1952-53.

His record of accomplishments are extensive. He served as editor of The Agricultural Education Magazine and contributing editor of the A&VA Journal. He authored or co-authored 14 books, wrote more than 20 articles for professional magazines, spoke at more than 100 high school commencements, 19 annual state conferences for workers in vocational agriculture outside of Kentucky, at 20 annual state conferences in Kentucky, and he spoke many times at the Central, North Atlantic, and Southern Agricultural Education Regional Conferences.

Dr. Hammonds is listed in Who's Who in America. He was a member of Alpha Zeta, Phi Delta Kappa, Kappa Delta Pi, Gamma Sigma Delta, A&VA and affiliates, NRA and affiliates, and the Masonic Order.

The Teacher

Hammonds was a master teacher, making effective use of the principles of learning in teaching both in and out of the classroom.

He realized early in his work at the University that educational psychology taught at the lower division level had no application in student teaching; in the senior year. As a result, he initiated a 20-hour block of educational psychology right in the middle of the courses dealing with methods in teaching. In addition, he organized and implemented a semester-long professional block of 18 semester hours to prepare teachers of agriculture. The block consisted of 3 hours of methods in teaching, 3 hours dealing with experience programs, 3 hours of adult work in agriculture and nine hours of student teaching. For the 9-hour block dealing with methods, students met on campus each morning from 8 to 11, and were in nearby student teaching centers each afternoon. Thus the method of getting theory and practice experienced together: Theory in the morning and supervised practice in the afternoon, with the educational psychology block right in the middle of the methods course.

This system, implemented by Hammonds 23 years ago, is still effective today.

He served as consultant and lecturer on the improvement of college teaching for 13 southern colleges of agriculture, represented the University of Kentucky as consultant to the American Association of Colleges for Teacher Education, and at the College of Education, and served as consultant on "Improvement of College Teaching" at Murray State University. At the University of Kentucky, he conducted seminars on improving college teaching for the faculty of both the College of Education and the College of Agriculture and Home Economics. He lectured and served as consultant on "Improvement of Teaching" for the Negro Educators in Agricultural Education at their National Conference.

This reflection on Carse Hammonds would not be complete without his famous lines from The Touch of the Master's Hand:

- It was fostered and prized, and the auctioneer
- Thought it scarcely worth the while,
- To waste much time on the old violin,
- But he held it up with a smile.

(History—from page 257)

In conclusion, I must say that the following are some of the things that made Hammonds unique:
- The way he taught
- The way he lived
- The way he thought
- The way he acted
- The way he influenced others

The Teacher

- Keep instructions simple.
- Reinforce the students' understanding.
- Use repetition to ensure comprehension.
- Get feedback to ensure the message is understood.

- Pure instruction alone will not be enough. The individual must feel comfortably with the change required, then take him to the highest levels of achievement. If you push too hard, the student will simply drop out to avoid which it he feels he is not capable of doing. Self-confidence must be built with small successes.
- Start with where they are and not where you expect them to be.
- Evaluate in terms of the individual's capacity for growth.
- Teach concepts by involvement and application.
- Vary methods and materials to help maintain interest.
- Find ways to stimulate interest by making assignments more relevant and challenging.
- Use simple language to ensure effective use of time, and allow for individual differences in understanding.
- Be especially careful with criticism. With someone who lacks self-confidence, this can quickly kill initiative.
- Help them realize their determinations. Many have an idea of what they can do but are afraid to attempt it. If you have traveled through life "half asleep," it is difficult to visualize your capacity beyond that level.

USE AN ADVISORY COMMITTEE

An advisory committee representing common interests in the community can be a big help in many ways in teaching the disadvantaged. The committee can provide counsel on appropriate materials to include in the course of study. It can serve as a liaison between the advisory committee and people in the community. It can serve to help get things accomplished in the community with relationships that must be established that could not be done in any other way. If representatives of the disadvantaged are appointed to the advisory committee, they can provide a valuable input into programs that will help them make them more effectively geared to the needs of the individuals.

SUMMARY

To be successful in teaching the disadvantaged, you must gain their confidence, give them a genuine interest in their own capacity to perform. If you have traveled through life "half asleep," it is difficult to visualize your capacity beyond that level.

- Do unto others as you would have them do unto you.

MAY 1975
SCHOOL-OPERATED FACTORY
FOR THE DISADVANTAGED

Chester Gauzer
AG Instructor
Grand Rapids, Mich.

Some people feel that America has changed in its goals and value judgments. “The goal of education is to create people who can create new things,” said John Dewey. Although the end product of education should be to want more education, teachers’ children usually want more. Severe regimentation may prepare our youth for a mechanical world that may be over; we may win the struggle but lose the child. The chief wonder of education is that it does not ruin everybody involved—teacher, student and educator. We may be warehousing the student under the disguise of education, and this routine dulls the mind; consequently, our main problem may be boredom.

Many years ago, schools started to trap students into a structured and regimented classroom with no regard to their interests, skills, and limitations. This practice has resulted in slowing down the high achiever and at the same time frustrating the non-academic person. When will this status quo regimentation be changed and replaced by individual improvement? Superintendent Joe Butch gave impetus to an idea already smooshing when he welcomed the teachers back in 1972 after their summer vacation with the challenge to push the walls of their classrooms out; then and only then would they be searching for the greatest amount of good for the greatest number of students.

Today, February 15, 1975, we have pushed out the walls of a projects classroom.

—To a distance of one mile with nature trail signs naming many of the native plants as to common name, family, and scientific name.
—To a distance of two miles to a maple tree forest leased from United Steel where a class of high school students can tap the hard maple trees to produce maple syrup during a 2-hour class period.
—To a distance of six miles to an abandoned Army radar base owned by a neighboring school district where 26 students selected a job from the List of 24 stations needed to produce a saleable plastic truck decal. The production procedure can produce 25 decals in a 2-hour period.
—To a variety of distances to county land administered by the Innsis County Land Commissioner in an outdoor classroom concerned with collecting and processing basil, sunflowers, princess pine, and cedar hogs; hogs and Christmas wreaths for the market.
—To a distance of 20 miles to a wild rice paddly owned by a member of the neighboring school district’s Veteran’s Farm Management Training Act program, where wild rice will be grown, harvested, and processed, or reseeded into local lakes for wild rice habitat improvement.

The plan that has been proposed has desirable characteristics that will allow a voluntarily minded boy or girl to spend part of a school day in a craft classroom producing something meaningful and creative. The products produced could further involve the group into sales, advertising, radio, bookkeeping, packaging, and production line procedures. Eventually perhaps even research teams might discover new ideas and new products to produce. There is nothing like success to keep success. As the student develops the duck calls made from the aluminum mold with the correct amount of expandable plastic to the finished product, he uses 26 operational skills, each one necessary for a saleable product. Another project with promise is bee-keeping, taking advantage of the hundreds of acres of sweet clover on the mining dumps.

At times during the year we can become extremely interested in maple syrup. There! must be 4,000 maple trees within ten miles of Grand Rapids and each one is worth fifty cents to a dollar in maple syrup each year.

Let’s try bacon baked in the fall. We might even make wreaths. If you would prefer a little variety in color, try a bleach with alcohol and use a dye to change the color.

If wild rice is to be the glamour crop of the 70’s, it would not be impossible to have a project to collect, package, and distribute a very fine product.

You can easily say, “Let well enough alone.” But, the people we are thinking of are either on drugs or pushing drugs or have already dropped out of school.

Let’s get them back to school again to a creative program. Another project (Concluded on next page)

Suggestions for Teaching Disadvantaged and Handicapped

Willie J. Walls
Consultant in Agricultural Education
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Teaching the disadvantaged and handicapped has been a challenge to educators for many years. There have always been some dedicated, innovative teachers who attempted to structure their programs to meet the needs of all of the students they taught. The United States Congress discovered that not enough emphasis and attention were being given to educating the disadvantaged and handicapped, therefore, an amendment was made to the 1963 Vocational Education Act which mandated that each state would allocate not less than 10 percent of its Federal funds from Part “B” of the Vocational Educational Act for the handicapped and 15 percent for the disadvantaged. Even though vocational education programs have, to a limited degree, always been geared to helping the handicapped and handicapped students, these programs, nevertheless, were not designed to meet many specific identified needs of these disadvantaged and handicapped students.

Before prescribing a specific treatment for a given disease or condition, the disease or condition must be diagnosed. In order to provide certain needed services to the handicapped and handicapped students, a well organized method of identifying and classifying these persons must be implemented. A committee must be formed to follow an accepted plan of identification. The committee should consist of the school principal, teachers, guidance counselors, school health personnel, attendance officers and/or others who have sufficient knowledge of the students under consideration. Students may be considered disadvantaged if they are socio-economic, culturally or educationally deprived. The criteria used to classify students in any or all of the above categories must correlate with items which clearly define individuals who are educationally deprived. Students may be considered handicapped if they are trainable mentally retarded, educable mentally retarded, and/or possess other similar health problems.

When the students have been correctly identified and their specific needs determined by accepted procedures, they and only then can an effective program be designed to meet their specific needs.

We should keep in mind that there is no “cure-all” kind of program which has been designed to meet all of the handicapped and handicapped students’ needs. The present program should be correct for the present situation. But it is only a beginning. (Continued on next page)

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with promise is bee-keeping, taking advantage of the hundreds of acres of sweet clover on the mining dumps.

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boy reads on a fourth grade level, yet he is competing in the tenth grade. These boys have all asked for a more creative and meaningful program that is both interesting and practical. Let’s help the boy pulling on one bootstrap by pulling on the other one.

For the most part, supervisors and administrators judge teacher’s personal qualities and practices by such things as neatness, punctuality, record keeping, discipline and classroom management.

However, none of this represents direct evidence of student achievement. All teachers must be involved in decision making. Change in schools usually begins at the top, but dictates breed disorganization.

Ordering teachers to implement new methods may bring about an artificial spurt of change; however, offering teachers an opportunity to have a part in school programs is a more permanent method of bringing about actual change.

Three students, Russell McWilliams, Marwayne Rothman, and Klint Dakin take their place in the production line at a facility used by a Grand Rapids, Minnesota, school district.
Stories in Pictures

by Jasper S. Lee

Excellence in Teaching.—Larry E. Miller, Assistant Professor of Agricultural Education at Virginia Polytechnic Institute and State University, is shown receiving a citation for excellence in teaching at the College of Education at Virginia Polytechnic Institute and State University. (Photo by Jasper S. Lee, Virginia)

Supervising Teacher Honored.—Hazen Veal (center), Assistant Professor of Vocational-Technical Education at Virginia Polytechnic Institute and State University, is being honored with an engraved silver tray commemorating 25 years of service. (Photo by Jasper S. Lee, Virginia)

Ffa Alumni Member at Reeseville, Illinois, is shown instructing students in livestock judging on his farm. (Photo from Daniel R. Reveer, National FFA Center)

Ffa Alumni Members Assist with Instruction.—

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