LEARNING BY DOING—Students enrolled in horticulture at Miami (Florida) Agricultural School are shown drawing a landscape plan. (Photo from H. Quatius Duff, Miami Agricultural School)

HORTICULTURE FOR DEAF STUDENTS—Jim Heitman, teacher at The Ohio School for the Deaf, is shown instructing fifth grade students in the cultural requirements of a rubber plant. (Photo from Larry H. Espeland, The Ohio State University)

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 in the Division of Vocational-Technical Education at VPI & SU. Dewey Adams, Director of the Division of Vocational-Technical Education at VPI & SU, is observing the presentation. (Photo by Jasper S. Lee, Virginia)

FFA Alumni member at Reenaker, Illinois, is shown instructing students in livestock judging on his farm. (Photo from Donald Reeser, National FFA Council)

FFA ALUMNI MEMBERS ASSIST WITH INSTRUCTION—An

Stories in Pictures

by Jasper S. Lee

SUPERVISING TEACHER HONOURED—Harlan Veal (center), Johnson County (Kentucky) Public Schools, is shown being presented with an engraved silver tray commemorating 25 years as a supervising teacher for the University of Kentucky Agricultural Teacher Education Program. With Veal are Jim Wilds (left), former contractor with Veal, and Charles Byers, Head Teacher Educator at the University of Kentucky. (Photo by M. J. Iserson, University of Kentucky)
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Send articles and pictures to the Editor or to the appropriate Special Editor.

COVER PHOTOGRAPHS

Women assume various leadership roles in agricultural education. The two top photos show Janice Poshard, alumnus at Nevada Union (California) High School, demonstrating the use of a cranking stick. The top right photo shows Gail Harper, teacher at Canaan, Idaho, demonstrating the proper technique of filling a syringe. In the lower left photo, Mrs. Harper is reviewed by a senior class owner. The lower right photo shows Althea Young, vocational counselor for St. Michael's, City Schools, observing the boy in the foreground. (Photos from Ken Baker, University of California, Davis, and Joe McDonald and Bill Lawrence, Minnesota State Department of Education.)

THE AGRICULTURAL EDUCATION MAGAZINE

From Your Editor... Women and Vocational Agriculture

Girls and women are presently showing increased interest in agriculture and education in agriculture. Encouragement of this interest and a concerted effort to remove obstacles which might discourage female persons are the obligations of all institutions of instruction. Women as a group may be only transitory unless an effort is made to sustain it. Girls with some type of agricultural background may be interested in agricultural classes. In general agriculture prior to the 1917 Smith-Hughes Act, the number of girls enrolled in agricultural classes was 115. In 1925-26, the number of girls studying vocational agriculture in California was reported to be 115. The interest of girls and women in agricultural education has come and gone in the past and may do so again if efforts are not made to remove obstacles and sustain their interest.

An editorial could dwell on sexual conditioning, role behavior, sex-fea guidance, stereotypes, equality of opportunity legislation, or the feminization vs. the male liberalization, but I want to discuss some basic things like:

Does your agricultural building have a lavatory for girls? Are there women on your advisory council? Are women attending adult classes? Do you consciously or unconsciously refer to women in terminology they do not appreciate? Do you accept women in agriculture as fellow human beings having an interest in agriculture and not as something to be wooed and pursued? Are you giving advice to girls concerning which occupations are appropriate for them? The matter of lavatories for girls is not only in the educational facilities which are separate from the main school building such as separate agriculture buildings, school farms, and school forests may seem insignificant, but such an "insignificant" thing is enough to alter an occupational choice. If women have never served on your departmental advisory groups, it is time to start using them. It is especially important if there is a substantial enrollment of girls. People who know, say that a woman will not attend advisory council groupings unless there is a woman on the council. Women should be enrolled in adult agricultural education.

(Concluded on next page)

Guest Editorial... Women--The Untapped Resource

Ella R. Lee

Teacher of Horticulture

As a female and a teacher of agriculture, I have been asked to contribute an article on women in agriculture. This article is based on the research work I have done. As the facts I found left much to be desired. It has been shown that while most women are groomed for marriage, family and the home, this occupies only a fraction of a woman's total lifetime. Children grow up around any way, and when they seek a career outside of the home. A survey study in the mid-60's indicated that 66.5% of all working women held nonprofessional jobs. The decision is one to be utterly made, cook, maid, washer, nurse, etc. Fortunately, these statistics are changing as more and more women recognize their potential as members of a family and also as individuals capable of rewarding professional careers.

Women have always been in agriculture—from the first family farmer creating the country to find new farmland to today's modern farm wife. The ancient goddesses of cultivation, Eres (hence the word cereal), was a woman. But unfortunately women have always taken a back seat position. S-4 R has done an excellent job of educating boys and girls.

All too often a woman's only outlet in agriculture has been her local garden club. These are admirable groups doing a great deal of good for their members and communities. My own interest in horticulture was fostered by the State Federation Garden Clubs. Their popularity is so great that there are many all male garden clubs. These sociational organizations hardly offer a professional outlet for women interested in agriculture.

Today's agriculture is truly a professional career. It is an area that involves construction, machinery and equipment, advanced technology, and educates people to manage our country's greatest resource—our land. Agriculture is no longer a "sex issue," according to the "fair sex" society. The common creeds of "they just get married, a woman can't do the job, a woman's place is in the home," etc. are changing. Technology has reduced the time a woman needs to spend at home. Family planning offers a couple the opportunity to have the number of children they desire and when desired. Federal legislation has done much to open up careers for minority groups. Continuing education has allowed many, women included, to become equipped for rewarding careers.

(Concluded on next page)

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All articles submitted must be in English. All contributions, both in print and electronic form, are subject to the approval of the Editor.
From Your Editor...

The most common means in the past of enrolling women has been the joint enrollment of husbands and wives in classes involving farm records. If it is appropriate for girls to enroll in high school agriculture programs, it is also appropriate for women to enroll in adult agriculture programs.

"A married girl is a busy woman" was a statement made at a recent conference sponsored by the National FFA Center. That statement is not necessarily true; at least not according to the women in educational programs in the audience. It will take a little effort for males in agricultural education to remove sexism from their writing and speaking.

When referring to each sex it is important to use parallel terms. If the males are boys, then the females are girls, not young ladies. Young men or boys and young ladies are not parallel terms. "Man" refers only to age and gender. Using "lady" adds connotations concerning character, politics, and manners, as would "gentleman."

In the professional setting, women should be just another person. If the attractiveness of other men is a subject for concern, then the attractiveness of women should be just as much a concern.

Guest Editorial...

With these facts in mind, I propose that we as educators take advantage of this large untapped resource. Girls should not be taught as if they will be married or as if they will be a high school agriculture teacher.

Women in college agriculture programs are still somewhat of an oddity. This should change. There is no reason why women should not be a fine agriculture economist, educating, teaching, agronomist, research assistant, forestier, forester, horticulturist, veterinarian, agriculture business women, agronomist, or agricultural chemist.

As a horticulture teacher, I have found that although most of my high school female students did not have a farm or a mechanics background, they all were able to learn and were willing workers. All of my students have studied tractor safety and operation. They can all drive a tractor safely. When it comes to doing soil, making water, etc., all participate actively. Having the women do the "delicate" work, transplanting, potting, etc. and the men do the heavy work does not hold. All work is shared equally and done well.

My own experience as an agriculture teacher has been varied. My first annual agriculture teachers' convention gave me cause for thought. I was greeted by an older male agriculture teacher who said, "Oh, why don't your come and teach in our county. We need teachers." When I asked in what field, he replied "Home Economics." That was the response I drew as a female. On the other side of the coin, in my own school, Pulaski County High School, I have met with no such prejudices. I am accepted for what I am—a teacher trying to do a good job.

But we have a long way to go. I will be the first to admit that I lack experience and knowledge in certain areas. But I want to learn. I am soon to be a new teacher to operation a tractor so I could work on the school football field. We, as women, have the serious responsibility to be good in our fields and to be eager to master new areas of endeavor. We must make our own place and a place for future women through our own dedication, willingness to learn, and excellence.

In conclusion, I would like to say that as agriculture teachers, particularly at the high school level, we must assume the responsibility to encourage and help all students, both male and female, in recognizing their potential in agriculture. Over one-half of the population in this country is female—a great untapped resource of hands and minds that is ours to inspire and instruct. Let us make use of this great potential.

Themes For Future Issues

- **July** - The FFA
- **August** - Serving Out-of-School Groups
- **September** - Guidance, Counseling and Placement
- **October** - International Agricultural Education
- **November** - Cooperative Education in Agriculture
- **December** - Agricultural Mechanics

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Why So Few?

Don Knotts, Chairman
Department of Agricultural Education

Prairie View A&M University

Don Knotts, Associate Professor
Department of Management

Social Attitudes

It is not considered feminine by much of society for a female to major in agriculture. Through a female raised on the farm may have performed many of the same tasks as her brothers, she was expected by society to limit herself to other occupational areas in making an occupational choice. Also, societal inhibitions consisted that certain subjects were to be inappropriate, particularly delinquent, animal reproduction, etc., and any female who did major in agriculture should limit herself to courses such as vegetable production, horticulture, greenhouse, etc.

Institutional Limitations

Current research indicates that many policies of institutions of higher education favor male students. Admission offices of some major institutions limit the number of females admitted or place higher scholastic requirements for females than for males. Financial aid offices and departmental administrators have favored males over females in the awarding of loans, fellowships, and grants. Placement offices do not always give the female the same assistance in securing employment as males. Housing offices place more stringent requirements on female students which results in additional expenses, inconveniences, or delays. And, schools of agriculture have contributed to this situation by not attempting to recruit females as aggressively as males.

Attitudinal Limitation

Women themselves must also share some of the burden for lack of representation in agriculture. Their attitudes about females in non-traditional roles prohibit them from choosing agricultural fields, and their lack of aggressiveness (which is traditionally viewed by our society as a negative characteristic in females) in breaking tradition is another significant reason.

Avoidance of success is preferred by some females because they fear that this will not get married or that they will become unattractive to men. In major male dominated fields, some females may feel that academic competition or employment competition with males might jeopardize their possibilities. Or, some husbands might prefer wives to pursue more traditional occupations.

There, too, some females are too dependent and passive to consider a career outside the home because of disinterest or inferiority feelings. This is an erroneous impression that females cannot have because the Bureau of Labor indicates that nine of ten females will work outside the home sometime in their lives.

In light of the multitude of reasons for shortage of (Concluded on page 276)
Vocational Agriculture Programs: Emphasis on Female Interests

Charles Cerry
Teacher Education Virginia Polytechnic Institute and State University

During the past five years, female students have entered the male realm of agriculture. They are taking the same courses, paying the same fees, competing for the same honors, and becoming the first generation of truly farm student welfare programs. Female students now hold jobs in the agricultural business (Wallace, 1974).

The primary reason that female students have begun to enter agricultural education classes is that they are the ones who are doing the teaching. They are teaching the students who are enrolled in the programs. This is a significant change in the way that agricultural education has been conducted in the past. In the past, males were the ones who were teaching the students. But with the increase in the number of female students, the male teachers have had to change their methods of teaching to accommodate the needs of the female students.

The increase in the number of female students has also led to a change in the way that agricultural education is being conducted. In the past, males were the ones who were making decisions about the curriculum and the methods of instruction. But with the increase in the number of female students, the female students are now being given a greater say in the decision-making process. This has led to a more inclusive and diverse curriculum that better meets the needs of all students.

In conclusion, the increase in the number of female students has led to significant changes in the way that agricultural education is being conducted. These changes include an increase in the number of female students who are teaching, a greater say in the decision-making process, and a more inclusive and diverse curriculum. These changes are expected to continue as the number of female students continues to increase.

References:
Should We Encourage Women to Enter Ag. Ed.?

Carl L. Reynolds
Teaching Assistant
Agricultural Education
University of Illinois

Robert W. Walker
Associate Professor

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JUNE 1975

So Many Myths About Women Agriculture Teachers

Ted Gregg, Regional Supervisor
Bureau of Agricultural Education
State Department of Education
Dennis Hampton, Teacher Trainer
California State University, Chico
Dr. E. M. Jorgenson, Retired Teacher Trainer
University of California, Davis

Women teachers in America have long been the main force in the educational process. Historically the hand that showed the way led the root interest and love of animals and agriculture, and agricultural teaching is a natural outlet. Women traditionally understand, care for, and nurse livestock well. Many women, as if by some mysterious inherited trait, manage agricultural animals. Get an obvious knowledge and satisfaction. Thus the entry of women into the field of teaching voca- tional agriculture is a natural step and their impact will become noticed more and more as time goes on.

The first woman teacher of agriculture to plan and complete the regular program of teacher preparation in California was accredited in 1958. Charlotte Glenn, while reared in Southern California, worked on farms and in rural areas during the sum- mer to gain experience. She entered the College of Agriculture and Envi- ronmental Sciences, University of California at Davis and began a program preparing her to become a teacher of vocational agriculture which was com- pleted in 1960. She was followed by Stephanie (Irvin) Licht in 1969 at the California State Polytechnic University, San Luis Obispo.

Today there are 24 women teachers in five states in California who have completed the preparation program and the five training institutions report 20 additional women presently working toward credential requirements at this time. Seven years have passed since the first woman teacher was accredited. What does the record show, especially in regard to the predictions and myths surrounding the achievements and per-

Mentioned on p. 274
Women in Agriculture in a Two-year College

Anthony Kukuk
The University of Minnesota Technical College
Crookston, Minnesota

A rather recent phenomenon in agricultural education is the sudden emergence of significant numbers of women in agriculture. This phenomenon has been especially noted in Minnesota technical college education. The University of Minnesota Technical College, Crookston, an institution in which some 50% of the student body majors in agriculture, is an example of this rapid increase of women in agricultural education. As calculated in Table 1, it is appropriate to note that the related fields of business, home and family services, and hotel, restaurant and institutional management within the technical college also experienced significant increases in women majors.

Such an emergence of women in agriculture presents some interesting areas of research that deserve attention. Some of these research topics are as follows:

1. What areas of agriculture are women majoring in?
2. How successful are women once they are employed in the field of agriculture?
3. What would be the role of advisors be in counseling prospective women agricultural majors?

Female agricultural students at the University of Minnesota Technical College major predominantly in horticulture, light horse management, and canoeing. Female students were found to major in agriculture for both vocational and recreational reasons. Not only the female students, as do many of the males, have several interest areas within the career clusters found in agriculture. However, the majority of the women students, like men, plan to graduate and become employed within the broad agricultural field. The technical college, like other colleges that emphasize agricultural education, has experienced extraordinary increases in the numbers of women graduates (Kukuk, 1974). In fact, many agricultural job openings have gone unanswered as there were not enough graduates to fill the demand.

This situation is likely to worsen as the technical college is a young man who grew up on a farm or a small rural community, and the agricultural economic base. With the lowered birth rate and recent migration trends out of the farming area, there is a smaller number of "typical male agricultural majors." Yet the job possibilities are still and will be in existence. Where can we find the solution to this problem? The answer is female agricultural majors. Most likely there are as many potential female students as there are male students with a rural agricultural background. With the inclusion of the female students, the potential student base is dramatically broadened.

Can the women do the job? Definitely. The University of Minnesota, Crookston, surveyed all of the employers of its graduates (1960-1973) who were known to have entered the job market after graduation. Employee ratings revealed that the students were rated as highly as are males. Employed technical college graduates also compared very well to other employees according to employer ratings. In terms of quality of work, 63.5% of the graduates were in the superior or above average and 32.1% were considered average. Ratings concerning quantity of work and the employee's verbal, reading, and writing abilities are not given. (Concluded on next page)

Women Majoring in Agriculture
University of Minnesota Technical College
Crookston, Minnesota

Table 1

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women in agricultural areas, the following recommendations are given to teachers, administrators, and employers to facilitate the transition in agriculture.

**Recommendations**

**Secondary Level**
1. Encourage females to participate on judging teams, in leadership contests, and FFA.
2. Establish the same rapport with parents of females as with parents of males.
3. Do not assume that female students are not as interested as males in agricultural careers. Give them as much occupational and financial counseling as male students.
4. Counsel with parents of females concerning the problems that girls may have in agriculture, and encourage them to support their daughters.
5. Recognize leadership potential in females as well as males.

School counselors should be given literature and information concerning the various careers and career requirements available to students interested in agriculture with supplementary information also to be given counseling in the area.

6. Encourage employers, employers of full-time or part-time agricultural assistance to be given names of qualified females as well as males.
7. If a female student “falls” academically or in an assigned task, do not blame it on her being female; respect her as an individual student.

**Post-Secondary Level**
1. A teacher of literature does not depict females in brochures, redesign it so that it does. In referring to majors, avoid the use of “he”—substitute “he or she” so that females will not get the impression that only males are considered.

**REFERENCES**

**DON'T EXCLUDE WOMEN FROM AG TEACHING**

Mrs. Mary L. Stauffer

CVAE Teacher—Rio Hondo Jr. High

Rio Hondo, Texas

If anyone had asked an agricultural teacher attending the Texas Vocational Agricultural Teachers Association Convention in Houston in 1947 (T.V.A.T.A.) if he knew who the new women agricultural teachers were, he probably would have laughed in his face. However, Mike Stauffer, Vo-Ag teacher from Rio Hondo, could have told you that his wife, Mary L. (Candy) Stauffer, was going to be teaching Coordinated Vocational Academic Education (CVAE) Programs at the Jr. High School in 1947.

Candy Stauffer is a member of the Vocational Ag Teachers Association of Texas. She attended the convention and definitely feels that she can do as well as the other men. She graduated from Texas A & I University of College Station with a B.A. in English in 1937 and was the first woman initiated into the Mu Chapter of Alpha Tau Alpha, a national professional honorary fraternity for agricultural education majors.

Mary Beth Nealon is a CVAE teacher at Cleburne High School, Texas. She teaches the Jr. High School with a B.A. in English and a Master of Science in Education in 1947. She was the first woman initiated into the Mu Chapter of Alpha Tau Alpha, a national professional honorary fraternity for agricultural education majors.

Reference:
Mary L. Stauffer, one of three women agriculture teachers in Texas, with her students in Coordinated Vocational Academic Education.

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**JUNE 1945**
Using Horticultural Resources in Washington, D.C.

Lynda A. Walker
Ornamental Horticulture Instructor
Arlington Career Center
Arlington, Virginia

Admittedly, Washington, D.C. and its neighboring cities in Arlington, Virginia are not in the center of agricultural America, but amid the concrete and steel of the city, a high school agricultural program is growing. We have pursued our agriculture program to fit the needs of training in intensified agriculture—specifically, ornamental horticulture.

The Arlington Career Center opened its doors in September 1974 to 850 junior and senior high school students from the seven junior high schools and four high schools which serve Arlington County. Junior high students are enrolled in career exploration where they can explore different occupational areas during the course of the school year. Senior high students may also enroll in career exploration, but the majority of them are encouraged to take occupational training in their interest area for the entire year. Adult occupational and enrichment programs are offered throughout the school year with the second semester classes in January. Eventually, the Career Center will serve all citizens of Arlington County from the elementary-age child to the senior citizen. The new Career Center will house eighteen occupational training areas and offer twenty-two different career exploration clusters.

Lindsey Walker
Ornamental Horticulture Instructor
Arlington Career Center
Arlington, Virginia

Eleven active and eager students are enrolled in the career program, with a balance of both male and female students. Nearly three-fourths of these students are in ornamental horticulture as an enrichment program to their basic academic studies at their home high school. They have committed themselves by enrolling in an extended day program in order to schedule all their required courses.

Eventually, hopefully as early as next year, both Ornamental Horticulture I and II will be offered. This year, our efforts have been made to give the students a basic knowledge in horticultural terminology, techniques and career opportunities. In Horticulture II students will be able to select an area of specialization, such as retail florist training or greenhouse crop production. Our students are working in a supervised work environment in the greenhouse area. Students are given training in a commercial operation. In exchange for the supervised hours, they will accumulate a valid work experience record that is in normal and immediate practical experience in areas such as plant propagation and bedding plant production for the grounds of the Smithsonian and related government areas.

Horticulture students from the Arlington (VA) Career Center are working in propagating both at the Smithsonian Institution greenhouses in Washington, D.C. and at the J. E. Fagg greenhouses in Headonville, PA. Their task is to propagate both for the Smithsonian Institution and to supply propagation material to J. E. Fagg.

Jo Ellen Stearns
Vocational Agriculture Instructor
Spring Grove, Minnesota

I would receive letters saying that the position had been filled, but when the opening list came out the schools were still on the vacancy list. It is hard to overcome these prejudices. It is not the usual pattern, to have a female agriculture teacher and FFA advisor. You immediately try to share this—your best work choice. You want the people in the community and the people in the profession to respect you as an educator and as yourself. These people are concerned and watch you. They become interested, wonder how it is going, wonder about discipline, about trips, and if she can teach with respect and authority.

Now, I ask in my third year of teaching and am currently teaching vocational agriculture in Spring Grove, Minnesota. The curriculum is modular, trimester and offers fifteen different courses in agriculture throughout the school year. This situation is effective, pleasing, yet challenging for me.

Today there are more girls going into agriculture courses. I consider agriculture a course like any other. Most of these girls are farm girls and are just as interested as any other student. If they want to be in agriculture and if they are interested, I think they should be.

The field of agriculture education is wide open. You must be interested in working with young people. If this is what you want, you must first set your goals and then never give them one step at a time. The most important thing to remember is that you will have many traditions to overcome, but there is no better occupation than agriculture.

(Walker—continued from page 278)

and we hope to schedule a spring visit to Longwood Gardens.

Our locations and facilities have more or less forced us to be unconventional in our approach and flexible in our material. We do not use just one text, but are still at the seedling stage of development. We are fortunate to have administrators who are committed to the value and necessity of offering horticulture in an urban situation. As the awareness and concern for the quality of life grows within the American population, horticulture offers each individual a chance to improve upon his life situation—esthetically, nutritionally and financially. Horticultural awareness is on the move and it is up to us as agricultural educators to encourage in development on the educational scene.

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(Concluded on next page)
AGRICULTURE has changed in a multi-
titude of ways. If you pick up a 1957 text-
book about agriculture, you may soon realize it is mostly concerned with farm boys, interested in farming careers. Today's ag-
riculture has come to mean more than farming to our society. This is not to say that farms (or boys) are not im-
portant. It is a known fact that agricultur-
al producers are the base upon which the rest of this country exists, making it possible for Americans to spend the majority of their incomes on items other than food. It is because one farm worker can provide enough food for fifty-one additional people, that other agricultur-
al related occupations are possible. Therefore, today's teaching programs are becoming involved with conserva-
tion, ornamental horticulture, forestry, and horse programs, to name a few. This has led to a greater demand for specialized teachers, who do not neces-
sarily need a farm background.

In addition, farming itself has changed to meet demands of a growing population. There has been an increas-
ing trend towards larger, more spe-
cialized farms, which require more ma-
chinery, better techniques and different methods of marketing. Totally, this all adds up to more variety in the whole agricultural picture, both inside and outside the classroom. Hopefully, each teacher is relating his/her instruction so students are aware of the many oppor-
tunities available.

So, how is this involved with women as agriculture educators? First, women have been teaching from before the
days of the one-room schoolhouse, so it is no surprise to find women teaching in all levels of school, able to handle disci-
pline problems as effectively as a male teacher. But how about in the ag class, where farm boys are likely to be a
higher proportion of boys to girls? Granted, this might bring about differ-
ent discipline problems, but I can't think of any situation where a trained woman teacher couldn't handle the
problem. A teacher who has the respect of her students would be fully in charge of her class. Also, with the variety of ag subjects taught, the percentage of boys to girls might be the same as in aca-
demic classes.

Another argument I have heard con-
cerns the ability of a woman to teach such subjects as small gas engines, weld-
ing, farm production and management and farm machinery. I see no reason in the world why a girl who is interested in working cannot learn the same skills nec-

tary to teach the course. I knew a girl in high school who took a course in welding. She had no idea what welding was, and went in eager to learn. Also in the class were some boys who had welded before, and of course knew everything about it. Her instructor told me that she was the best welder in the class.

Because you are a woman, you might have to prove to your students that you can handle a welding torch or tear
down a small gas engine. If you have had the necessary training, this can be the first step in earning the respect of your students.

I have talked with a number of women who are presently teaching ag-
riculture, in college as well as high school, whose descriptions brought to
light some problems of which I had not been aware. Depending on the area of

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Case for the defense: Two women accused of entering the field of vocational agricultural edu-
cation with the desire to work with young people, and a firm belief in the future of agriculture.

Names: Louise Worm and Gail Sanders

Status: Senior majors in Agricultural Ed-
cation at the University of Minnes-
toa

Plea: Guilty on all counts

WILL YOU HANDLE THE CASE?

"I am a teacher of vocational agriculture by choice and not by chance," it is thought that echoes most clearly in our minds when explaining why we are in agricultural education. It is not a choice that was haphazard or quickly made. For each of us it took several years (and in my case, consider-
ing two years of college) before we entered the major. Our interests and past activities have had a dramatic influ-
ence on this decision and we hope it becomes obvious that these factors not only give a "track record" on how we got this far but also give a direct indication of the confidence we have in pursuing our chosen career.

Yes, today the pioneering of women into the occupation of agricultural education is very much like defending a case in court. As young women looking in the future at their chosen vocation, we, in v.o.a., the prosecution is consistently asking each question as:

"What are you—a woman's libber?", "You are a girl, how do you expect to discipline a group of ten year high boys?", "What do you know about farming, anyway?", just to men-
tion a few. Of course, those questions are valid when one con-
iders that agricultural teachers have traditionally been male. Therefore, to answer our own question, "Would you handle the case?", yes, we certainly will, with the firm conviction that we, like many men, have similar goals and aspirations for our role in maintaining the future of agriculture.

DEFENDANT #1: GAIL

What career would combine animals, plants, outdoor activities and teaching? I asked myself this question many times while growing up in Cumbersal, Rhode Island and considering my future plans. My high school did not have an agricultural program so I was not familiar with its offers-

ings and versatility. While attending the University of Rhode Island I did my own career education exploration and all the reading I could about Agricultural Education. I decided it was what I had been searching for. The perfect career that would allow me to direct youth in the field of agriculture.

It was not until transferring to the University of Minnesota that I found my true motivation in the area of Vocational Agriculture. I was just as stunned to find myself the only female in the program as my professors and fellow students were to find me there at all. When you believe in something—as I did in vocational agriculture at this point—it is not easy to back down and still live with yourself, especially when you know that you have a great deal invested in it. I was accepted in this program and involved and was accepted. I had extensive work experience with guiding and teaching youth in recreational programs. I felt that my experience in communicating with students was just as valuable as farm experience. I must concentrate on the agricultural or technical side of Ag. Ed while the majority of my comrades must learn to develop the educati-
sional side more fully. From the U. M. Meat Judging Team, to Ag. Ed. Club Sentinel, to being the first woman in the Alpha Zeta Chapter of Alpha Tau Alpha, I worked to be recognized on my own merit and had fun in the process. I became part of a close-knit group of Ag. Ed. students.

DEFENDANT #2: LOUISE

When FFA opened its door to women in 1959, one could hardly have been happier than I. It was like someone had handed me the key to my future in agriculture. I was a junior in high school at the time. However, the prospect of being a woman in the program did not inhibit my enthusiastic outlook for participating in FFA. This was the point at which I began the process of being accepted as a woman in agriculture. My first two years of college were spent as a member of the Minnesota Agricultural Science. However, that by itself was not the way to reach my personal goals. My future had to include agriculture and people. The best way I could do it was to major in Ag. Ed., so I did! Ag. Ed. has continued to be a testing ground for proving "I can do it." I have found that it is necessary to get thoroughly involved in the scholastic and extracurricular activities of Ag. Ed. It was the surest way to convince my peers that I really mean this: I am going to be an Ag. teacher! So as an Ag. teacher I will be, but before that can happen I look forward to completing my term as President of our Agricultural Education Club, in addition to being a member of the Alpha Zeta chapter of Alpha Zeta. At this point, I face the future with warm courage and high hopes be-

because I have only begun and hope I never stop.

CASE SUMMARY

What does it take to be a teacher of vocational agricultur-

Lloyd J. Pilppa feels that the first qualification to be a teacher of vocational agricu-

(Concluded on next page)
Leader in Agricultural Education:

WARREN WEILER
by James Dougan

Warren G. Weiler has been recognized on a number of occasions for his outstanding leadership and contributions to the total Agricultural Education and FFA program in Ohio, as well as on the national level. From his boyhood days on the Weiler farm in the rich hilllands of Northcentral Ohio, through his 14 years as a teacher and 30 years on the State Agricultural Education Staff culminating in the position of Head State Supervisor of the Ohio Agricultural Education Service, to his present status of active retirement, Warren has always been a man with distinctive qualities. He possesses that unique quality not possessed by all, of blending an aggressive work pattern with a fine personality, and most of all, much humility.

Warren has had a most active and distinctive career. He got his start in education in a one-room country school, graduated from Fremont High School, and received a Bachelor of Science and Master's Degree from The Ohio State University. He started teaching Vocational Agriculture in his home town of Fremont, Ohio, where he organized the school's first FFA chapter and young farmer association. His fellow teachers soon recognized his good work and in 1954 elected him President of the Ohio Vocational Agriculture Teachers' Association, a position he held with great distinction. In 1967, he was appointed to the position of Assistant State Supervisor, and FFA Executive Secretary, and in 1950, he was made Head State Supervisor, a position he held until his retirement in February, 1967.

Warren has had an unusual number of honors bestowed upon him. Perhaps one he would cherish highly is the note of praise on the Founder's Memorial Plaque at Ohio FFA Camp Mount Langum, Carrollton, Ohio, which indicates the great influence he had in the founding and development of the State FFA Camp. He has been honored by Alpha Zeta Fraternity with honorary membership, has received the Honorary American Farmer Degree, and the Outstanding Service Citation of the NVATA. He also has the great honor and distinction of having an FFA chapter named after him. He has served on the National Board of Directors and was quite active in National Agricultural Education and FFA programs. He has been honored by the Colleges of Agriculture at The Ohio State University by being awarded the "Distinguished Service Award."

Retirement has not been a withdrawal from society for Warren Weiler. His ambitions, personable nature, and his "knowledge and wisdom" made him a valuable person for such activities as Executive Director of the Ohio Council for Vocational Education, an active committee member of the Ohio Agricultural Council. He continues to make a valuable contribution to the Ohio State University. He has also continued his strong interest and support (both moral and financial) in the Ohio FFA Association, Ohio Young Farmers, the OYF and, and the Agricultural Education Service.

Throughout his busy professional life, Warren has always been close to his family. He has three daughters, Lila, and daughter, Joan and her husband, along with two grandchildren (69th and 69th college basketball players) are, of course, vital to him.

If one were to select a person for a pattern of an ideal life, both professional and personal, Warren G. Weiler would receive an outstanding recommendation.

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The agricultural experience is an important part of the educational process for students. Not only does it provide a hands-on learning experience, but it also helps to develop critical thinking and problem-solving skills. The agricultural education program should be designed to meet the needs of all students, regardless of their future career paths. It is important to ensure that students receive a well-rounded education that includes both academic and vocational components.
Reviewing the history of general education in the United States, it is brought to our attention that women educators have been the real force which influenced the child. A combination of their scholarship, social instincts, and qualities of motherhood have turned educational institutions into less rigid, more natural centers of learning. In 1925, the United States boasted of an educational staff, of which nearly 61% were women in high schools, and 63.1% women in public schools. Teaching had become one of the accepted vocations of if not the turn of the century. Evidence of this attitude can still be seen by examining the large proportion of women teachers in the United States today. Also, a great deal of research literature is available to us concerning women's contributions to the general educational system. But women were not the guiding force in all areas of education, as we shall soon witness. Looking back through the history of agricultural education, we see its beginnings deeply rooted in the late 1700's. The institutions of the time carried the same value and character of instruction relating to agriculture. This instruction was later improved through the enactment of laws such as the Smith-Hughes Act of 1917. This act provided for the college training of teachers of agriculture for secondary schools. In 1917, 841 men and 18 women enrolled in such courses in 40 agricultural colleges. The progress of these 18 women is today, buried in history. A review of the literature reveals very little on women's participation in the field of agricultural education. This aspect of rural life and today urban education, has been predominated by male instructors. In this age of women's liberation, one may reach the obvious conclusion that males are discouraging females from entering the field of agriculture education. But we must look beyond the obvious to realize the true reason which underlies this finding. Traditionally, agricultural education programs have been given to trained to educate students in farm production management, a subject which requires a certain degree of physical strain and a great deal of mechanical skill. This may not have appealed to women as much as the more recent high school and area vocational center's programs in conservation and ornamental horticulture. The increasing number of these new programs may account for the rising percentage of females receiving certification in agricultural education in Cornell's College of Agriculture and Life Sciences.

Can we stimulate an interest among women to choose vocational agriculture instruction as a career? If so, how can we better train females, before the college level, to fulfill their expected roles? Questions such as these are to be answered if the following three points are taken into consideration:

1. Girls should be encouraged to enroll in agriculture courses at the secondary educational level. If girls are reassured that the vocational classes are as much an opportunity for them as they are for the fellows, progress is sure to ensue. (Even I managed to master the art of tractor driving, mixing chemical pesti-

2. Girls should join and take an active part in agriculturally related youth organi-

3. The young instructor should stimulate a favorable attitude towards teaching agriculture. Thomas M. Knecht in 1708-1708 expressed this idea when he says, "The first gifts we can bestow on others are a good example." The high school student often sees guidance when choosing careers, and the satisfaction and rewards of an agriculture teacher's career should certainly be stressed.

Amusingly we've greatly inspired the female ag student, what's in the future for a woman trained in agricultural education? It's the same satisfaction we'll be able to derive from FFA, and similar organizations. Every year when they trained self-reliant citizens to continue to delight in earning their livelihood from the soil.14

Horticulture for the Mentally Handicapped

Samuel D. Allen
Teacher of Vocational Agriculture
Manchester, N.H.

I find that community cooperation and involvement is a necessity. For three years, the mentally handicapped students were provided support by providing the greenhouse, a garden, a chicken coop, and a woodshop. In return, we brought trees and shrubs which the students planted in the cemetery.

The Parks and Recreation Department of the city provided support from the school to the greenhouse. In return, the students grew geraniums and petunias for the park's gardens, which they also planted under close supervision of the park's gardener.

The Downtown Manchester Association provided the biggest public exposure project. They hired the students to fill seventy-five 2-foot planters in the downtown shopping area. The students planted the project by picking varieties of petunias and bedding the seeds, and getting cuttings of German Ivy for propagation. The students grew 300 pots of German Ivy and 1200 petunias to fill the planters.

It has been the students' responsibility to make sure that we had enough plants to take care of the planters and the parks; extra plants are sold or taken home by the students. One student paid for his job as a larchester by the merchants. The students are thankful by the mayor, superintendent of schools, superintendent of Parks and Recreation, and the president of the Downtown Manchester Association.

I found that the work ethic was nonexistent, and that it had to be instilled. My prime objective is to train employable, able students by age 16. This includes filling out Social Security applications, job applications, withholding state and income tax returns. Behavior modification programs are used to encourage better work habits; a good day can mean a plant to take home. A student may be allowed to do some jobs without supervision such as watering or feeding the plants. Other tasks includeCEPT, feeding, and three to supervise on a job such as taking cuttings or transplanting. Exem- ptedly bad behavior may lead to a loss of going to the greenhouse for a week — an extreme penalty, but one which is occasionally carried out.

One major problem is the short attention span most students have, sometimes as short as five minutes. I have tried to keep classroom work to a minimum, but how can I make enough work to fill some 30 to 35 student hours, five days a week in a small (10x 50") greenhouse? Otherwise the morning group would count and move plants from one location to another, and the afternoon group move them again. When spring comes around another problem exists, not enough time to prepare the garden, and keep the green- house going. The first of May, we needed to plant some 5000 petunias, 750 pots of German Ivy, 200 potted geraniums, 2000 tomatoes, 500 peppers, and another 1000 bedding plants, trees and shrubs. A soccer field needs to be re- graded and repaired. This is when it becomes difficult for the students able to work on their own.

Last year (1973-74), we expanded to a high school program and have some 75 freshmen and sophomores. The larger greenhouse has been built and a classroom and shop building are be- ing constructed. The building trades teachers are involved.

A second teacher was added this year.

Developing an Agriculture program for the mentally handicapped depends on the same things that makes a regular program go — community support, recognition of student needs and interests, and school department support, both academic teachers and administr- ators. In addition, there must be a large amount of hands on experience for the students.
GROUP PROJECTS—Dale Leach, horticulture teacher at North Avondale (Maryland) Vo-Tech School, supervises a group of students in constructing a terrarium. (Photo from Clifford Nelson, University of Maryland)

LABORATORY ACTIVITIES—Homer White, teacher at Yuba City (California) High School, supervises students who are vaccinating a lamb for environments. (Photo from Ken Baker, University of California, Davis)

STORIES IN PICTURES

by Jasper S. Lee

PRESENTERS INTERVIEWED—Tom Ellis, left, Mississippi State Supervisor and John Gruenholz, professor at Virginia Tech, are being interviewed at the Southern Agricultural Education Conference held in Williamsburg, Virginia, by Jim Jenkins of the Virginia Tech News Service. Ellis is the new President of the Conference and Gruenholz is the retiring President. (Photo from Virginia Tech News Service)

RECIPIENT OF AWARD—Charles Rayes, right, University of Kentucky, is shown receiving the “Master Teacher Award” from Ward Groogs, President of Gamma Sigma Delta, at the University of Kentucky. (Photo from Raymond Tull, University of Kentucky)

TREE IMPROVEMENT PROGRAM—Shirley Himes, teacher at El Dorado County (California) Regional Occupational Program, is showing Edward Swensen, retired teacher educator, University of California, the trees being established in an improvement program at Corvallis, California. (Photo from Ken Baker, University of California, Davis)

AGRICULTURAL EDUCATION

Theme—THE FFA

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