AGRICULTURAL EDUCATION

Volume 51  Number 7

January 1979

50th golden anniversary issue

FEATURING—

HISTORY OF THE AG. ED. MAGAZINE
EDITORIALS FROM ALL LIVING FORMER EDITORS

Theme — Looking To The PAST and The FUTURE
January 1979
Volume 51 Number 7

Agricultural Education

Supervised Occupational Experience Programs
Guiding Concepts and Principles
The Reappraisal of the Purpose of Agricultural Education
The Bottom Line
Inquirer and Answerer
Geyer Search
A Look Back
A Look Beyond
Stories in Pictures

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

SUBSCRIPTION PRICE: $7 per year. Foreign subscriptions, $10 extra. Mail cannot guarantee delivery if mailed airmail. To ensure proper mailing, add 50¢ for newspapers in each zone. This price includes $1.25 for foreign postage. In the United States, it is published monthly except January and August. Postmaster, send address corrections to Agricultural Education Magazine, 1929 E. 14th Street, Indianapolis, IN 46202.

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Continued... Reflections of the First Editor

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

The national organization, the Future Farmers of America, had been organized in November, 1928. E. E. Telfair, a professor of the University of Wisconsin, wrote a series of articles in the FFA Song. The first state FFA camps were reported.

The Oops-Fenger Reel Act, providing national funds to supplement those available under the Smith-Hughes Act, became law on February 5, 1929.

Using these funds, four young men were added to the staff of the Agricultural Education Service of the U.S. Office of Education: W. A. Ross, H. R. Swanson, J. H. Pearson, and F. W. Langston.

A national organization of teachers of vocational agriculture had been set up at the 1929 convention of the A.V.A. Its program was described in the June, 1929, issue of the magazine.

The staff of the magazine was expanded and its own funds $500 a year for the editor and made its action retroactive to the 1929-1930 issue.

Before the magazine was established, some had suggested that the Agricultural Leaders Digest, which then was not widely distributed, be purchased for use in agricultural education, would serve adequately as a professional magazine. A large number of teachers objected to publishing a magazine without charge, if the last page could be devoted to advertising. The judgment of the founders that a professional magazine should be managed by professional editors, was justified.

The American Vocational Association had 6,700 members, less than a quarter of the present membership, but was gaining in its agricultural education section as one state organization of teachers after another was formed.

O. G. Aderhold, teacher of vocational agriculture at Jacksonville, Georgia, was appointed Georgia’s Master Teacher of Vocational Agriculture; he is now President of the University of Georgia.

Howard of Sheridan, Wyoming, was selected as Wyoming’s Master Teacher; he is now Professor of the University of Wyoming.

The Okanogan Branch of the A.V.A. worked on objectives for vocational education in agriculture during 1929 and prepared a report of its work to the Board of Agriculture.

W. G. Caudell of South Carolina reported the development of vocational agriculture in New Mexico. He worked with many teachers of teachers of vocational agriculture.

The Agricultural Education Magazine has published its 50th anniversary issue of The Agricultural Education Magazine Magazine.

This issue of Agricultural Education is Volume V, Number 1. Four volumes have been printed each month and mailed to address of all over the United States and Canada.

These four, and hope, have contributed to the development of the field of agricultural education. If this magazine does not contribute to the field, let us hope for the future.

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

We trust that you now recognize your responsibility to this magazine, recognize that it is a part of your own professional duties to contribute to it.

Appreciation

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

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

O. G. Aderhold, Editor 1923-1925

Reprinted from the July 1927 AEM

O. G. Aderhold, Editor 1923-1925

Reprinted from the March 1926 AEM

O. G. Aderhold, Editor 1923-1925

Reprinted from the April 1926 AEM

E. C. Aden, Editor 1944-1946

Harry Kitts, University of Minnesota, Editor 1971
CONTINUED DEDICATION

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

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

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

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

Dr. F. S. Stuart, whose work has devoted much time and effort to the magazine. His faith in the magazine as an instrument for professional improvement and his enthusiasm in promoting its work inspired loyalty on the part of all workers in agricultural education.

PERHAPS other conditions should be added, but there are enough difficulties to suggest that in these times we are facing stern realities. By the nature of things, the responsibilities are basically administrative, those of the state directors and those of the state supervisors of vocational agriculture.

The task definitely indicates some of the characteristics of a leader in these situations. He must be a member of the education community, that is, his rating must be high in calumis. In dealing with school administrators he must manifest good judgment and persuasion, preferably diplomacy. In dealing with his teachers he must possess leadership of the highest degree and beget confidence and respect. In enhancing a state program he must have vision, imagination, and persistence.

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

**COURAGE**

Courage isn’t the absence of fear. It is a daring in a moment’s flash; It isn’t an instantaneous thing. Born of despair with a sudden spurt. It isn’t a source of flaming hope. Or the final tug at a slipping rope; But it’s something deep in the soul of man That is working always to serve some plan. Courage isn’t the last resort In the work of the game of sport. It isn’t a thing that a man can call At some promising moment to his aid. It isn’t in the vein of a spontaneity false; And every trial a man may meet.

It’s part of his hours, his days and his years. Back of his smiles and behind his tears. Courage is the voice that speaks to his brain. It’s the breath of life and a strong man’s creed.

**Harry Kitts, Editor**

**Reflections of the Second Director of Agricultural Education - The Oldest Living Former Editor**

by Sherman Dickinson, Editor, 1930-1932

105 Beachwood

Capestrano Beach, CA 92624


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

A city boy, I enrolled in Iowa State College, planning to become a livestock farmer. But in 1914 I became a teacher of Agriculture at Grand Rapids, Minnesota at an annual salary of $125. Minnesota was one of the pioneers in providing agricultural courses in high schools with the legislative Benson-Lea Act.

For the years of 1915 to 1918, I was Director of Agriculture for the Minneapolis schools, with three high schools and 76 grade schools—$1500! The national Smith-Hughes Act was passed in 1917, giving great impetus to the teaching of Vocational Agriculture, Trade and Industries and Home Economics.

I then went to the University of Idaho, and was associated with Anton Husband, Farm Crops and Farm Shop with specialties in Poultry and Horticulture. I had had formal training in education, so I had to learn to teach. My big reward was in memories—and that I still hear from those "boys."

I was now committed to Agricultural Education, so in 1919 I enrolled for my Master's in the University of Minnesota under one of the great early teachers in our field, Dr. A. V. Storm. I studied part-time and taught part-time, receiving my M.S. in 1920. The University of Idaho took a chance on me and I became Professor of Agricultural Education, Principal of the School of Practical Agriculture and Assistant Dean, Agricultural Extension. ($100)

Returning to Minnesota in the Fall of 1921, I started work for a Ph.D. in Agricultural Education. My thesis developed a method of agricultural curriculum and course construction involving the enterprise-job-problem format and based upon the community agricultural survey. The degree was granted by the University of Minnesota, June 1923. I then had the great joy that I was to be invited to the University of Missouri as a member of the Agricultural Education staff. The next year I received a great, greatest tragedy. My wife died. Poor me! I had the luck of it, reduces accomplishment and leads to frustration and dissatisfaction.

BASIC EDUCATIONAL PREMISES

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

EARLY LEADERS

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

NOTABLE EVENTS

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

(Closed on page 155)

THE AGRICULTURAL EDUCATION MAGAZINE

JANUARY 1979

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

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

My own term came to me at the 1938 A.V.E. convention held in St. Louis. I had no special training for this assignment and, to the best of my knowledge neither had any of my predecessors, but I was asked by the current president to serve on the board of the Meredith's magazine, during each of the first two years of my assignment sent to Des Moines from Michigan State University and consulted with one member of the Meredith editorial staff with beneficial results.

CONTRIBUTIONS OF THE MAGAZINE

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

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

The many excellent articles and illustrations published over the years provide a positive answer to these. There is also another question but that the act of putting one's thoughts and experiences into writing has helped strengthen the writers of those.

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

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

PROFESSIONAL ISSUES

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

The A.V. E. has been a leader in helping local agricultural clubs for students before the F.F.A. existed, then having sponsored the first chapter in Iowa, and having prepared a boy in Kansas. The credit for initiation for Future Farmers, the potential for this remarkable organization has been amazing to this writer. Yet the variation in the amount and kind of emphasis placed on it often appeared as an issue. What has been mistakenly

THE AG. ED. MAGAZINE

1925-1965

(Reprinted from July 1965)

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

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

The basic structure for operation of the Magazine has changed but little over the years. Personnel of the Editing- Managing Board is designated on a rotating basis by the Agricultural Education section of AVA and submits a report to the Section at the annual convention of AVA. The scope of the Magazine, however, has expanded considerably. A section on Methods was added in January 1930, with further expansions during the second year to include Supervised Practice, Part-Time and Evening Schools, Research, and Book Reviews. The preparation of the magazine became rather more involved in 1937 when the magazine became a separate and self-supporting activity, for several years except for adjustments in title designations involving certain of the areas—Fish, Farm Mechanics, Farm Shop, Farming Programs, Supervised Practice, and Farmer Classes for Part-Time and Evening Classes. A section on Supervision was added in 1943.

George R. Kegel and R. W. Gregory at Purdue initiated a series of articles dealing with "Contributions of Leading Americans to Education," beginning with the September 1952 issue. The series was thereafter reprinted in bulletin form. A second series of special contributions was reprinted in 1958 under the title, "Witmer Agricultural Education." Still a third series appeared in 1965 and 1966 and was reproduced as "Contributions of Leading Americans to Agriculture."

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

JANUARY 1979

The editors have been working hard on the February issue in order to get it mailed in time for the quarterly meeting of the regional supervisors in Tennessee during the second week of the month.

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

There has been but one change of publishers of the Agricultural Education Magazine. During the spring of 1947, the Meredith Company indicated the pressure for expanding major printing obligations was such that they felt it would be in the interest of printing the Magazine. The Editing-Managing Board was confronted with the immediate problem of locating a new publisher and was successful in its search for a company which could perform in a similar arrangement with Interstates Printers and Publishers at Danville, Illinois.

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

EDITORS:

[Lists completed through 1978 by present Eds.]

H. M. Hamlin, Iowa State College, April 1929-June 1938.
Sherman Dickinson, University of Missouri, April 1938-March 1939.
L. E. S. Freeman, Iowa State College, April 1939-March 1943.
R. W. Gregory, Purdue University, April 1943-March 1949.
A. C. Freeman, Purdue University, April 1949-April 1955.
A. S. Ashburn, University of Missouri, June 1959-June 1965.
W. C. Gardy, Auburn University, July 1966-June 1967.
Ralph J. Woodin, Ohio State University, July 1967-August 1968.
James F. Key, Oklahoma State University, January 1970-September 1970.

James F. Key, Oklahoma State University, January 1975-Present.

(Concluded on page 182)
Supervised Occupational Experience Programs

by W. Howard Martin, Editor 1949-1952
Emeritus Professor, Univ. of Connecticut
Yarmouth Hall Road
Widener, CT 08089

Development

Six months supervised or directed practice on a farm for students of vocational agriculture was a requirement specified in the Smith-Hughes Act. Hence, supervised or directed practice was sanctioned as a fundamental feature of instruction in vocational agriculture. Proficiency was elaborated through major objectives which reflect more specific orientation of the rationale for "supervised or directed practice:

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

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

The rationale for supervised farming programs was developed and changed over a period of years to serve as a motivating guide for teachers and students of vocational agriculture. New conditions reduced its power, central truth and value. This is the situation changes in vocational agriculture and changes in the experience programs even though there was continuing belief that successful preparation for agriculture demanded inclusion of supervised occupational experience. The new reality could not be denied. Competing and conflicting purposes emerged and it was necessary for them to be accommodated in the rationale to win the support of a more sophisticated and cynical profession and public.

Transition

The Vocational Education Act of 1965 legitimized change in vocational agriculture. It authorized extending the program to serve persons with a wide range of abilities and interests in agricultural occupations. The program moved to identify agricultural occupations on the basis of knowledge of agricultural subject matter required. There followed moves to choose better occupations for students and studies of local opportunities in the occupational areas. This involved identification of jobs and responsibilities which were specifically associated with the respective occupational areas.

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

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

New Status

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

1. How is the rationale related to social interests?

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

There are potential weaknesses in the new rationale with this emphasis. Of major importance is the failure to offer a broad vision and challenge. In many situations the students' experience is narrowly conceived and portrayed. It is the old difference between laying bricks and building a cathedral. The current rationale does not stress the cathedral.

2. Is the rationale believable?

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

3. Is the rationale adaptable?

The new rationale enables teachers to meet the needs of a broader range of interests and abilities. More common resources could be used.

There are difficulties or weaknesses. Teachers' talents are often finite and the diversity of situations faced. Students may be forced to sacrifice achievement in other disciplines. Communities may present fewer opportunities than are needed because of the number of students. The time is more costly; yet students probably require more individual attention than when most were under parental direction or when day schools were used.

4. Is the rationale coherent?

From an overall point of view the rationale is less coherent than is the diversity of situations faced. Students may be forced to sacrifice achievement in other disciplines. Communities may present fewer opportunities than are needed because of the number of students. The time is more costly; yet students probably require more individual attention than when most were under parental direction or when day schools were used.

5. Is the rationale unique?

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

Summary

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

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

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

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

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

Continued Sherman Dickinson

Personal Experiences

As "extraordinary men out of the turkey business" have been living all over the world. After tea years, we sold the ranch and bought and managed a luxury hotel in Palm Springs for two years. We are now annually selling "vacation life" at 105 Beachwood, Capistrano Beach, Ca. 92624.

My contacts with Vocational Agriculture have been limited since 1968. I still enjoy the life and am in the Village of Peruvian and a constantly growing population. My warmest regards and highest praise to you all.
This opportunity to contribute to the 50th Anniversary issue of the magazine is welcome to me, assuring it to be an invitation to convey my remarks to its early history and that period of vocational agriculture into which it was born. I note from the list of editors preceding and immediately following my tenure in that responsibility there are those equally or better qualified than I for speaking for that period. While bearing in mind that they may be "looking over my shoulder," I proceed.

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

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

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

As in every facet of a dynamic society, continuous change is a characteristic. Whether for good or bad, change is certain to create need for adjustments. Undoubtedly this has been true during the life of the magazine. Also, it has continued in its function of assistance to teachers in identifying changes needed and solutions of problems created. It has been an ideal medium for teachers to report to their associates their success in identifying problems. I must confess that I have lost track of the more recent programs in the past except that programs have been created for preparation for occupations related to farming. It is clear that such additions will be limited to those which provide the essential of learning through supervised experience.

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

a. The number of farms has decreased vastly in the United States, accompanied by a steady decrease in the percentage of the population living on farms.

b. There has been an amazing increase in the size of farms and the value of farm lands.

c. There has been a marked increase in production per man-hour of labor, due among other factors, to mechanization and increased efficiency per man.

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

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

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

April, 1957 — The provisions of the vocational education program in 1957-1961 were based on the premise that agriculture is a science-based activity and that the role of the teacher is to provide an appropriate educational program for students who wish to pursue a career in agriculture.

October, 1957 — The provisions of the vocational education program in 1957-1961 were based on the premise that agriculture is a business-based activity and that the role of the teacher is to provide an appropriate educational program for students who wish to pursue a career in agriculture.

November, 1957 — The provisions of the vocational education program in 1957-1961 were based on the premise that agriculture is a science-based activity and that the role of the teacher is to provide an appropriate educational program for students who wish to pursue a career in agriculture.

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

September, 1957 — The provisions of the vocational education program in 1957-1961 were based on the premise that agriculture is a science-based activity and that the role of the teacher is to provide an appropriate educational program for students who wish to pursue a career in agriculture.

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

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

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

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

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

August, 1959 — The members of the profession must be willing to take action to establish and maintain a high level of professional competence and behavior.

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

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

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

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

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

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

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

Other examples of concepts and principles could have been selected but the point is clear. The profession has developed, over the years, a strong foundation upon which to build. The strengthening of its additions to that foundation are tasks which will never be completed. The Agricultural Education Magazine has made, and will continue to make, a major contribution to the profession by communicating concepts, principles, and developments to all agricultural education personnel.
A great deal of teamwork has been taking place through the last fifty years, teamwork leading to a truly phenomenal increase in the productivity of all phases of agricultural enterprises. This team consisted of vocational agriculture teachers, agricultural education professors, county agents, agricultural engineers and research specialists, and in fact, specialists in every field related to farming and merchandising farm products. Sometimes there was a bit of friction between one group or another, but the growth and development achieved were healthy. It led to "a land of plenty," better diets for people, a more prosperous economy, and in general a better quality of life for mankind worldwide.

SOCIOLOGICAL CHANGE

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

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

EDUCATION

Basic to all of the growth and improvement was an educational system that is the world’s best. Even with the best equipment, fertilizers, and inicides, the modern farmer must be educated to make use of these; he must be a skilled person in numerous fields to be successful, and as is apparent, many are successful. In that educational process, the agricultural education specialist and the vocational agriculture teachers have been the key; they have had major roles in bringing about one of the most phenomenal changes the world has ever known. The nation, and in fact, the world, owes them a great big “thank you!”

AGRICULTURAL EDUCATION

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

REFLECTION

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

Congratulations to “The Agricultural Education Magazine” upon its fiftieth birthday!

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

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

It’s been sixteen years since I began a three-year stint as editor of the Magazine. Nineteen sixty-two was the year of the Cuban Missile Crisis and a new Full Employment Act. M. D. Melby, Executive Director of the American Vocational Association was emphasizing the report of the Panel of Consultants on Vocational Education. President John Kennedy was supporting vocational education in his messages to Congress. Themes in the magazine included Planning Local Programs, Building Sound School Relationships, Advising the FFA Chapter and Evaluating Adult Farmer Programs. Contributors to the magazine included such hardy pioneers as S. S. Sutherland of California; J. R. Perkey of Oklahoma; George Gamblers of Kentucky and Medicine Nichols of Utah. A year’s subscription cost only $2.00 and copies were mailed to about 8,500 subscribers each month by Ross Gunn and his cohorts at Interstate Printing. My three year term ended in 1965, when with a heartfelt sigh of relief, I turned the job over to Gaye Scarborough of North Carolina.

THE BUILDERS OF THE MAGAZINE

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

1. The readers. Agricultural educators not only subscribe to the magazine but they read it! A 1965 study showed that 75% of the subscribers read 50% or more of the contents, the highest of any professional publication they received.

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2. The writers. Their pay has been low and their quality high. Many agricultural educators write for this periodical. The 1972 annual index showed that about 200 writers contributed one or more articles. Assuming that the average writer has three articles published we would have a total of over 3,000 persons over this 50 year period who have had the experience of preparing an article for a professional journal.

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

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

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

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

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

MAJOR ACCOMPLISHMENTS

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

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

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

(Written and published on page 106)
ISSUES AND ANSWERS

by Cecey Scarbrough

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

TRIBUTE

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

THE VOICE OF "AG ED"

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

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

ISSUES AND ANSWERS

Also, some articles do indeed give the answer. There is nothing wrong with this type of article in a publication like the Ag Ed Magazine. "This worked for me" may hold a good idea for many others in similar situations. However, if such an article is seen as the answer rather than an idea it may prove to be a poor solution to a local problem. There is considerable evidence that some in our profession are not interested in raising issues. Some editors, Ralph Woodin is one, made special efforts to get some consideration of the issues in our profession by featuring "Pro and Con" articles. Earlier editorials carried a series of editorials seeking to clarify issues. An interesting example of this effort can be seen in the running battle between H. M. Hamlin, University of Maryland, and Ray Pfe, Ohio State University, on evaluating vocational agriculture. The issue centered around "local vs. outside" evaluation. They ended the battle with a truce, but the issue is still around—unless some of you have the answer!

CLARIFYING THE ISSUES

My conclusion, as anyone who read my editorials a dozen years ago would guess, is that we have been better at answering questions that we have in clarifying the issues. There are two major reasons for this concern. First, clarifying the issues is an essential part of solving the problem. In fact, if you can identify and clearly define the issues in the situation you may learn that you don't have the problem that you thought you had. As someone has said, "clarifying the issues clarifies the problem." Some people object to this approach because it sometimes disturbs the answer that they already have made! So, this leads to the second reason for clarifying the issues. The problem is that many of the professionals can't do anything else. Their actions cannot and should not be unilateral; our actions, however bold and significant, must be in concert with other groups of people. Many agencies both within and outside of education that have a more than passing interest in public education generally and agricultural education specifically.

MECHANISMS FOR INFLUENCE

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

TRADITIONAL CHANGE

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

PROFESSIONAL ORGANIZATION INFLUENCE

The national professional organizations in agricultural education—Agricultural Education Division of AVEA, National Vocational Agricultural Teachers' Association, American Association of Teacher Educators in Agriculture, and National Association State Supervisors of Agricultural Education—each have the opportunity for members to participate in planning for the future of agricultural education. The interests of professional organizations in the future of agricultural education go beyond lobbying for vested interests and the seeking of financial and moral support from groups and organizations with special interests in agriculture and agricultural education. Also of high importance to our professional organizations must be the critical examination and careful analysis of the goals we attempt to achieve and the ways we go about accomplishing these goals. Recommendations for the future—both in terms of \(\text{Concluded on page 167}\)
Dr. Persons and I inherited the editorship of the magazine due to the untimely demise of our colleague, Dr. Harry W. Kitts. We tried valiantly to uphold the standards set by Dr. Kitts for four or five months. Believe me, it was a learning experience.

BATTLE WITH SIGNIFICANT ISSUES:

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

INTEGRAL RESOURCE:

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

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

SIGNIFICANT ISSUES:

Let me say that Dr. Ed and I dutifully followed the format laid down by our illustrious predecessors. We did not do what I hope our successors will do. The Magazine should enlist the resources of the profession to do battle with the significant and important problems and issues that shape the future of vocational agriculture. I hope the profession will encourage a "Letters to the Editor" section where vigorous debate and exchange of ideas will attract the thoughtful and innovative practitioners in agricultural education.

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

WHETHER AGRICULTURAL EDUCATION:

I propose that a feature of each of a series of Issues of the Magazine is devoted to essays on the topic "Whither Agricultural Education?" Such a publication was produced some forty years ago. It was a source of inspiration to me. Since that time, insights into the thinking of the leaders, even though not necessarily the most popular, men in the field. Just for kicks our editor might commission someone to locate a copy of that publication and try this idea on for size.

RABBIT DOGS OUT OF COON HOUNDS?

Several years ago I taught a summer session at my alma mater, Cornell University. At that time there was much excitement about vocational agriculture turning to the peripheral areas of agr-related fields such as recreation, wildlife conservation, proper arrangement, etc., and drastically cutting back on production agriculture. When it was suggested to Harold Noakes, then state supervisor, that he was making rabbit dogs out of coon hounds, he said that in New York they were running out of coons! This was, of course, an over-simplification of a really critical situation. How do we strike a balance between doing the things we were created to do and at the same time provide for a needed broadening of offerings? Without production nothing happens; yet there is a great opportunity for growth in such fields as home care and equine training, to give one example. At the same time I think that across the board we have a rather a clear record in adult farm management education which is the quintessence of vocational agriculture. This whole area of priorities is a fruitful area for the Magazine to explore. How to strike the balance will be the subject of the teacher education programs since we prepare undergraduates to do reflects our concept of what vocational agriculture is about. I think it is a valid point: are we in a making rabbit dogs out of potential coon hounds? (Concluded on page 166)

THE AGRICULTURAL EDUCATION MAGAZINE

January 1979

Your Most Economical Professional Tool

by Roy D. Dillon, Editor 1972-1974

University of Nebraska-Lincoln
Lincoln, NE
VOCATIONAL USE OF ADULT EDUCATION

by Martin B. McMullin, Editor 1974-1976
Teacher Education, VPI and SU
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There is nothing wrong with hobby education as long as the funding is legitimate for that purpose. Vocational education funds are most appropriately used for preparing, upgrading or retaining persons for their primary employment (job). The next best use is for part-time fine employment.

The part-time employment may be a second job or simply underemployment. (The number of part-time farmers and other agriculturists has increased over the years.) Vocational education funds are appropriately used but to a lesser extent for activities which have a substantial economic benefit to the individual through preventing direct expenditures, such as growing one's own food.

STUDENT FUTURE PLANS

In the use of vocational education, future plans for use make the education vocational. Retraining of adults is an important and legal part of vocational education, and much of retraining takes place after the individual is already underemployed or unemployed. The individual may have no job, however future plans make the education vocational.

A course in which housewives learn to tend house plants gives a very limited economic benefit and should not be financed through vocational education funds. Instruction for individual who are going to make to use or limited use of vocational instruction should be financed from sources other than vocational education funds. The highest accountability for use of vocational education funds is attained when the instruction is used on a full-time job.

EARLY DAYS VS THE P RESENT

In the early days of vocational agriculture in the public schools, a high percent of the population was farmers. Instruction in both day classes and evening classes was for farming, and vocational education of adult education was high. After 1963, the groups to be served by vocational agriculture was expanded to include agriculturists who were not farmers. Ornamental horticulture, one of the specialty areas, has lots of hobby appeal as does agricultural mechanics and even production agriculture.

The vocational use of adult horticulture instruction is perhaps lower than the vocational use of the other taxonomy (specialty) areas. The profession needs to give attention to the vocational use of adult and high school instruction in horticulture.

MORE OCCUPATIONALLY ORIENTED PROGRAMS

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

RESEARCH

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

CORRECTIVE ACTION

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

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

A LOOK BACK — A LOOK AHEAD

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

TREMENDOUS SUPPORT

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

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

SOUNDING BOARD NEEDED

Some of the former editors have pointed out the need for the Magazine to be a sounding board for ideas and challenges to help us move ahead in the profession by trying these ideas in the fire of public critique. Some have indicated the need for far more philosophical and theoretical articles to firm up the philosophical and methodological basis for the profession. Additionally, others have indicated the need for more research reports to engage our subject matter, methods and approaches. I would simply say "Amens!" to each of these and request any suggestions about ways to encourage the submission of letters to the editor, and articles concerning philosophy, theory and research to make a readable format. I feel these are most necessary components establishing the professional basis of agricultural education. I would also encourage all writers to practice clear writing techniques because I know how easy it is to write using "educationism," or "vocabulary extension" or "dilatation of the pen." Clear, concise, to-the-point writing should be our goal in the Agricultural Education Magazine at all times.

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

FAITH IN THE PROFESSION

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

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

FOLLOW THE FOOTSTEPS

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

Thanks for all your support and help in the past and may the 50 years ahead be as bright as those behind.—Ed.
I interpreted some competition from the 5-4 system has occasionally led to antagonism, to worry about the school-sponsored F.F.A., or to the placing of emphasis where it should not be.

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

PERSONAL ADVICE

Having now been retired for over six years one may be pardoned for referring to these years as "golden." They can and will be rewarding if one takes what he has and what he can take and use all of two years' worth of readiness and resources necessary to allow the profession to impact on planning for the future.

PROFESSIONAL JOURNAL INFLUENCE

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

CONTINUED

J. ROBERT WARMBRUD

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

COMING ISSUES COMING ISSUES COMING ISSUES

C O M I N G I S S U E S

Please submit articles 2/3 months in advance of Theme to allow publication time.

FEBRUARY — FFA — A Valuable Resource For the Agriculture Teacher
MARCH — Change in Instruction — Getting the Ideas Across
APRIL — Supervised Experience — Doing to Learn — Learning to Do
MAY — Agricultural Mechanics — Developing Important Skills
JUNE — Summer Opportunities — Supervision, Planning, In-Service Education, Conferences, Reprints, Other Activities
JULY — International Agricultural Education — Filling the World’s Breadbasket
AUGUST — The Overworked Ag Teacher — Determining Priorities
SEPTEMBER — A New School Year — Opportunities Unlimited
OCTOBER — Our Grassroots Community Relations — Parents, Advisory Committees, Administration, Legislators
NOVEMBER — Adult Education in Agriculture — An Extension of Our Yo-Ag Program
DECEMBER — Horticultural Occupations — Learning to Beautify

CONTINUED

GEOGE K. EKSTROM

BUSINESS MANAGERS:
W. F. Sturman, Ohio State University, July 1931—March 1942.
G. F. Flaxman, University of Minnesota, April 1943—June 1946.
W. E. McMillan, (at University of Colorado beginning October 1946)
Hersh Ras, Texas A & M Colleges, July 1955—January 1957.

Harley E. Ricker, State Department, Ohio, January 1972—December 1975.
Glenn Anderson, State Supervisor, Virginia, January 1978—Present
TEACHER OF TOMORROW — Benny Woolson, immediate Past State President of the New Mexico FFA Association and Agricultural Education major at New Mexico State University is shown discussing agricultural education with the Dean of the College of Agriculture and Home Economics, Dr. L. S. Pope. (Photo courtesy Paul Vaughn, New Mexico State University).

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

Much history has been created by those five men and 125 years of membership in the Illinois Association Vocational Agriculture Teachers. Recognized at the June, 1978 Annual Conference were (1 to r) Carl Gowler, Effingham, IL; Bobby R. Littlefield, Broadlands, IL; Russell Lovey, Rantoul, IL; Joe R. Hull, Granville, IL and Lester Finder, Marenao, IL. (Photo courtesy of John Feddersen, Assoc. Executive Director, Illinois Association Vocational Agriculture Teachers)

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

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