

Origins of Vocational Education in Agriculture

ORIGINS OF VOCATIONAL EDUCATION IN AGRICULTURE

Compiled by

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1. Man, since the beginning of time, has worked for his livelihood and this has necessitated that he learn to work. Man discovered early in his history that by work he could obtain more palatable foods, more comfortable clothing, and more suitable shelter.
2. Individuals have learned to work by various methods:
 - a. Discovery by accident - discovery of fire, application of pressure, use of the wheel, riding, etc.
 - b. By trial and error and by imitation
 - c. Via a series of planned experiences - apprenticeships originated in ancient times, organized vocational schools of relatively recent origin.
3. The history of vocational education is the history of man's efforts to learn to work.
4. As man learned to work, he discovered that some individuals had the abilities to perform certain tasks better than others - the beginning of the division of labor and the age of specialization - this required the identification and selection of youths and adults with special abilities, assignment of these individuals—apprenticeship training.
5. Around 4000 B.C. the men of the Nile Valley in ancient Egypt learned to irrigate their fields; grow barley, wheat and flax; to use domestic animals for food and work. Some historians believe organized apprenticeship programs were in operation as early as 4200 B.C.
6. Around 2000-1200 B.C. schools for scribes were started in Egypt –
 - a. Primary stage - learning to read and write ancient literature
 - b. Second stage - apprenticeship under an experienced scribe.
7. Babylonian Code circa 2100 B.C. - "If an artisan take a son for adoption and teach him his handicraft one may not bring claim against him. If he does not teach him his handicraft that son may return to his father's house.
8. The Hebrews who settled in Palestine circa 1200 B.C. held manual labor in high regard. The father taught each of his sons a trade, usually the trade of the father. (This teaching is still a part of the teachings of the Hebrews today. Remember, Joseph was a carpenter)
9. During the early Roman Civilization circa 27 B.C. - 200 A.D., the father was expected to provide a practical education for his sons. The sons were taken to the fields and to the forums to observe and to participate — the idea of "learning by doing" was prevalent during the time of Cicero.

10. From 64 A.D. the Hebrews in Palestine required compulsory education of youth—usually a youth attended a church school in the morning and learned a trade from his father during the afternoon.
11. Development of the Guilds - organizations of merchants and craftsmen formed for the mutual protection of the members of the group - they carried on a system of vocational education for the working people of the Middle Ages - took apprentices and required them to complete a course of training before being admitted to the trade guild as a journeyman or master craftsman. This was the beginning of our present system of trade and labor unions - most of which conduct on-the-job and other types of training programs to this day.
12. Mass. Bay Colony -1642- enacted a comprehensive apprenticeship law requiring parents and masters of apprentices to teach each child a trade or calling and to instruct him in how to read and understand the principles of religion and the laws of the colony - this shows early evidence that in America the people thought of general and vocational education as being inter-related and a part of the total process of formal education.
13. Jared Eliot, Connecticut, 1655 - wrote "Essays upon Field Husbandry" - this may well have been the first book on agriculture written in America.
14. New Plymouth Colonies-1671- the town officials were required by law to see that parents and masters taught the children or apprentices a trade, how to read the scriptures, and the laws of the colony.
There was apparently some type of education in the Plymouth colonies earlier than this since it is known that Squanto, the Indian Chief, taught the Pilgrims how to place a fish under each hill of corn as a way to produce better corn - this would have been around 1620.
15. In 1694, the City of New York enacted legislation requiring apprentices to be registered and to serve a term of not less than 4 years - this may have been the first law in America specifying the length of a vocational training program.
16. The 18th Century "Age of Reason" - development of the schools of Pestalozzi, Herbart, Froebel, von Fellenberg, others - the lecture - recitation method was supplemented by observations, excursions, handiwork, construction projects, demonstrations, experiments.
 - a. 1744 - The Neuhof School established by Pestalozzi in Switzerland for children of the poor - took 20 children and taught them to work in the fields.
 - b. 1807 - Hofroyl School established by von Fellenberg in Switzerland was a farm and trade school designed to provide instruction in elementary subjects along with agriculture and a trade.
17. 1744 - First B.S., degree (Rutgers) granted by any of the 68 colleges now designated as a land-grant institution. The single graduate delivered orations in Latin, Dutch and English.

18. Philadelphia Society for the Promotion of Agriculture established in 1785-- George Washington an honorary member--organized to promote a greater increase of the products of the land within the American States, and for this purpose the Society printed memoirs; offered prizes for experiments, improvements, and agricultural essays; and encouraged the establishment of other societies throughout the country.
19. In 1785 - An agricultural society was organized in South Carolina which proposed the establishment of an experimental farm.
20. 1785 - University of Georgia incorporated by the General Assembly. The first state to provide for establishment of a state-supported university opened to students in 1801.
21. The Ordinance of 1785 - established the Rectangular Land Survey System as the pattern of land settlement in the Northwest Territory (The land lying north and west of the Ohio and Mississippi Rivers). Section 16 of each township was reserved for the support of the public schools. (This is apparently the beginning of Federal Aid to education in North America - perhaps in the World). Thomas Jefferson was chairman of the Congressional Committee appointed in 1784 to develop a proposal for the settlement of the N.W. Territory - this proposal became the Ordinance of 1785.
22. In his first message to the Congress - George Washington urged the establishment of a national university in which there should be a chair of agriculture entrusted with the responsibility of diffusing information to farmers. (In a sense this was the beginning of the Land-Grant colleges of Agriculture and the U.S.D.A.)
23. Royal Board of Agriculture established in England in 1793. (Probably the first National Board of Agriculture established)
24. 1794 - The Philadelphia Society for the Promotion of Agriculture appointed a committee (we even had committees then) to prepare a plan for establishing the state society for the promotion of agriculture, connecting it with the education of youth in the knowledge of that important art. The committee's report suggested the endowment of professors to be annexed to the University of Pennsylvania and the College of Carlisle (an Indian School - Jim Thorpe - segregation in the North) and other seminaries of learning for the purpose of teaching the chemical, philosophical and elementary arts of the theory of agriculture. Another suggestion was to use the common school system of the State to educate the farmer in his business - "The country schoolmasters being made secretaries of the county societies, and the school houses the places of meetings and the repositories of their transactions, models, etc; and the legislature may enjoin on these school- masters the combinations of agriculture with other parts of education."

(This is generally felt to be the first formal effort in the U.S. to present claims of agricultural education to the Legislature and incorporate instruction in agriculture in the common schools.)

25. 1800 - first Mechanics Institute established at Glasgow, Scotland - involved a series of lectures in science for workers in the mechanical trades.
26. In 1804, the Secretary of War sent a deputation from the Society of Friends in Maryland to a location near Andrews, Indiana for the purpose of instructing Indians of the Miami Tribe in the arts of agriculture. (In Huntington County, about 8 miles west of Huntington off U.S. 24) Generally recognized as the first instruction in agriculture in Indiana.
27. 1807 - First M.S. degree by a Land-Grant institution (University of Vermont).
28. 1811 - The Berkshire Agricultural Society was established in Massachusetts. In 1817, the Society presented a memorial to the Congress "praying for the establishment of a national board of agriculture in accordance with the original suggestion of President Washington" made in 1796. This is the first record of the urging of a society for the present U.S.D.A.,
29. The New York State Board of Agriculture was established by the state legislature in 1819. (First organization in the U.S. of this sort.)
30. In 1820 - The General Society of Mechanics and Tradesmen in New York City established a "mechanics institute". 1824 - Franklin Institute of Philadelphia established to extend a knowledge of mechanical science to its members. (early industrial arts training)
31. 1824 - Rensselaer School at Troy, New York was organized to give instruction to the sons and daughters of farmers and mechanics in the application of experimental chemistry, philosophy, and natural history to agriculture, domestic economy, the arts and manufactures. Renamed Rensselaer Polytechnic School in 1850. Was the first institution in U.S. to offer a curriculum in agriculture leading to a degree. The first course of study included land surveying, mensuration and measurements of the velocity of the flow of water, geology and other subjects. Arrangements were made with the owners of well-cultivated farms and workshops in the vicinity of the school to use their properties as laboratories.
32. The Lyceum Movement was originated by Josiah Holbrook in 1826. The lyceum was an organization of adults for sponsoring meetings, instituting regular courses, procuring books and apparatus, and establishing institutions for applying the sciences to agriculture. By 1831, there were about 900 towns with lyceums.
33. 1846 - Buell Institute organized at Lowell, Illinois. The first meeting of the institute was held at Granville, Illinois with 170 paid-up members. The met every three months. The major topic of the first meeting was "The Mode of Cultivating Corn". Each member was requested to keep a record of each crop he planted, how tended, and the results reported.
34. 1851 - Indiana Horticultural Society organized.
35. 1852 - Indiana State Fair Board established by state law.
36. 1850-1860's — the period of the Farmer's Clubs-, (some are still in existence today.)

37. 1855 - Michigan and Pennsylvania passed legislation providing for the establishment of Michigan Agricultural College and the Farmers High School (now Penn State). Michigan State College later recognized as the first of the "Land-Grant Colleges".
38. In 1857, Justin Morrill, Representative for Vermont, introduced his first bill in the Congress authorizing the establishment of agricultural colleges in all the states. Bill failed.
39. May 15, 1862 - Lincoln signed into law a bill creating a Department of Agriculture to "acquire and diffuse among the people of the United States useful information on subjects connected with agriculture, in the most general and comprehensive sense of the word, and to procure and propagate among the people new and valuable seeds and plants". The program was headed by a Commissioner of Agriculture of Sub-cabinet rank.
40. July 2, 1862 - Lincoln signed into law a bill introduced by Representative Morrill of Vermont providing for the establishment of "Land-Grant" colleges. The Morrill Act of 1862.

Morrill Act provided for the establishment of a comprehensive system of scientific, technical, and practical higher education through the establishment of endowed, public colleges and universities where the leading objective is, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and mechanic arts to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

The Act provided (1) for the creation of a permanent endowment through grants of public lands for the organization and support of the colleges, (2) designated the type of colleges to be established and (3) each state was and is required to maintain intact the capital fund of the endowment for the maintenance of the college.

Iowa was the first state to accept provisions of the Morrill Act (9/11/1862) Iowa State College designated as recipient of income from the endowment. First instruction offered in 1868. Second

- Vermont (10/29/1862). Third -Connecticut (12/24/1862). Some authorities indicate Michigan State College was the first Land-Grant College; however, three states accepted Morrill Act in 1862. Michigan accepted Act in 1863. The University of Wisconsin opened in 1849 and offered college land instruction in August, 1850. Michigan State chartered in 1855. University of Minnesota in 1851. Under Morrill Act, Indiana received 609 sections of land in Nebraska (no public lands left in Indiana)—the 609 sections were sold at an average of .54 cents per acre of \$345.60 per section—approximately \$210,470.40 total for endowment of Purdue University.

41. 1863 - Farmers Institutes movement begun in Massachusetts - developed into a system of meetings under public control - an outgrowth of meetings of agricultural societies, state boards of agriculture, and the need to extend

the work of the land-grant colleges. Objective was to bring together workers in the agricultural sciences and practical arts to discuss problems of mutual interest. (Fore-runner of Extension Service)

42. March 9, 1865 - General Assembly of Indiana accepted provisions of the first Morrill Act and received 390,000 acres in scrip and created and incorporated the Trustees of the Indiana Agricultural College.
43. 1867 - Grange was organized. Stood for the "education of its members in the art and science of agriculture".
44. 1868 - The University of Illinois offered its first course in agriculture.
45. 1869 - John Purdue and others gave \$200,000 and 180 acres of land for establishment of a land-grant college in Indiana in Tippecanoe County. Name changed from Indiana Agricultural College to Purdue University.
46. 1874 - State of purposes of the Grange included - "We shall advance the cause of education among ourselves, and for our children, by all means within our power. We especially advocate for our agricultural and industrial colleges that practical agriculture, domestic science and all the arts which adorn the home be taught in their course of study". The lecturer is one of the most important of local Grange officials, and the lecture hour is one of the most important items on the regular program today. Topics of the "lecture-hour" usually concern social, economic, and/or political problems of agriculture.
47. 1874 - First regular class entered Purdue University - 46 students.
48. 1882 - Professor Latta, a graduate of Michigan State, was employed as Purdue's first professor of agriculture.
49. 1882 - The Indiana State Board of Agriculture officially sponsored the first Farmers Institute, under Professor Latta. (This was apparently held on-campus as a very short, short course, see later note for 1889) 1882-1889 - Farmers Institute under State Department of Agriculture.
50. Hatch Act of 1887 - provided for the establishment of agricultural experiment stations to be attached to the land-grant or agricultural colleges. Provided a station should be established in every state. The Act expanded the functions of the land-grant colleges set forth in the Morrill Act of 1862 to include research for the benefit of the agricultural industry as well as resident instruction in agriculture and mechanic arts.
 - a. Described work to be done - To conduct research on physiology of plants and animals, plant and animal diseases, composition of plants, analysis of soil and water, fertilizers, feed values of feeds, economics of agriculture, etc.
 - b. Work supervised by the U.S.D.A.
 - c. Dissemination of the results of studies to farmers via bulletins, newspapers, etc. (U.S.D.A. given "franking" privilege to do this.)

51. Purdue University Agricultural Experiment Station was established in 1887 under provisions of the Hatch Act.
52. Colleges and universities and technical institutes for the study of agriculture were widely established early in the 19 century but it wasn't until late in the 19th century that agricultural high schools were established. The first of the agricultural high schools was established at the University of Minnesota in 1888 - this was a two-year course. Students needed to be 16 years of age or older, or have a high school diploma to enter. The aim of the school was to educate persons to become good farmers and housewives as well as useful citizens. Each student was required to engage in work on the farm or in the home during the summer months. Supervisors from the school made "supervisory farm visits" to the students during the summer months. This school reached its peak enrollment in 1919-20 with over 1900 enrolled students. School discontinued in 1958.
53. During the winter of 1887-88 the first "8-weeks winter short course" was held at Purdue University.
54. 1889 - Alabama established 2 congressional district agricultural schools with each school operating a demonstration farm. (Could this be the beginning of area vocational schools?) (Land labs?)
55. 1889 - Department of Agriculture raised to cabinet status - U.S.D.A.
56. 1889 - 1st Farmers Institute at Columbus, Indiana -2nd Farmers Institute at Crawfordsville (Friend's Academy west of Thorntown) under auspices of Purdue University. (The 1889 Indiana Farmers Institute Act placed institutes under Purdue University)
57. 1892 - Penn State, Cornell, and Illinois created "Superintendent of Agricultural College Extension" positions.
58. 1894 - Extension work was started in New York State as a part of Cornell University via a legislative appropriation.
59. 1901 - Corn clubs were started in the rural schools of Minnesota under direction of the County Superintendent of Schools. (may have been the beginning of the 4-H movement in U.S.)
60. 1902 - The office of experiment stations, U.S.D.A., began publication of a section of its annual report on the progress of secondary education in agriculture, and an appropriation was made for further studies of this nature.
61. 1902 - Farmers Union organized. Purposes were to (1) foster cooperation among farmers and farm organizations, (2) evaluate and promote legislation for rural people, (3) provide educational services to develop an understanding of farm problems, and (4) provide public information program to develop a general understanding of rural life. The Farmers Union has an active educational program. It seeks to promote the interests of the small farmer whom it claims to represent as their spokesman, and to encourage the cooperation of

- organized labor and agriculture. It is committed to the principle that the farmer must control both the buying and selling organizations.
62. 1902 - The Association of Agricultural Colleges and Experiment Stations recommended that the teaching of agriculture be introduced into the public schools and also in special agricultural schools.
 63. 1903 - Seaman Knapp's "Porter Community Demonstration Farm" near Tyler, Texas recognized as the beginning of the extension "farm demonstration" program. Knapp is recognized as first County Agent in U.S.
 64. 1903 - N.E.A. suggested that the larger, consolidated rural schools should teach nature study, elementary agriculture and hand work; and the agricultural colleges should prepare teaching materials for use in elementary and secondary schools. Also suggested boys' and girls' clubs and farmers' institutes should be promoted.
 65. 1905 - 4-H corn club work started in Hendricks, Hamilton, and LaPorte Counties, Indiana. Hamilton County club was first one (93 boys).
 66. 1905 - Indiana Legislature made its first appropriations for the Agricultural Experiment Station.
 67. 1905 - Agricultural extension work was recognized as a part of the organization and function of Purdue University - Ag. Ext. organized as a department of the Ag. Exp. Station.
 68. 1905 - Douglas Commission (Appointed in 1904 by Gov. Douglas of Mass.) recommended: (1) cities and towns modify elementary schools to give instruction and practice in productive industry, including agriculture and the mechanic and domestic arts; (2) that all towns and cities provide in the high schools instruction in the principles of agriculture and the domestic and mechanic arts, evening courses for persons already employed in the trades, part-time instruction for youths employed part-time.
 69. 1906 - Iowa State College started agricultural extension work.
 70. 1906 - U.S.D.A. provided for the employment of county agricultural agents in Texas to fight the boll-weevil in cotton.
 71. 1906 - First organized high school class in agriculture in Indiana started at the Westfield High School, Hamilton County — high school from which Nels Ackerson, 1964 National FFA president graduated.
 72. 1906 - Massachusetts State Commission on Vocational Education established as an outgrowth of the Douglas Commission report.
 73. 1906 - Representative Pollard of Nebraska introduced a bill in the Congress calling for federal funds to Normal schools of the States for the training of teachers of agriculture, manual training, domestic sciences, and related subjects. Bill defeated.

74. 1907 - Representative Davis of Minnesota introduced a bill into the Congress calling for the allocation of federal funds to district agricultural high schools for the teaching of agriculture and home economics; and for funds for branch agricultural experiment stations; with the Secretary of Agriculture as administrator. Bill defeated.
75. 1907 - The Association of Agriculture Colleges and Experiment Stations published a syllabus for a course in agronomy for use in secondary schools and advocated the use of special agricultural high schools for the training of vocational teachers.
76. 1908 - The Department of Rural and Agricultural Education was organized within the N.E.A. The N.E.A. conventions of 1908 and 1909 centered their attention on agricultural high schools.
77. 1908 - The "home project plan" was advocated by Rufus Stimson, Director of Smith's Agricultural School in Massachusetts (originally in 1905), designed to provide supervised farm experiences for students who lived at home and attended day-school classes. - Beginning of supervised farm practice as a part of instruction in agriculture, and "project" in 4-H movement.
78. 1908 - Roosevelt Country Life Commission Report - beginning of the "Country Life Movement" - "to make rural civilizations as efficient and satisfying as other civilizations". Recommended the establishment of a national agricultural extension service. The Commission's recommendations were significant in development of Smith-Lever, Smith-Hughes, and Rural Boy Scout programs.
79. 1909 - Cotton published "Agriculture For The Common Schools" for use in Indiana.
80. 1909 - Putnam Act (Minnesota) appropriated funds for the establishment and maintenance of departments of agriculture, manual training, and domestic economy in 10 state high schools, graded or consolidated schools with school farms of at least 5 acres for experimental and demonstration work. (Typical of acts of various states)
81. 1909 - New York established a system of state-aided local public schools for the study of agriculture, mechanic arts and homemaking. Included day-schools, part-time schools and evening school classes. Provided for local advisory councils to consult with the school boards on matters relating to instruction in the various vocational subjects.
82. 1909 - Annual Meeting of the Association of Agriculture Colleges and Experiment Stations - Dean Davenport, University of Illinois, expressed the view that "vo-ag should be placed within walking or riding distance of every farm boy". His paper suggested ways in which instruction could be developed in harmony with existing educational systems in the U.S.
 - a. agriculture, including horticulture and forestry, should be a part of public secondary education
 - b. the unity of our educational systems should be maintained, but there should be sufficient elasticity of curriculum to meet the various needs of people,

- c. the standard of the curriculum of secondary schools having agriculture courses should conform in a general way to those adopted for the general educational system of the state
 - d. the standard agricultural courses, whether in the ordinary high schools or in special schools should not be narrowly vocational, but should aim to fit the pupils for life as progressive, broad-minded, and intelligent men and women, citizens, and home-makers, as well as farmers and horticulturalists...
83. 1910 - The Association of Land-Grant Colleges and Experiment Stations suggested the inclusion of supervised home projects in agricultural courses.
84. 1911 - American Association for the Advancement of Agricultural Teaching was organized to promote a wider interest in the establishment of an effective system of agricultural education below the college level. (This organization was one of the fore-runners of the Agricultural Education section of the A.V.A., merged with A.V.A. in 1932) Leaders such as H.M. Hamlin, George Deyoe, W. F. Stewart, A. M. Field, R. W. Stewart, were members of the organization.
85. 1911 - Trustees of Purdue established an agricultural extension department.
86. 1912 - Farm Bureau started in Broome County, New York. Began its existence with a primary commitment to education. In fact, it was organized by the agricultural extension service in the various counties as a means of facilitating the dissemination of agriculture and home economics education.
87. 1912 - Beginning of county agricultural agent work in Indiana. Leonard Chore of White River Township, Johnson County was the first agent in Indiana. He was employed in October, 1912 by LaPorte County for two years at \$1800 per year plus travel and office expenses.
88. 1912 - John Dewey was writing extensively about his philosophy of education - Dewey's philosophy plus Gestalt psychology is the basis of much of agricultural education thinking today.
89. 1912 - A. H. Field, recognized as the "father of the integrated course of study" for vocational agriculture was teaching general agriculture, conducting agriculture classes in Southern Minnesota.
 Field's philosophy was characterized by expressions such as:
 "Teach farming the way good farmers ought to farm"
 "Take the boy from where he is to where he ought to be" "Teach agriculture as a learning by doing process"
 "Agriculture should be taught on a year-around, seasonal basis"
90. 1913 - Indiana Vocational Education Act - provided for vocational education in trades and industries, agriculture and domestic sciences through all-day, part-time and evening classes. County agents were directed to work with

superintendents of schools to promote and establish vocational agriculture classes.

91. 1913 - S. S. Cromer appointed professor of agricultural education at Purdue-first teacher-trainer.
92. 1914 - First class of agricultural education majors graduated from Purdue.
93. 1914 - First state course of study for vo-ag in Indiana published.
94. 1914 - Seven vo-ag departments established - Arcadia, Fairmount Academy, Indianapolis, Pendleton, Star City, Westfield, Union township of Johnson County.
95. Smith-Lever Act of 1914 - "to aid in diffusing among people of the United States useful and practical information on agriculture and home economics and to encourage the application of the same through field demonstrations, publications, and otherwise". Administration primarily a responsibility of the state agricultural colleges, general supervision under U.S.D.A. via a "state plan". Required matching funds from the states. Expanded functions of the land-grant colleges to bring people into direct contact with the colleges on a non-resident basis. 1962-63 Federal budget approximately \$70 million.
96. Congressional Committee on National Aid to Vocational Education, 1914. Senator Hoke Smith, Georgia, Chairman - recommended federal funds for: training of teachers of agriculture, trade and industries, home economics paying part of salaries of teachers of agriculture and trade and industry subjects aid for day-schools, part-time schools, evening schools State and Federal boards of vocational education - "state plan" as administrative plan.
97. Smith-Hughes Act of 1917 - provided for the promotion of vocational education; provided for the cooperation of federal and state governments in the promotion of such education in agriculture, and the trades and industries; provided for the cooperation with the states in the preparation of teachers of vocational subjects; and appropriated money and regulated its expenditure for these purposes. (1963 appropriation - \$3,016,355)

Monies used for agriculture, trade, home economics and industrial subjects, commerce and commercial pursuits.

- a. Specified types of training to be offered: (a) must be designed to fit for useful employment, (b) be of less than college grade, (c) under public supervision or control, (d) be designed to meet the needs of persons over 14 years of age who have entered upon the work of the farm or of the farm home, (e) that such schools shall provide directed or supervised practice in agriculture, either on a farm provided by the school or other farm, for at least six months per year.
- b. Created Federal Board for Vocational Education (Discussed by President Hoover) State Boards of Vocational Education of at least three members, State Board had to submit a "state plan" for use of funds.

- c. Funds provided on a 50-50 matching basis - used for:
 - i. preparation of teachers
 - ii. salaries of teachers, supervisors, or directors of agriculture subjects.
 - iii. no funds could be used for purchase, erection, or repair, of any buildings or equipment, nor for land purchase or rental.
 - 98. 1920 - American Farm Bureau Federation organized. Extension service was instrumental in organizing the Farm Bureau as an educational adjunct to its work. In some instances, the local farm bureau helped pay the salary of the local county agent.
 - 99. 1920 - Alpha Tau Alpha - National Honorary Professional Agriculture Education Fraternity established at University of Illinois.
 - 100. 1921 - Committee representing the Vocational Society for Vocational Education, N.E.A. Department of Rural Education, and Association for the Advancement of Agricultural Teaching.
- "Where the school provides a comprehensive program of agricultural and home economics education which meets the needs of children and adults, through systematic instruction and supervised practice, the extension forces of the Land-Grant Colleges shall not be duplicating such work of the schools, but shall rather cooperate with the schools by providing, on request, subject matter, special lectures, conferences, and other similar services. This shall not be interpreted to limit the freedom of the extension forces to prosecute their extension work through local organizations of farmers."
- 101. 1923 - Memo of Understanding between U.S.D.A. and U.S.O.E. - vo-ag teacher responsible for conducting formal, organized courses of study in agriculture (at least ten meetings per year); county agent to cover unorganized instruction (less than ten meetings per year).
 - 102. 1933 - Farm Credit Administration.
 - 103. 1935 - U. S. Soil Conservation Service established
 - 104. 1935 - Indiana R.E.M.C. act passed by state legislature.
 - 105. 1936 - George-Dean Act amended Smith-Hughes Act to the effect funds could be used "for the salaries and necessary travel expenses of teachers, supervisors and directors of agricultural subjects".
 - 106. 1938 - Creation of a Library Service Division in the U.S.O.E. One of its functions is to coordinate library service on a national level with other forms of adult education. Formation of the division was in response to the lack of library services in rural areas.
 - 107. 1940 Census - for the first time in the history of the U. S. Census, data was secured showing the amount of schooling which had been received by the adult population, by rural and urban segments and by other categories.

108. National War Production Training Acts of 1941, 42, 43, 44, 45; G. I. Bill providing for veterans on-the-farm training programs.
109. 1946 - Farmers Home Administration (formerly Farm Security Administration) primary purpose is to increase the level of living of farm families through the farm loan and credit service operations of the program.
110. 1946 - Indiana "Memorandum of Understanding" executed between representatives of Agricultural Extension Service of Purdue University and the Vocational Agriculture program of State Department of Public Instruction.
111. 1946 - George-Barden Act: Appropriated money "for vocational education in agriculture, including supervision by vocational agriculture teachers of the activities, relating to vocational education in agriculture, of the Future Farmers of America and the New Farmers of America".

George-Barden Act provided funds for instruction in agriculture, trade and industry, home economics, distributive occupations. Monies could be used for administration, supervision, teacher training, salaries and travel expenses of teachers, vocational guidance. Purchase or rent of equipment and supplies. 1963 appropriations were \$10,309,997 for vo-ag.

112. Rural Areas Development Program begun in 1955 - designed to stimulate local initiative and leadership and to help identify and solve pressing economic problems. General purposes are to help increase incomes, improve standards of living, and make more jobs available to both farm and non-farm people. Specific objectives are to (1) preserve and improve the family farm pattern of agriculture, (2) increase personal and family income through elimination of causes of underemployment, (3) expand job opportunities in rural areas, (4) encourage more rapid development of recreation facilities on rural land to meet the growing demand of an expanding population, (5) encourage adjustment of land use into patterns which make maximum appropriate use of each acre and each resource in line with national needs, (6) provide the technical and financial assistance necessary to conserve soil, water, forest, fish and wildlife, and open space resources, (7) encourage rural communities to provide and support the public services which people expect the modern community to provide.

Coop Extension Service has responsibility for organizing state and local RAD committees. FHA responsible for organizing and operating Technical Action Panels in the states and counties.

Act provides funds for retraining local people in needed technical skills; commercial and industrial loans that generate employment; loans and grants for public facilities, such as water and sewer systems, for support of industrial development; and grants for technical assistance to determine the potential of an area.

113. Title II (Practical Nursing) added to George-Barden Act in 1956.
114. 1958 - National Defense Education Act - Added Title III to George-Barden Act - appropriated moneys for development of area vocational training programs for training technicians.

115. Manpower Development and Training Act of 1962 - A cooperative vocational educational program for local communities. Requires the Federal Government to appraise the manpower requirements and resources of the Nation, and to develop and apply the information and methods needed to deal with the problems of unemployment resulting from automation and technological changes and other types of persistent unemployment.

Labor Department determines skill requirements, occupational outlook, job opportunities, labor supply in various skills, employment trends. Labor, through the Employment Service, conducts a program to test, counsel and select workers for training from among the unemployed, those working below their skill capacities, those working substantially less than full time, those who will be working less than full-time or who will become unemployed because of obsolete skills, members of farm families with less than \$1200 annual net income, those 16 years old but not yet 22 years in need of occupational training and further schooling.

Act provided for both in-school and on-the-job training. Shared cost program for facilities, allowances to trainees.

HEW provides and conducts the necessary training programs.

116. President's Panel of Consultants - 1962: Studied and made recommendations for the further improvement and expansion of federally-aided vocational education programs. Panel recommendations provided basis for Vocational Education Act of 1963.
117. Vocational Education Act of 1963: Stresses need for programs being available to persons of all ages in all communities; need for making the training suitable to the needs, interests, and abilities of students and realistic in terms of present and anticipated employment opportunities. Purpose - "to authorize federal grants to states to assist them to maintain, extend and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the state - those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps - will have ready access to vocational training or retraining of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Federal funds allocated to a state may be used in accordance with the approved State Plan for any and all of the following:

- a. Vocational education for persons attending high school;
- b. Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market;

- c. Vocational education for persons (other than persons who are receiving training allowances under the MDTA, ARA, and the Trade Expansion Act) who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment;
- d. Vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs;
- e. Construction of area vocational education school facilities;
- f. Teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, state administration and leadership (including periodic evaluation of state and local vocational education programs in the light of current and projected manpower needs and job opportunities) and other ancillary services and activities to assure quality in all vocational education programs.

Sec. 5(a) requires each state to prepare and secure approval of a State Plan for the use of the funds. The State Board of Vocational Education must be the sole agency for administration of the State Plan and for the supervision of the administration thereof.

Sec. 9b. - Requires establishment of a Federal Advisory Committee in U.S.O.E.

Part IV, Sec. 10 (b) "Amounts allotted for agricultural education may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home, and such education may be provided without directed or supervised practice on a farm".

Selected References

Public Law No. 347, 64th Congress - S. 703 (Smith-Hughes Act of 1917)

Public Law No. 812, 76th Congress - H. R. 10539 and extensions thereof.

Public Law No. 586, 79th Congress - S. 619 (George-Barden Act of 1946)

Roberts, Vocational and Practical Arts Education, Harper and Company, 1957

Brunner and Young, Rural America and The Extension Service, Bureau of Publications, Teachers College, Columbia University, 1949.

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Thompson, A History of Fifty Years of Cooperative Extension Service in Indiana.

Erickson, My Sixty Years With Rural Youths, University of Minnesota, Press, 1956.