

# Teaching Men To Teach Boys

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Although farming and ranching have always been major enterprises in the economy of Arizona, organized programs of education in these areas are largely a product of the past forty years. Agricultural instruction in the secondary schools began in 1917 when the legislature accepted the provisions of the Smith-Hughes Act, which provided federal funds for instruction in agriculture of less than college grade.

Since the beginning of vocational agriculture, the College of Agriculture at the University of Arizona has given an educational service in addition to the regular activities in research, extension and college teaching of subject matter in agriculture. This work includes the pre-service preparation of teachers for employment in secondary schools or related educational service and follow-up, or in-service education through on-the-job programs and graduate study on the campus.

## College Trains Personnel

Since the College of Agriculture, like land grant colleges in other states, supplies the teachers and state administrative personnel for vocational agriculture in Arizona (including the Future Farmers of America) the educational outcomes of this program are an indirect product of the college.

Prior to the school year 1927-28 most of the teacher education was conducted as itinerant service. In 1940 graduate study programs were developed for the master's degree with a major in the Department of Agricultural Education. The main responsibility of this department is to provide a supply of qualified teachers for



**PRACTICE TEACHING**, in the field as well as in the classroom, prepares future vocational agriculture teachers for all phases of their varied work.

Arizona high schools. Most of the graduates enter this field.

Due, however, to their broad basic preparation in agriculture and education, many eventually enter various related occupations. At present 85 per cent of the agriculture teachers in Arizona high schools have completed college courses at the University of Arizona, and 60 per cent have obtained degrees from this institution.

## Most Go Into Teaching

Present vocations of recent graduates in Agricultural Education find 27 teaching vocational agriculture, all but one in Arizona; 12 teaching non-agricultural subjects in high school; 12 in agriculture-related business; 6 farming and ranching; 4 in professional agriculture, such as a veterinarian, U. S. Department of Agriculture and similar professional jobs; 3 in educational administration; 3 doing graduate study; 2 each teaching vocational agriculture in college, in foreign agricultural service, in county extension work, in military service and in non-agricultural professions.

In 1917-18, five of the 30 high schools in the state at that time offered instruction in agriculture with a total enrollment of 112 students. In 1959-60 some 36 of the 92 public high schools in Arizona have departments of vocational agriculture

with a total of 47 teachers and enrollment of approximately 1,800 students. The following summary of accomplishments is justified on the basis of observations and evaluation studies in communities served by this instruction during the past 40 years.

## Has Many Values

1. Students obtain insights concerning vocational opportunities and educational requirements in agriculture and related fields.

2. Through instruction involving farming programs, students develop initiative and effective managerial abilities in the use of time, money, and other resources.

3. Financial returns from farming operations conducted as a part of the instruction help the students become established in farming and to finance a college education. Arizona students last year earned from their farming programs a total of \$365,976 and had a total of \$841,514 invested in farming.

## Keeps Them In School

4. The practical and interesting instruction, including Future Farmer activities, serves to keep students in high school and to stimulate and prepare them for college.

5. A broad range of educational experience, in addition to agriculture, prepares students for effective roles of leadership and participation in public affairs.

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