Foreword

This is a history of the Department of Agricultural Education of The Ohio State University. It covers a period from the beginning in July, 1917 to July, 1992. Many of the current staff and emeritus faculty contributed to the preparation of this document. Dr. Willard Wolf accomplished much of the planning and coordination as well as the writing of the original document. Due to his firsthand knowledge of the history in its making, he was particularly suited to this task. His experience with agricultural education as a high school student and teacher of vocational agriculture and staff member in agricultural education at The Ohio State University spans a period of more than 50 years. Lowell E. Hedges, also a three-time graduate of the department, provided valuable leadership in preparing the 1992 revision.

As pointed out herein, the Department of Agricultural Education was begun for the purpose of preparing teachers of vocational agriculture. Therefore, its history is associated with much of the development of vocational agriculture in Ohio and the nation. It is recognized that some details and contributions of former staff members and others will not have been reported due to insufficient records. As the department’s mission has expanded, the record of accomplishment has grown complex. This revision of the 1969 document helps to capture the expansion of departmental activities but does not duplicate all the information in the original document.

As Ralph E. Bender wrote in the 1969 forward, "our staff members in agricultural education are proud of the developments that have been made. The majors of our department . . . have and will continue to contribute much to the dynamic program of agricultural education throughout the United States and other nations of the world. This has been made possible through the excellent support and cooperation of many people. The staff could not have done it alone. Much more, however, in the years ahead needs to be done. This record, it is hoped, will be but a prologue for an increasingly productive agricultural education for the years ahead." As the department continues to give leadership to teacher preparation in agriculture, extension education and agricultural communication, the positive influence throughout the world can only expand.

R. Kirby Barrick, Professor and Chairman Department of Agricultural Education July, 1992
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The Department's Mission 1991-92

The Department of Agricultural Education, as part of the College of Agriculture of the Ohio State University, has responsibility for the preparation and continuing development of agriculture teachers and the preparation of cooperative extension personnel and agricultural communicators. Since its founding, the department's major commitment has been to serve the citizens of Ohio. As a result of an increasingly interdependent world, the department also serves a national and an international role which enhances the primary functions of teaching, research, and public service in vocational agricultural and Extension education and agricultural communications.

The department in accomplishing its mission:

1. Provides undergraduate programs and instruction for those who are preparing for professional education positions as teachers of agriculture, in the Cooperative Extension Service, as agricultural communicators, and as educators in agricultural business and industry.
2. Provides courses which serve the needs of undergraduate students within the department and the university who need knowledge and skill in agricultural communications and leadership development.
3. Provides graduate education for persons preparing for and advancing in agricultural communications, post-secondary agricultural education, and teacher education in agriculture and positions in comprehensive vocational education.
4. Provides courses which serve the needs of graduate students and faculty within the department and the university who need knowledge and skill in research methodology and teaching methods.
5. Conducts research and development activities which contribute to the improvement of agricultural and vocational education.
6. Provides continuing professional development for agriculture teachers and supervisory and administrative personnel in public school education in agriculture.
7. Participates in public service activities which contribute to the missions of the university and college, to the profession, to the development and improvement of education programs, to agricultural education and vocational education internationally, and to society at large.
The Department's Development
The Beginning

The Department of Agricultural Education was officially recognized as a part of the College of Agriculture at The Ohio State University on July 1, 1917. The association of the department with the college was the result of the interest that Alfred Vivian, Dean of the College had in Agricultural Education at all levels. It is stated "Dean Vivian very properly is credited with being the father of the vocational-agricultural movement in Ohio. He not only pioneered in placing high school agricultural teaching in Ohio on a vocational basis but as a leader of the National Association for the Advancement of Agricultural Teaching, he had an important part in performing the same valuable service for the United States as a whole."^1

After the Smith-Hughes Act was passed, Dean Vivian urged the Ohio Legislature and the Governor of Ohio, James Cox, to appoint a State Board for Vocational Education so that the state would receive the financial aid provided by the act. A State Board was duly appointed and interestingly, Dean Alfred Vivian was selected as its president. This placed him in a very strategic position to get a good program of Vocational Education, particularly vocational agriculture, started in Ohio.

The intense desire of Dean Vivian to improve the agricultural industry and those employed in it, no doubt provided the motivation for him to enthusiastically support the Smith-Hughes Act of 1917. Dean Vivian recognized that all means to improve agriculture, then primarily farming, had previously not been fully utilized. In his analysis, the Land-Grant Act of 1962 preparing enlightened agricultural leaders and practitioners, the Hatch Act of 1887 facilitating agricultural research, and the Smith-Lever Act of 1914 promoting the extension of education from the College of Agriculture to the rural areas of Ohio had not taken advantage of all available avenues of approach to completely fulfill the task of agricultural education. Thus the Smith-Hughes Act of 1917 aimed at systematic instruction in vocational agriculture for both youth and adults on farms, made accessible through the public schools not previously utilized, hastened the time as Dean Vivian envisioned for a better tomorrow in rural Ohio.

His communication in 1917 and thereafter emphasized not only the importance of vocational agriculture but also the role that The Ohio State University should take in its development. The following letter of March 27, 1917 sent to President W. O. Thompson seeking permission to prepare teachers of vocational agriculture indicates his involvement and foresight.

The more I think about the matter that came up during our interview with Senator Lloyd and Governor Cox, the more serious the matter seems to me. I am afraid that if we do not take a decided stand immediately in the matter of preparation of teachers for high school agriculture, that the result will be that we will have what will practically amount to four or five colleges of agriculture in this State. I think that we ought to be ready to announce to the public immediately that we are prepared to train teachers of agriculture for the high schools, or else the normal schools will be claiming that they were the first to enter this field, and that we are more imitators.

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The other states have recognized the fact that the only logical place to train teachers of agriculture is in the College of Agriculture. I feel that we ought to profit by their experience, and take up this work immediately.

I hope that this matter can be definitely arranged for at the next meeting of the Board of Trustees.

Yours very respectfully,

Affiliating the Department of Agricultural Education with the College of Agriculture

The Smith-Hughes Act of 1917 allocated funds for teacher preparation under the administration of the State Board for Vocational Education. Since Dean Vivian was President of this Board, he was concerned in that the decision of what institution was to prepare teachers could not be delayed as training had to be underway so teachers would be available to start programs January 1, 1918. Furthermore, he wanted teachers of vocational agriculture in Ohio to be prepared by the College of Agriculture and so urged the University officials to accept this responsibility. The following letter of March 5, 1917 by Dean Vivian to President Thompson suggests a way to get the program of Agricultural Education started at The Ohio State University.

It seems to me very important that the matter of the Professor of Agricultural Education should be settled at once. The passing of the Smith-Hughes Bill and its approval by the President will mean increased activities in Agricultural Education, and a greater demand, not only for teachers of high school agriculture, but for men qualified to train these teachers in the colleges.

I have already called your attention to the fact that this is the only College of Agriculture of any importance in the northern states which does not have a department of Agricultural Education. Ohio is behind all of the other northern states in the matter of elementary and secondary agriculture, in spite of the fact that it is near the top of the list in agricultural population.

The work under the Smith-Hughes Act is to be strictly vocational in character, and it is generally agreed that the place to train these vocational teachers is in the College of Agriculture. It would be rather hard to explain to the people of the State why the College of Agriculture, the only institution which is equipped to train teachers of agriculture, is not permitted to do this work. From conversations that I have had with a number of men in Washington, I feel pretty sure that under the new law especial emphasis will be placed upon the preparation of teachers for secondary schools by the Agricultural Colleges of this country.

I wish you would give me authority to begin looking for a man as Professor of Agricultural Education with his department located in this College. If this work grows, as I imagine it will, he will undoubtedly need assistants in the near future. I think that Ohio ought to have the strongest man that can be found in this line, a man thoroughly prepared in educational lines as well as in agriculture.

To get the best results in the State, there should be an intimate relation between the agricultural work in the public schools and the work of the Extension Department. This is an added reason for having the Professor of Agricultural Education located in this College. In fact, I
cannot conceive of this new work under the Smith-Hughes Act receiving the sympathetic support, which it should have, in any other way than by having this College take a prominent part in the preparation of teachers of secondary agriculture.

I hope that you will find it possible to give this matter your early attention.

In response to this letter Dean Vivian was instructed to get this program started.

Characteristically, he acted with dispatch and contacted deans of colleges of agriculture in other states for possible candidates to head up the Department of Agricultural Education at The Ohio State University. He was much impressed with the application of Wilbur F. Stewart; a graduate of the University of Wisconsin who had experience teaching agriculture in high school and also had experience in school administration. Mr. Stewart was asked to visit the campus in May, 1917 and was favorably received by both President Thompson and Dean Vivian. Consequently, he was recommended to the Board of Trustees and subsequently employed to begin the assignment September 1, 1917 at the annual salary of $2,250.00. However, during the interim from July 1 to September 1, Dean Vivian was appointed Acting Chairman of the Department of Agricultural Education.

The contributions of Dean Vivian to the program of vocational agriculture cannot be adequately enumerated. What he did was so logical and casual that his accomplishments were unnoticed. Probably the note added to a departmental report by Mr. Stewart at the time of Dean Vivian's retirement indicates a measure of his influence. It reads, "There is a sincere feeling of sadness and regret which I sense as I realize that I am about to prepare my last annual report of our department for your records. Surely no other chairman has greater cause for appreciating your advice, your assistance, and your friendship than I."

Conditions Affecting Teacher Education in Agriculture

The work in establishing a program of teacher education and in getting high school programs of vocational agriculture started was no small task. Those politically oriented wanted local programs to be started immediately so Ohio would receive its full share of the federal funds. Those with visions of an utopian agriculture through vocational education wanted speedy action and of course, glorious outcomes. Hindering the innovation of vocational agriculture or of any vocational program was the power structure of a school system that was typically traditional and academically oriented toward preparation for college. Even in 1970 after 50 years of vocational education, some felt that it is only second rate and to be tolerated because of popular demands. Dean Vivian was an astute individual and fully aware of problems to be faced so it is no wonder that he looked for and found a strong man in the field thoroughly prepared in education and in agriculture.

Agricultural Education in High Schools Previous to 1918

Prior to the passage of the Smith-Hughes Law, there were 58 schools providing agricultural education. In 1908, 50 of the 225 township schools in Ohio were teaching agriculture as part of the science course. These programs served as a basis for the start of vocational agriculture programs in Ohio. One of the first courses in agriculture of an intensive nature on the secondary school level was in 1907 at New Holland. In 1911 the Ohio legislature provided for a state superintendent of public instruction and they
further provided that teaching of agriculture should be mandatory in both high and elementary schools in rural and village districts. The state supported teacher training institutions were those required to offer assistance to teachers in agricultural education. The courses conducted prior to 1918 were not designed to be vocational in character. However, such courses no doubt had both vocational and appreciational values. In many instances, the teachers of agricultural lacked rural-life experience as well as technical and professional experiences in agriculture. Since teachers were employed for the school year which was less than 12 months, only limited programs were possible. Some few schools organized agricultural clubs and in the majority of the school’s instruction was confined to book agriculture. This indicates some of the concerns of Dean Vivian in the letter that he sent to President Thompson on March 27, 1917.

No doubt the instruction in agriculture prior to 1918 was inadequate as viewed by leaders in the work. However, some good was accomplished and there was support for an improved program on the high school level for agricultural education. This was enhanced by the reported successes of agricultural education on the high school level in such states as Minnesota and Georgia where extensive programs were in operation. So when the Smith-Hughes Law of 1917 was enacted, it did not take long for Dean Vivian with the aid of Mr. Stewart to utilize the opportunities provided by the law.

The Work of the First Department Chair
How the program was developed and what all was involved would be difficult to describe even if all the facts were known. The agricultural leaders in the state, the legislature, the governor and the foresight of Dean Vivian and Mr. Stewart helped to get the program properly started. The State Department of Education informed Boards of Education through communication; news articles appeared in local papers explaining to local boards how the program could be initiated. One of the first tasks of W. F. Stewart after he arrived in Ohio in 1917 was setting up criteria for departments of vocational agriculture and visiting these schools after they had made application to confirm or deny approval. Considering the difficulty of travel in 1917, limited primarily to train and interurban, Mr. Stewart had a most arduous task. Another task he had was to prepare graduates in the College of Agriculture for teaching vocational agriculture in high school. Obviously, he was quite busy securing enrollees, approving departments, preparing teaching materials, and planning curricula for the high school program as well as for the college courses. By January 1, 1918 he did succeed in having 17 men ready to begin departments of vocational agriculture. Later in the 1918 school year, two other departments were approved and programs were started.

Recruiting and Preparing the First Teachers
For the first few years of the program, Mr. Stewart recruited graduates from colleges of agriculture. Most were from The Ohio State University but he had men who graduated from Purdue University, University of Illinois, Michigan State University, Delaware State University, Cornell University, Washington State University, and Iowa State University.

These recruits were asked to come to The Ohio State University campus and through intensive instruction were to leave prepared for teaching. This pre-service training varied from one to three months depending somewhat on the experience of the trainees and the urgency to fill openings for
teachers. It should be remembered that many of the first recruits had teaching experience not necessarily in agriculture, and all were graduates from Land-Grant Colleges or Universities. From 1920 on, increased attention was given to preparing undergraduates for teaching.

The intensive training included presentations by Mr. Stewart and others, written assignments, and study. It was reported to have been full time, all day and into the night. When they left they were to know the stipulations of the Smith-Hughes Law and what they were to do to fulfill their responsibilities. They developed courses of study for their classes, teaching outlines and lesson plans. They helped prepare lists for equipping classrooms and shops. No small amount of time was limited to methods of teaching for 90-minute class periods. Field trips, demonstrations, and laboratory exercises were not overlooked; neither were farm projects, supervision, records, notebooks, short courses or publicity. Even after the men were employed either by their request or by Mr. Stewart’s request, many returned to the campus for a week of inservice training during the school year. A substitute teacher was provided to take their place while they were away for this extra training. Mr. Harold Kenestrick spent much of one year as a substitute teacher.

After the first few years’ undergraduate students were urged to prepare for teaching vocational agriculture. They then eventually provided the major source to supply the demand for teachers of vocational agriculture.

Starting the First Smith-Hughes Programs
Fortunately, many of the teachers who began departments when the law became effective on January I, 1918, had 15 to 20 days to get things organized before the beginning of the second semester. In some schools make-shift programs were conducted the first semester of 1917-18 and these schools were in wait for the "Smith-Hughes Man" to arrive. When this occurred, there were no days of grace. Since most of the teachers were employed long before January 1, 1918, they had time to order materials for their departments. Seed, feed, soil and fertilizer samples, plant specimens, insect mounts, charts, models, and pictures seemed to be available in super abundance. In one school it was an educational experience for the students to review and study the materials secured. This alone could have provided a sufficient educational experience for a semester without the formal aspect of class instruction.

Growth of Vocational Agriculture in Ohio
To look back one cannot help but recognize that these pioneers in the field did a remarkable job. They may have been lacking in finesse but they certainly did not falter in their perception, vision, energy, and enthusiasm. Even those with the fondest dreams were surprised as to the growth and development of the program. It had to be well conceived, planned and executed. Dean Vivian made a wise selection of a man to start this program and apparently those that followed have carried on this heritage.

There was a steady growth in both teachers and departments until the war years in the forties. With the scarcity of teachers, enrollment to some extent, and the number of departments, decreased. Beginning in 1949 and 1950 the number of teachers in departments as well as enrollments continued to increase.
until 1969 when there were 407 instructors and 312 departments. Looking over the enrollments of the adult program, the largest enrollment previous to 1965 was recorded in 1938-39.

High school enrollments in vocational agriculture moved upward to 12,827 in 1940-41. They then decreased during the war years before gradually increasing to over 15,000 in the late 1960s. With the addition of new program areas such as horticulture and agricultural mechanics, high school enrollments grew to nearly 24,000 before declining to 16,000 in the early 1990s.

Faculty
The first official member of the staff in the Department of Agricultural Education was Dean Alfred Vivian. He had the title of Acting Chairman until W. F. Stewart accepted the position effective September 1, 1917. As chairman and professor of the department, Mr. Stewart by agreement with The Ohio State University was loaned to the State Board of Vocational Education to also serve as Supervisor of Vocational Agriculture for the State of Ohio.

In 1918 E. F. Johnson joined the staff as an assistant to Mr. Stewart to give primary attention to the preparation of teaching materials and to the courses of observation and practice teaching. He remained with the department until 1920. Ray Fife joined the staff in 1919 as a second assistant to Mr. Stewart. He remained one year in the department and then took over the work of State Supervisor of Vocational Agriculture, thus relieving Mr. Stewart one of his two major responsibilities. Ray Fife continued as Supervisor in Ohio until 1936 at which time he left to become President of New Mexico State University. He returned to the staff in the Department of Agricultural Education in 1938 to head up the research activities and to teach the courses dealing with research, evaluation, supervision, and administration.

In 1919 Harold Kenestrick, after completing his undergraduate work at The Ohio State University, was employed as Itinerant Teacher Trainer and as substitute teacher primarily in training schools. This was to permit the regular teachers to observe other departments so that they could improve their respective programs. In 1920-22 Mr. Kenestrick was in charge of the training center at Grove City. He joined the staff full time in 1922.

When Ray Fife left the department, Herschel W. Nisonger was promoted to the rank of Assistant Professor and was brought in from the Grove City training center to take over the work of Professor E. F. Johnson. Professor Nisonger continued on the staff until 1928 when he left to accept the position as Junior Dean in the College of Agriculture. His place was filled by Professor Lyman E. Jackson who continued on the staff until 1935 at which time he became the Junior Dean in the College of Agriculture. John McClelland spent three years at the training center at Grove City from 1922-25 and then joined Ray Fife as Assistant State Supervisor. After an assignment in Washington, he returned to The Ohio State University staff in 1934. He continued in this position until 1939 when he left to become Chairman of the Department of Agricultural Education at Iowa State University. C. S. Hutchison joined the staff in 1939 after devoting the previous nine years as Assistant State Supervisory of Vocational Agriculture in Ohio. He continued on the staff for two years and then took over the position of Junior Dean vacated by L. E. Jackson.

C. E. Rhoad joined the resident staff in 1941 and continued until 1949 at which time he accepted the position of Chairman of the Department of Agricultural Education at the University of Nebraska. Mr.
Rhoad had spent two years in the training center at West Jefferson and two years at Westerville prior to coming to the University. Ralph E. Bender joined the resident staff in 1947 and became the Chairman in 1948. Previously, for ten years, he was in charge of the training center at Canal Winchester. Ralph J. Woodin entered residency in 1948 after having spent eight years in the training center at Hilliard. Willard H. Wolf, after spending ten years in the training centers (two years at West Jefferson and eight years at Westerville), became a member of the staff in 1949. A. E. Ritchie joined the staff in 1950 and continued until he accepted a position as Assistant Dean and Secretary of the College of Agriculture in 1956. In 1952 Richard H. Wilson was added to the staff.

Lowery H. Davis, after completing his Ph.D. Degree program in 1955, served on the staff until 1959 at which time he was appointed Chairman of the Department of Agricultural Education at Clemson University. William Knight of Michigan State joined the staff in 1957 and served until 1961 at which time he accepted a position with the State Department of Education in South Carolina. Gilbert S. Guiler had been in the training center at Canal Winchester for ten years before accepting an appointment to the resident staff in 1958.

Leon Boucher devoted nine years in the training center at Hilliard and in 1959 became a member of the resident staff. Robert E. Taylor was employed on the resident staff in 1960. Floyd McCormick accepted a position in the department in 1963 and continued until 1967 when he left to become Chairman of the Department of Agricultural Education at the University of Arizona. Virgil E. Christensen was on the staff in the department from 1965-67. John T. Starling became a member of the staff in 1967 while continuing to serve part-time in supervision. J. Robert Warmbrod was appointed to the staff in 1968. For a period of six months previous to this appointment he served with the Center for Vocational and Technical Education as a Consultant on leave from the University of Illinois.

Since 1968, the following faculty have been a part of the department:

- J. David McCracken
- Jamie Cano
- Robert Agunga
- L.H. Newcomb
- Richard W. Clark
- Larry J. Whiting
- Lowell E. Hedges
- Rosemarie Rossetti
- Curtis Paulson
- Larry E. Miller
- Jo Jones
- Arnold Mokma
- R. Kirby Barrick
- R. Dale Safrit
- Wesley E. Budke
- Larry Erpelding
- Joe A. Gliem
- Raymond Miller
- Howard E. Ladewig
- John Rohrer
- N.L. McAslin
- James A. Knight
- Jerry J. Halterman
- Odell C. Miller
- Keith L. Smith
- Charles W. Lifer
- Joel Magisos
- Stanley Burke
- Seifried P. Bruny
- Dewey A. Adams
- Janet L Henderson
- Robert E. Norton
- Barbara A. Cooper
- Emmalou Norland
- Richard E. Young
- Blannie E. Bowen
- Nom1an M. Stanley
- Larry E. Miller
- Jo Jones
- Amo
- R. Kirby Barrick
- R. Dale Safrit
- Wesley E. Budke
- Larry Erpelding
- Joe A. Gliem
- Raymond Miller
- Howard E. Ladewig
- John Rohrer
- N.L. McAslin
- James A. Knight
- Jerry J. Halterman
- Odell C. Miller
- Keith L. Smith
- Charles W. Lifer
- Joel Magisos
- Stanley Burke
- Seifried P. Bruny
- Dewey A. Adams
- Janet L Henderson
- Robert E. Norton
- Barbara A. Cooper
- Emmalou Norland
- Richard E. Young
- Blannie E. Bowen
- Nom1an M. Stanley

Members of the staff have had joint appointments with the Cooperative Extension Service, now OSU Extension. The first was E. L. Kirby who served on the staff from 1955-63. Robert McCormick took over in 1963. He was later joined by an assistant, Clarence Cunningham. David Jenkins was added to the staff in 1967 and Charles Lifer in 1969. Keith Smith, John Rohrer, Emmalou Norland, Jo Jones and R. Dale Safrit have held salaried appointments in Extension.
In the minutes of the Board of Trustees, C. M. Baker was included in the staff of agricultural education as a half-time instructor. He had no particular part in the Smith-Hughes program but rather worked with returning veterans from World War I. For convenience of administration, he was placed under the Department of Agricultural Education.

Since the work of supervision of vocational agriculture in Ohio was so closely associated with work of teacher education beginning with Mr. Stewart as Ohio's first Supervisor, people in the work of supervision are also listed here. As has been previously stated, Mr. W. F. Stewart turned over the state supervision to Mr. Fife in 1920 with Mr. Stewart continuing as the assistant state supervisor for a few years. Mr. Fife added Ralph Richardson, former teacher of vocational agriculture at St. Clairsville, as an assistant in 1922. In 1926 Mr. Richardson resigned and J. B. McClelland took over the assistantship. In 1928 Ralph Howard, in 1930 C. S. Hutchison, in 1934 E. O. Bolender and in 1936 Warren Weiler were also appointed to the State Staff as assistant supervisors.

In 1939 Howard McClarren began a three year period during which he served as an assistant. L. B. Fidler was made assistant in charge of OSYA and NYA with Floyd Ruble and W. G. Rhoten as assistants. During the war years, Harold Kenestrick and Mr. Rhoad worked part-time with the supervisors. In 1944 Mr. Ruble took over a full responsibility in supervision and continued until 1968. In 1946 D. R. Purkey was added and remained in agricultural education until he became Assistant to the Director of Vocational Education in 1965. In 1946 J. H. Lintner was added to help with the veterans training. In the meantime Mr. Fidler had changed positions from the NYA, etc. to veterans training. Paul Pulse joined the staff in 1948 and in 1949 Paul Hartsook was added as one of the assistants in the veterans program. In 1951 James E. Dougan was appointed as assistant supervisor and served in that capacity until 1967 at which time he became State Supervisor upon the retirement of Warren Weiler. Mr. Bolender retired in 1965 and Earl Kantner was added to the staff at that time. Darrell Parks started working with the staff in 1966. Herb Brum became one of the assistant state supervisors in 1961 and in 1966 became a state supervisor in charge of "special needs" on Byrl Shoemaker's staff. Leslie Crabbe started in supervision in 1957, John Starling and Richard Hummel in 1966, Welch Barnett in 1967, and John Davis in 1968. Since 1968, the following persons have served in supervision roles in agricultural education: R. Kirby Barrick, John Miley, Robert Freeze, James Cummins, Rob Hovis, Robert Sommers, Steven Gratz, James Scott, and Craig Wiget.


**Department Chairs**

The Department of Agricultural Education has had five chairs. The founding chair was Dr. W. F. Stewart. Dr. Stewart served as chair from 1917 to 1948. In 1948, he returned to the faculty where he served as a Professor until retirement on July 1, 1955.

Dr. Ralph Bender was Chair from 1948 to 1978 when he retired. On July 1, 1978, Dr. J. Robert Warmbrod was appointed Department Chair and served until he asked to return to the faculty July 1, 1986. Dr.
Warmbrod later served as acting associate dean and acting vice president for agricultural administration and dean from 1989 until 1991.

Dr. L. H. Newcomb, appointed July 1, 1986, served until July 1, 1989 when he was appointed acting associate dean of the College of Agriculture. Dr. Newcomb was named associate dean in October, 1990. From August 1, 1989 until January 31, 1991, Dr. R. Kirby Barrick, Jr. served as acting chair of the Department of Agricultural Education. On February 1, 1991, Barrick was named chair of the Department of Agricultural Education.

The Secretarial Staff
The faculty could not have achieved their many successes without the services of a competent support staff of secretaries. The secretarial staff has been a vital component of the Department from its very beginning.

Mr. Stewart, when he began the program on September 1, 1917, secured help from the secretaries in the Dean's office. In 1918 the secretarial load was such that he was granted a part-time secretary, Miss Clara Weishaupt, who at that time was a student on the campus. She worked from him from January 1, 1918 until July 1920, when she received the Ph.D. Degree. She became a member of the teaching faculty in the Botany Department, and continued there until her retirement in 1969.

The next five secretaries worked for relatively short periods of time. In 1928, Mrs. Helen Killworth began her secretarial career with the department, and remained an indispensable and vibrant part of the team until her retirement in 1967. Mrs. Killworth was the professional model for all secretaries. She had the ability to attract quality people for secretarial positions and to establish high standards for conduct and work.

Robert Barb, hired in 1936, worked for the department for three years, when he was advanced to the position of accountant for the Division of Vocational Education in the Ohio Department of Education. Fred Ludwig, who worked in the department for four years, became head secretary for the Department of Agricultural Education in the downtown office.

The next eleven secretaries had relatively short tenures in the department, ranging from one to five years. Miss Carlene Hamilton, who began with the department in 1949, remained for sixteen years until she accepted a position in 1965 as secretary at the Center for Vocational and Technical Education. In 1969, she was appointed administrative assistant in the Cooperative Extension Service. Another secretary with many years of faithful service was Mrs. Florence McCarley. Florence began in 1950 and retired in 1966 with sixteen years of performing the tasks of duplicating, storing, and mailing materials.

When Helen Killworth retired, Mrs. Connie Rice Rummel, who had been in the department for two years previously, was appointed head secretary. Connie maintained the traditions of Mrs. Killworth, serving as administrative secretary for 24 years, until her retirement in 1991. Connie was of invaluable service to department chairs, faculty, other staff members, undergraduate and graduate students. The entire department depended upon her memory of departmental happenings and her administrative expertise.

In 1970, the secretarial staff included Miss Barbara Satchell and Mrs. Martha Ervin, whose tenure in the department exceeds all others except Connie Rummel. Not too far behind in terms of tenure, was Mrs.
Louise Goodall. Other secretaries with significant tenure have been Zelma Parker, Vicki McKinley, Vi Mendocins, Diana Morawitz, Marilyn Trefz, Terri Osterman and Marjorie Dellinger. Carol Poe was the administrative secretary after Connie Rice (Rummel), after serving a number of years in the 4-H office.

The Curriculum
Program Development
The Initial Curriculum
When the department was initiated in 1916-17, the curriculum for teacher education was for all practical purposes the curricula of the various departments of the College of Agriculture. This was true because the demand for teachers was immediate with the passage of the Smith-Hughes Act. Graduates of the College of Agriculture with appropriate course backgrounds of farm experience were employed as Smith-Hughes teachers. The department endeavored to develop professional courses to provide teaching competence.

With the formal organization of the department by Professor Stewart under way, the College bulletin in 1918-19 showed professional courses offered entitled Agricultural 101, "Teaching of Vocational Agriculture in Secondary Schools," open to junior and senior students with permission and prerequisite to Agricultural Education 103-104, "Practice Teaching in Vocational Agriculture." At this time, all students of the college except those in Home Economics were required to complete a two-semester year of specified courses. Following that, they could begin scheduling the specialized agriculture courses to complete whatever major they were pursuing.

In the 1920-21 College bulletin, the Department of Agricultural Education published the first suggested curriculum for students interested in agricultural education. In 1933-34, the department became a department of major.

Curriculum During The '30s
When the department became one for majors in the College of Agriculture, some changes were made in the curriculum. At that time the department listed suggested courses by years with professional courses indicated for the junior and senior years of college. The basic professional curriculum for agricultural education continued to provide for an introductory course in agricultural education, a course in methods of teaching vocational agriculture, and "practice teaching" in nearby high schools. In the early 1920's, a specialized course in the teaching of farm shop was first developed and taught in a nearby training school.

For the most part, this curriculum in broad form remained as the basic program of teaching education, with minor variations resulting from changes in university or college requirements. At this time, the number of required professional education hours was 30 quarter-hours of credit.

Curriculum Development In The '40s and '50s
This general pattern of courses constituted the curriculum until the mid-forties when the number of hours required for graduation was increased to 210 and plans were being considered to add a quarter of field experience to be called Apprentice Teaching. In 1946-47, the apprentice teaching term became a functioning part of the curriculum and the program continued with little change.
In the early fifties, the department conducted an evaluation of its curriculum. The evaluation included those of the students; the graduates; by school administrators; by personnel of related agencies in agriculture such as the Extension Service, the Soil Conservation Service, the Farm Bureau, and Grange. Changes in the curriculum that came from this evaluation included provision for field experience with the Cooperative Extension Service county office, for one-half of the apprentice teaching period. In the late fifties the university imposed additional hours of social studies and humanities. This resulted in reduction of free elective hours and reducing the number of students enrolling for the apprentice teaching term.

Gradually the apprentice teaching term was phased out and provision was made for student field experience with the cooperative extension office during approximately one month of the student teaching term.

After this change, the college requirement for graduation was reduced to 196 hours, and students could specialize in courses of another department sufficiently as to fulfill the requirements for a major in that department as well as the Department of Agricultural Education. Students at the same time could complete any of the five college programs: Agriculture, Science, Social Science, Industry, and International.

Extension Education
Agricultural extension in Ohio was a thriving activity in the period from 1905 until federal appropriations became available for the Cooperative Extension Service. Mr. A. B. Graham, the first "Supervisor of Extension" at The Ohio State University, gave leadership to activities such as extension schools, Farmers' Week, free train rides to the University, and the use of agricultural extension bulletins.

On May 8, 1914, President Woodrow Wilson signed the Smith-Level Act which provided federal funding for agricultural extension work on a cooperative basis between the United States Department of Agriculture and the state land-grant colleges. The provisions of the Act were accepted for Ohio by the Governor, June 4, 1914 and by the General Assembly, February 11, 1915.

As a result, county extension agents came into being. The employment of the agents created a demand for personnel qualified to present agriculture and domestic science (home economics) teachings and research information from the University. Academic training programs were developed.

In 1954, agricultural extension and vocational agriculture education efforts were combined into one department. Changes were made in the curriculum to make the program suitable for those seeking employment in either extension or vocational agriculture.

In the early 1960's, graduate courses in administration, leadership development, and program development were designed to provide separate sections for students of vocational education and those with an extension orientation.

With the development of specific courses for Extension faculty, the graduate program began to grow. Courses were designed in administration, leadership development, program development, and a problems and issues seminar. In the 1970's, additional graduate courses were developed in youth organizations, camp program development, and youth program management in non-school settings.
The Extension Education faculty joined with the rest of the faculty in the 1960's and early 1970's in the strengthening of the research series in the department. In the late 1960's, all faculty hired with a B.S degree had to have a M.S. degree before they could be granted tenure. In the 1980's the Ohio Cooperative Extension Service began requiring the Master's degree be completed before employment.

The Ph.D. program had its beginnings in the early 1960's after Dr. Robert McCormick returned from the completion of his degree at the University of Wisconsin. Dr. Clarence Cunningham, an early 1960's graduate of the program, teamed up with Dr. McCormick to give early leadership to the expanding graduate efforts.

The development of the Ph.D. degree program and the programs of its graduate established the department as one of the top three institutions in the United States for individuals desiring to earn a Ph.d. degree in Extension Education.

In 1983, the Research Symposium on Needs for Research in Extension Education was established under Dr. Keith Smith's leadership. This program has been continued every other year and is highly respected nationally.

Additional information regarding the department's role in Extension Education is located in section three.

Agricultural Communication

Agricultural communications has developed in the Department of Agricultural Education over a period of years. A general course in agricultural communications was first developed and offered. After a period of years, the responsibility for the undergraduate major in agricultural communication was transferred from the College of Agricultural administrative office to the Department of Agricultural Education in 1986. Under the new undergraduate curriculum, additional course offerings have been developed.

A revision of the mission of the department was approved by the faculty March 10, 1989 established graduate education in agricultural communication as a part of the department mission for the first time. A program of study was approved leading to a Master of Science Degree.

A new undergraduate curriculum went into effect Autumn Quarter 1990. The department developed oral and written communication courses to meet the requirements of the new curriculum. The undergraduate major in agricultural communication continues to thrive.

Field Experience Programs

An early concern of the department was for the provision of observation arid practice teaching in order that undergraduates get experience in the role of teachers and develop personal teaching proficiency. Training centers were needed. To facilitate their establishment, the department entered into agreement with nearby school systems for the development of programs of vocational agriculture. The teacher of such a program was a non-resident instructor of the Department and was paid by the university with Smith–Hughes funds allotted by the State Department of Education.

Training centers for observation and practice teaching were first established in 1918 with the schools of Worthington, Hilliard, and Canal Winchester. Grove City and Lockbourne-Hamilton Township were added in 1919. First instructors for each of these training centers were respectively: R.H. Scheiber, F. H.
McMillen, R. D. Kauffman, H.W. Nisonger and J.B. Lane. In 1924 Westerville with F. J. Salter as instructor replaced Hamilton Township as one of the five nearby training centers. Because of a large number of student teachers in winter quarter of 1919, two individuals were placed for one month with teachers in nearby schools. This practice continued for several years, with the local teachers serving without pay as cooperating instructors.

In 1930 Reynoldsburg replaced Worthington as a training center. Reynoldsburg was replaced in 1937 by Grove City which continued in use until 1941. The center was dropped then and replaced by Summit Station. West Jefferson was discontinued in 1942 and Summit Station was phased out in 1943 due to low enrollment caused by the war.

In 1948-49 the field experience program was extended out into the state to secure training centers, which were selected in cooperation with the State Supervisor of Vocational Agriculture. Twenty-six schools were chosen. Cooperating teachers were paid an honorarium depending upon the number of trainees. As personnel changes occurred in the nearby training centers, Departmental financing of these vocational agriculture programs was discontinued.

The Student Teaching Program
The early observation and practice teaching program continued as a student participation function during which the student would observe and take part in the teaching programs of the instructor of the training center. A common image of the high school program of vocational agriculture as it was conceived at the university was carried by the departmental graduates. Students learned the problem method of teaching, practiced it in the training centers, and incorporated it into their teaching in their own programs.

In 1946-47 the department considered the addition of a second quarter of student teaching, and in 1947-48 two students enrolled in the additional second quarter of student teaching. Increased student participation in field experience created a need for additional training centers.

In order to maintain some coordination and direction of student teaching and apprentice teaching programs, a schedule of small group seminars was instituted within the field experience program. Outlying cooperating centers were chosen to facilitate the assembly of small groups of student teachers. Cooperating teachers attended a quarterly one-day workshop to improve their supervisory skills.

The character of the second quarter of field experience was altered in 1956 when one-half of the term was devoted to experience in the cooperative extension service. Because of the university of 30 additional hours in social studies and humanities, a limited number of students could enroll for the apprentice term of field experience. This elective program was gradually phased out and students received cooperative extension experience during the regular student teaching quarter.

Starting in the mid-fifties, provision was made for students to enroll for various periods of specialized field experience as determined by interests and needs. Three specialized field experiences were developed: (1) September experience to observe the beginning of school; (2) Observation experience to meet individual needs of the prospective teacher; and Cooperative Extension field experiences.

Changes During the Seventies
New certification standards went into effect in January, 1972. The standards included the preparation of prospective teachers in ten specific agricultural taxonomies: Agricultural Production, Animal Production
and Management (Animal Care), Farm Management, Agricultural Industrial Equipment and Service, Agricultural Products Processing, Horticulture, Agricultural Resources conservation, Agricultural Environmental Management, Forestry, and Agricultural Business, Supply and Service.

A special certification program to supply an adequate number of teachers for these programs was started in 1972. In the beginning, the special program required that teachers earn 24 credit hours over three summers and two school years. In the late eighties, the requirement was changed to 36 credit hours. By the end of the eighties, over forty percent of the Ohio agriculture teachers had entered teaching by way of this special program.

The 1974-75 changes within the agricultural education courses included the provision of earlier professional field experiences. Additional observation and participation experience was included in the beginning methods course and the sophomore level course was changed to a lower course number to enable first-year students in their third quarter to elect field experience observation and participation courses.

The increased enrollment in field experience programs created a demand for more cooperating schools. Seventy-one teachers of vocational agriculture were identified by the combined supervisory and teacher education staff and invited to enroll in a special three-hour course for cooperating teachers.

In 1975-76, new emphasis was given to providing internship in agricultural occupations. A grant from the ERDA (Education Professional Development Act, Washington, D.C.) enabled fifty-four internships to be completed during 1975-76 in the taxonomy areas. In 1976-77, 112 students participated in the program.

**Developments in The '80s**

Beginning in the early 1980's enrollment in the undergraduate program decreased steadily until 1987-88. Majors in the Department dropped from 282 to 152. This trend mirrored a decline in enrollment in the College and in most agricultural education programs in the country.

On July 1, 1980, new requirements for teacher certification mandated by the Ohio Department of Education became effective. The new standards for teacher education redesign required that all teachers were to be prepared in (a) the teaching of reading, (b) human relations, (c) managing behavioral problems, (d) clinical use of diagnostic instruments, and (e) urban and suburban or rural schools. The new requirements increased the number of hours of professional courses from 36 hours to 44 quarter hours.

Throughout the '80s approximately 50 percent of the department's undergraduate majors, whose primary interest was teaching or extension education, were dual majors. The students completed requirements both for a major in agricultural education and in another department in the College of Agriculture. The new curriculum adopted in the College and implemented in 1990 eliminated dual majors. The number of students enrolled in agricultural education has been maintained at 100.

Field-based experiences were provided agricultural communication students in the latter part of the '80s. They were placed in a variety of communication settings and were supervised by a designated person in a communication business or agency. Field experiences in Extension Education are now parallel, with a full quarter of full-time experience required.
Recruitment of Personnel for Agricultural Education

Recommitment began with the establishment of the first programs of vocational agriculture in 1918 and soon became an important responsibility of pioneer teacher educators. Recruitment for the profession continues to this day to be a crucial responsibility for the Department of Agricultural Education.

Recruitment no longer focuses entirely on teaching careers, for the Department of Agricultural Education seeks personnel, both men and women, interested in such related fields as agricultural communication, Extension and international agricultural education for developing nations.

Recruitment activities over the years have ranged from quarterly dinners in the Twenties for future vocational agriculture teachers to a letter in the Forties from the Department to all rural high school principals requesting the names of students recommended as future vocational agricultural teachers. In 1948, a slide presentation of teaching vocational agriculture was developed and ten sets of slides were made available on a loan basis to interested teachers.

During the fifties a ten-page recruitment booklet, "This Is Your Life as A Teacher of Vocational Agriculture," was published and over 50,000 copies were distributed to prospective teachers in the state. The faculty also made presentations at the Ohio FFA Convention; a speaker's bureau for FFA Banquets from the Townshend Agricultural Education Society members was organized; and exhibits were displayed each year at the Ohio State Fair, the Ohio FFA Convention, and later at the Farm Science Review.

In spite of a vigorous organized effort to recruit teachers, the shortage continued. The agriculture college eventually set up two career days each year for high school students. These efforts, supplemented by other college wide activities, were quite productive and a steady increase in enrollments in the college and in the department took place during the decade of the Sixties.

A study made in 1959 found that over 75 percent of the agricultural education majors came from only one-third of the Ohio high schools with vocational agriculture programs. The Ohio Vocational Agriculture Teachers' Association therefore encouraged teachers to inspire some of their best students to become teachers. A state recruitment commission was organized and teachers were awarded certificates as "Teachers of Teachers." Dwain Sayre of Sycamore chaired the first Teacher Recruitment Commission in Ohio.

The Sixties saw other recruitment efforts in effect. In 1965, members of the FFA throughout Ohio attended a recruitment luncheon held in conjunction with the Ohio Future Farmers of America Convention at the Ohio State Fairgrounds youth center. The luncheon was sponsored by the Ohio Association of Future Farmers of America, Ohio Vocational Teachers Association, and the Agricultural Education Society. Each year these associations sponsored the luncheon.

In 1967, visuals materials were made available that could be used for recruitment activities. Also in 1967 the Ohio Agricultural Education Recruitment Commission was formed, with emphasis on agricultural education. An exhibit on the need for more teachers was presented at the Annual Teachers Conference, the State Fair, and the Farm Science Review. The late Sixties saw recruitment efforts focused upon recruiting for the College of Agricultural in general.

In 1972, the Agricultural Education Society at The Ohio State University initiated a new program. Members of the society went to each of the district officer meetings throughout the state, talking with
FFA members about how they might fit into a career in agricultural education. Other recruitment activities in the Seventies included a slide-sound program, "Tribute To An American Vocational Agriculture Instructor," at the district FFA officer training meetings; letters to interested students; and career planning conferences by the department.

In 1978, Dr. James Knight was appointed to give leadership to the Department's recruitment efforts. Robin Hovis and Maggie Albers were hired with funds from the work study program to assist with the recruitment program, designing and publishing brochures, and sending personal letters to teachers and to students. Faculty members of the Department visited interested students at their high schools, and in some cases, at their homes. After Hovis left, the Department hired Susie Quay and Emily Nitschke as work study assistants to design materials.

In the Eighties, the Vocational Education Planning Districts (VEPD's) were targeted with recruitment activities. Career planning seminars were conducted. Susie Quay conducted tours of the campus for interested students, and later sent follow-up letters and appropriate career information to the students. A new brochure, "Ag. Ed. Aimed At You and OSU," was produced through a sex equity grant in order to show females as teachers of agriculture.

In July of 1988, Dr. Rosemarie Rossetti was appointed by Dr. L.H. Newcomb, Department chair, to head up the recruitment efforts for the Department. Starting that summer, and continuing through 1991, various recruitment activities were utilized: a professionally designed recruitment display was first exhibited at the State FFA Convention; teacher educators with field supervision responsibilities distributed information packets to teachers they visited; Farm Science Review with interest surveys and follow-up letters; College Career Day for high school students and parents and exploratory meetings for the freshman students; the new recruitment display was brought to the National FFA Convention Career Show; Project Blue Chip was expanded to provide phone calls, letters and/or visits to interested high school students; and faculty talked to students and parents at the spring State FFA Officer Candidate Luncheon.

In April of 1989, efforts were begun to produce a new slide program and a video tape with the assistance of Mitch Jacobs of the Office of Information and Applied Communication. Late 1989 saw Project 4-H get underway. Letters were sent to all 88 county agents seeking nominees as potential recruits. Efforts were also made to locate donors for scholarships, resulting in an increase in donations targeted to undergraduate scholarships.

In May of 1990, 5,200 new recruitment brochures arrived in the department. "Take A Closer Look" became the flashy, hot pink marketing tool to attract high school students into the department. In March of 1991, the FFA Alumni Association awarded a grant of $500 to develop a videotape to recruit middle school students into secondary agriculture programs.

Scholarships
Financial incentives to pursue teacher education in agriculture have been somewhat limited in that commercial concerns and business are not directly involved with the program such as they might be with some of the other departments in the College of Agriculture and Home Economics. Students majoring in agricultural education have access to the various financial aids that are provided to all
students and in the last few years have had the benefit of one scholarship from the Processed Limestone Company amounting to $300.

A second scholarship for agricultural education majors is that provided by the Lester A. Harner Scholarship Fund. The Mr. and Mrs. Lester A. Harner scholarship amounts to $1500. Undergraduates are to get a $500 stipend and the remaining part of $1000 not used by teachers pursuing graduate programs.

A third source is the Agricultural Education Scholarship. A program of scholarships for majors in agricultural education was initiated in 1955, the year W. F. Stewart, longtime chairman of the department, retired from the staff. A committee consisted of the president of the Agricultural Education Society, then the Townshend Agricultural Education Society; Chester Hutchison, Assistant Dean in the College of Agriculture; Ralph Bender, Chairman of the Department of Agricultural Education; and Willard Wolf, a member of the staff in the department A letter was sent to all chapters May 25, 1955, requesting contributions to the Ohio State University Development Fund to the W. F. Stewart Scholarship in Agricultural Education. On January 10, 1956, a second letter was sent to Ohio chapter of Future Farmers of America requesting contributions and providing a copy of the rules and regulations pertaining to the administration of the fund. Contributions to the fund were generally in amounts of $5 - $10 and after two years it had reached a total of $185.00. In the latter part of 1956 and the forepart of 1957 meetings of the administrative committee for the W. F. Stewart Scholarship decided that the name of the scholarship should be changed to Agricultural Education Scholarship and a revised program of administration of the fund was established. On December 17, 1959, the administrative committee decided to prepare a brochure to promote the Agricultural Education Scholarships and to involve agricultural businesses in the solicitation of contributions. During this time continued appeal was made to chapters and to alumni of the department to set aside amounts annually for the fund. In 1969 the amount of the principle on deposit was $17,000. The major source of the contributions have been those of chapters of the Future Farmers of America, the Agricultural Education Society, the alumni, and by some few non-alumni.

Recognition should be given to Harland Martin, a graduate in the class of 1933 in Agricultural Education, a former teacher of vocational agriculture, and a former president of the Evans Packing Company and since 1966 Chairman of its Board of Directors. In 1963 he made his first contribution to the fund. He was a member of the Cum Laude Club during which time he contributed $500 a year. In 1967 he became a member of the Presidents Club of The Ohio State University Alumni Association, which has as its prerequisite a contribution of $10,000 over a period of 10 years.

One of the tasks ahead for alumni and members of the staff is that of increasing contributions to the principle of the fund and to secure endowments for scholarships from benefactors such as Lester A. Harner for majors in agricultural education. By 1992, scholarly endowments were valued at nearly $200,000, with almost $30,000 awarded annually.

History of the Townshend Agricultural Education Society
The first organization of agriculture students at The Ohio State University was formed in 1882. At this early date in the history of Ohio State, W.S. Devol, W.C. Mills, and W.P. Bently, with the assistance of
Professor W.R. Lazenby formed an Agriculture Literary Society. Dr. Norton S. Townshend, the Professor of Agriculture, proposed the name of the Kirkland Agricultural Society after his friend and co-laborer, Dr. Kirkland. The purpose of the organization was to develop in members the faculty of observation, to cultivate their powers of original research, to make a systematic study of the sciences most intimately related to agriculture, and to assist in promoting the Department of Agriculture of the University. Not much was recorded about the society in its early years, however, in 1891, the society was reorganized and the name was changed to the Association of Agriculture Students. The objective of the organization was to promote the Ohio State University and the College of Agriculture and to create an interest in literary and social activities. The organization also attempted to acquaint prospective students—the sons of Ohio farmers—with the benefits to be derived from taking an agricultural course at the University. This may have helped to increase the college enrollment from a few to 99 in 1895.

In February of 1895, the name of the organization was again changed, this time to the Townshend Agricultural Society, in honor of Dr. Norton S. Townshend, known as the "Father of Agricultural Education in America." Dr. Townshend served on the Board of Trustees which selected the Ohio State University site. He helped plan the first buildings and prescribed the first course of study. Afterward, he was elected the first professor of Agriculture, Botany, and Veterinary Medicine.

Instrumental in securing the name change and in reorganizing the society was Charles W. Burkett, a junior at the Ohio State University in 1894-1895. Mr. Burkett served as president of the new organization for two years. He mentioned in a personal letter, "The program was related to agricultural education and the promotion of the agricultural courses at Ohio State University. Its main function and activity was self-help to the members of the society through literary programs. The meetings were held in the old horticulture building and when a new agriculture building was completed, Dean Hunt gave the society a room for a regular meeting place. Meetings were held at least once per month, frequently more often. There were about twenty-five or thirty members."

An interesting story about the portrait of Dr. N.S. Townshend, which now hangs in the Art Gallery of Ohio State University, was related by Mr. Burkett, "The assistant art professor, Silas Martin, did portrait of Dr. Townshend. I was very much interested in having this picture for our society. I asked Mr. Martin how much it would cost and was told $400. Of course, this was too much for me to pay, but I was continually drawn to the portrait and finally the artist asked me if I would give him a $100 for the painting. I had $35 and gave this to him on account. I then went to one of my professors and asked for a loan on the balance. I told him what it was for and he gave me the $65 gladly. I carried the portrait under my arm across the campus from Hayes Hall to the agriculture building and hung it in the society's meeting room. This was in 1895, when I was a senior. The portrait hung there for many years. Finally, one time when I returned to Ohio State University for a reunion, I went to the gallery where the Townshend portrait had been hung. I asked the curator how much the portrait was worth, and he said that it was insured for $15,000."

In February of 1896, the first women students were taken into the organization. Membership at that date was 50.

The society never had a permanent home until 1898 when a room was provided for a regular meeting place in the newly erected Townshend Hall. J.C. Britton tells us, "When I was a student at Ohio State
University, Townshend Hall was built. I was president of the Townshend Society during the winter term of 1898, graduating in June of the same year. We had a meeting of the society once a week, usually, every Friday evening, at which time we discussed agricultural subjects. Dr. T.F. Hunt was Professor of Agriculture then, and he attended our meetings. He participated in the activities and frequently led discussions on agricultural subjects."

After becoming established in Townshend Hall, the society became very popular campus-wide as a literary organization. At this time the name was again changed, this time to the Townshend Literary Society, and membership was opened to all University students.

Scott C. Hartman relates the following history, "I suppose I belonged from 1904 to 1910. In those days it was the Townshend Literary Society (Townshend, of course, implied agriculture). As long as I belonged, I took an active part.

"The program was varied and, at times at least, included debating. The purpose was to give the members experience in public speaking. The membership was approaching eighty by 1908. Meetings were held twice a month in the room above the entrance to Townshend Hall. The society ranked well with others on the campus.

"I benefitted from Townshend Literary Society. In fact, I thought that one of the high points of my college training was my membership in the society. In addition to help in my training such as was the purpose of the society, it gave me a contact with people, with their way of thinking and responding to other personalities."

In 1904 a subsidiary to the Townshend Literary Society, called the Townshend Agricultural Society, was sponsored by eighteen agriculture students who felt that the College of Agriculture needed an organization strictly for its students. The fundamental principles of the organization as expressed by the constitution were: To promote greater agricultural interest; to bind ourselves in a closer union; to familiarize ourselves with agricultural investigations; and to advance the cause of agriculture throughout the college and the states.

William Bembower, a student at Ohio State University from 1906 to 1911, says, "I was a private in the re2r ranks in the Townshend Literary Society. I did learn how to think on my feet, which was helpful when I graduated. A few friendships made then have been pleasant memories during the past half century."

In 1907 Townshend Agricultural Society assumed full control of "The Agricultural Student." The members had felt for some time that if they had the publication entirely under their control, greater interest would be manifested in it by the student body and a more valuable manuscript would be produced. This proved to be correct as the magazine did increase in popularity and it also improved in quality.

From 1907 to 1916, the records of the organization are apparently missing. This void is partially filled by the recollections of the members at that time, such as Robert L. Fleming, who said, "In our times we called the organization the Townshend Literary Society. It seemed to existed because it was a literary society. We had evening meetings with heated discussions. We solved most of the problems of the world, but there seems to have been a little difficulty in that the problems of the world as we solved them did not stay solved. I joined the society in 1911 and had a definite part in it during the years of
1911, 1912, and 1913. We had planned programs and we looked forward to the meetings as opportunities for serious discussion. When we were assigned a part on the program we did the best we could to present a discussion that was worthy of the subject. We also had some fun. I played the piano and also helped with the singing. Sometimes we had guests on the program, such as Dean Price, Dr. Vivian, Dr. Bear, Dr. McCall, and Dr. Plumb, who gave generously of their time. Somewhere in my souvenirs I have a memory book and I am certain that if and when I find it I will be able to send you something that has a distinct Townshend flavor."

L.L. Rummell informed us that "There were two Townshends at the time I was a student (1911 -1915). One was Townshend Literary and it was generally considered the Townshend. The other group was primarily responsible for selecting the editor and the business manager of "The Agriculture Student."

"We had about thirty or forty members at that time, with some meetings having a larger attendance when we had a special program. There were other literary societies in other colleges on the campus at that time, and we occasionally had inter-society debates with them.

"Our meetings were held on the second floor of Townshend Hall. When this building was erected in 1897, it had an auditorium on the second floor directly above the entrance, and at the south end of the room was a stage. This was rated the best equipped agricultural building on any land-grant campus of that day.

"In 1902 there was a graduate school (workshop or seminar) held in Townshend Hall. It attracted seventy-five graduate students and professors from twenty-eight states. In later years’ similar graduate schools were held at Illinois, Cornell, and Iowa. It was said that before each of these colleges held their meeting a new agricultural building had been constructed as a result of the inspiration of their leaders when they visited the Townshend Hall. The significant feature about Townshend Hall was this auditorium with stage and small side rooms where students might have their literacy programs and other college meetings. This was the home of the Townshend Literary Society.

"Our programs at Townshend Literary Society were planned primarily to encourage public speaking and debating with other literary societies. Townshend Literary was at a low ebb about 1910, according to reports then; and we had some officers who put new life into it. These inter-society debates were one feature that helped to develop a renewed interest.

"Each program had one or more talks by members, and some other members were assigned the task of criticism of the talk-all from a constructive viewpoint. This was helpful to many a member in developing his skill and confidence in public speaking.

"Some meetings were devoted to parliamentary procedures. One member would serve as chairman, and then after a motion was made other students would amend, move to postpone, move to table, move to adjourn, etc....all designed to test the chairman in his knowledge of how to handle procedure on the floor. Robert’s Rule of Order was the guide, and some member was designated to take responsibility of deciding and proving that the chairman handled himself properly as a parliamentarian. It was excellent experience.

"Then we encouraged members to try out for Varsity debating. At that time there was one professor of speech attached to the Department of English. He taught public speaking and, also, coached the
debating team. The College of Agriculture in 1915 had the first student ever to represent the University in inter-state debating.

"I went through the various offices the Townshend Literary Society, served one year as president, and was on the University debating team. During that same academic year I was editor of "The Agriculture Student." To Townshend Literary Society I would attribute much of the inspiration or motivation to develop my abilities in public speaking, debating, and presiding as an officer. Coupled with my experience in editing, this training in public speaking and debate led to my life career."

Clayton H. Elliot said, "It's been about forty-six years since I participated in the Townshend Agricultural Society. My ability to answer your questions is very limited. The programs consisted of current agricultural programs. It was then called the Townshend Literary Society. The meetings were held in Townshend Hall on the west side of the north-south road west of the Oval. Our campus standing was very good.

"I attended the forty-fifth class of 16 reunion at Leo Yassenoffs fine home in the summer of 1962 and met many of the men who were members of Townshend Literary Society. But, alas, many were not there.

"Mrs. Elliot just located my Townshend Literary Society pin. Membership was about fifty. I formed some very fine associations through Townshend Literary Society."

"As the name suggests, the function of the organization during those years was largely literary in nature," recalled A.J. Bishop. "We held bi-weekly meetings and had very enjoyable and interesting sessions. Experience gained from them, plus a course in public speaking under Professor Ketcham helped me a lot. Following graduation, another Townshend member and I influenced a young people's group in our home farm community in Delaware County to organize what we called "The Candle and the Quill." Programs were patterned like those we formerly enjoyed as Townshend members.

"Townshend and Athenatheathean were the two literary societies for male students at Ohio State in 1915. The latter had sixty-eight members. These two were listed in the Literary and Debate section of the "Makio" for all three years. "The Agriculture Student" staff were all Townshend members."

Dana G. Coe informed us that, "The programs were varied--reports, discussions, debates, etc., more of a general nature pertaining to agriculture and the agriculture college. It was chiefly a literary society. There was no Agriculture Council in those days, hence, no preparation by Townshend in such an organization. Not much politics was permitted in the organization."

"It has been a long time since I was in school at Ohio State (1914 to 1919)," said Otto J. Smith, "and the Agricultural Education Department was just coming into being at that time.

"Townshend Agricultural Society was a literary and debating society at that time. Its object was to promote literary interest and provide extra opportunity for speaking experience for agriculture students. I was a member in 1918-1919, and was secretary for a semester in 1919.

"At the time I was in school the society contributed to the support and publication of "The Agriculture Student" and furnished staff members. I was an assistant in the business manager's department in 1917-1918, and was circulation manager in 1919. I was the entire student staff for a couple of months in the fall of 1918 due to the war. The faculty did assist me with the magazine."
Carl L. (Cap) Arnold said, "As you undoubtedly know, "Townshend" to which you refer was the Townshend Literary Society at the time I was in college. It was not associated in any way with any particular department or branch of the college, but was an over-all agriculture college organization. Also, it was primarily in line with the name, a "literary" society and the programs consisted largely of reports by members, debates by members, question and answer periods, etc. At times, impromptu sessions--such as drills on "Robert's Rules of Order," etc.--created great interest and gave members valuable experience. The censor gave comments on the programs and, also, on individual presentations, with the idea of being helpful and constructive. There were times when the other members would disagree with the censor's report. Very seldom did the program just consist of a talk or speech by a faculty member or an outsider. In fact, at most meetings, no faculty member was present and they had very little part in the plans of programs except as advice or assistance was sought.

"I was president of the society one semester and, previously, I, also, served as secretary. Meetings were held on Monday evenings in Townshend Hall (room 200, I believe). At least, it was in the room at the top of the stairs in Townshend Hall. I would estimate that attendance ran from twenty to forty which was good considering the number enrolled in the college at that time.

"In the late fall of 1919, as I was finishing my college work, I made a statement at one of the regular meetings that I had received more benefit from Townshend Literary Society than I had received from a course which I had taken in public speaking. Two days later, to my surprise and embarrassment, this statement was published in the "Lantern," and attributed to me. Fortunately, I was not taking courses in public speaking at that time." George F. Johnson stated, "I attended Ohio State from 1915 to 1919 and was an officer of the society for two years during this period. It was known at that time as the Townshend Literary Society. The meetings were held in a room on the second floor of Townshend Hall which had a stage at one end.

"The purpose of the society was primarily literary, rather than recreational or social. We had rather spirited business meetings at times, with strong emphasis on the rules of order. While many programs were generated within the membership, we did have outstanding faculty members, such as Professor Plumb and Dean Vivian, speak to us. One speaker I recall very well as H.P. Miller, of Sunbury, a prominent farmer and institute lecturer of that period.

"The membership varied greatly during the war years. In fact, the society was inactive during the first semester of the 1918-1919 year due to the war. The attendance would vary from twenty to sixty, depending on the program and the publicity given to the meeting.

"I recall one publicity project we carried out quite effectively. We had posters printed which featured 'Townshend Tonight' with some details of the meeting place and program. We posted these throughout the agriculture campus the first thing in the morning of the meeting day. They were taken down the next morning. This helped our attendance.

"The society served as an interest point for the agriculture students who had a general interest, but had not reached the point of specializing in a department, such as botany or animal husbandry. Many of the members were, also, non-fraternity."
"The society was a great personal value to me since I graduated from a small rural high school and was working my way through Ohio State University and could not take on more expensive activities. It gave me vast experience in working with other students and some much-needed literary polish."

By 1916 the organization was booming and had quite a high standing among University organizations. Some meetings had as many as two hundred attending. Since the society was still primarily literary in nature, it attracted students from many different fields of study. It, also, became more of a social type organization, due to its very capable leaders.

During the war years, Townshend began to decline as University enrollment decreased. By 1916 Townshend combined with the three-year agriculture society, hoping to instill new spirit in members--and it did--in 1920, a record number of students attended and Townshend began to grow by leaps and bounds. Many home economics girls attended the meetings.

The success of the new Townshend was contributed largely to its novel and worthwhile programs. Speaking before the group was the main aspect in the activities of Townshend and many of the members gained enjoyment and experience in public speaking.

H.W. Harshfield stated, "I was a member in 1919 to 1921. It was one of the few organizations for agriculture students. The programs were rather general, concerned primarily with literary and agricultural topics."

John F. Dowler reported, "I graduated in 1920, and I was president the last semester I was in school and the censor the first semester of that year. We had more than 150 on our membership roll and the meetings averaged between forty and sixty. We had a constitution and by-laws, a copy of which I should have stored away somewhere. The officers consisted of a president, vice president, secretary, treasurer, censor, critic, musical director, pianist, sergeant-at-arms, billposter, and three members of the executive committee. The programs consisted mainly talks, discussions, memorized readings, and musical numbers. We were not allowed to read papers, but we could talk from notes. It was good experience in organizing one's thoughts and expressing them before people. Very seldom would we have faculty members on the program.

"The meetings were held on the second floor of Townshend Hall in the big central room on the east side where the stage was. We met twice per month. There were dues and in order for a person to join, his name had to be voted upon by the members. The roll in the 1920 Makio lists 172 members and over 100 students were in the annual picture. The organization was quite active at this time.

"From the 1918 Makio, I find this noted under their picture, Townshend Agricultural Society was formed by the amalgamation of Townshend Literary Society and The Agricultural Society in the year 1915-1916. Both these societies were formed in the early nineties, thus making Townshend Agricultural Society one of the oldest organizations on the campus. The object of the society is to promote the literary interest and broaden the social life of the students in the College of Agriculture. The society controls the publication of 'The Agriculture Student' and furnishes members for its staff."

Carlton F. Christian recalled that the "programs were literary; students members took turns at assigned topics. Professor Robert Stoltz was faculty advisor the year I was president. Interest and attendance fluctuated. Officers of the 1921-1922 year dreamed up a stunt of burying Townshend Ag. Coffin draped and mounted in the entrance lobby of Townshend Hall was a sign stating, 'Here lies the last remains of
Townshend Ag. When faculty and older members of the society learned of our plans, the lid blew off. No sir! Townshend had too long and too honorable a history and tradition to die. This was just the result we were after.

"Townshend activities had no part in campus politics. Agriculture fraternities looked after that field. Membership in Townshend included both greeks and independents- there was no particular rivalry over control.

"As a freshman, I was much impressed by the erudition, poise, and range of knowledge displayed by seniors taking part in programs. This contact of members of the four classes, from all departments, and representing most of the other organized groups in the college was Townshend's unique contribution to student activities in my time."

In 1921 the popularity, as measured by membership, of the society had fallen considerably from what it had been eight or ten years previous; nevertheless, the organization was held in quite high regard by students and instructors on the campus. Probably the loss in popularity was not known by the public, and the past glories kept prestige high. Also, the society's activities in print.

The members who did attend the infrequent meetings during the early twenties were students majoring in Agricultural Education, probably because that department did not promote an organization for undergraduate majors. In fact, the Department of Agricultural Education was the only department in the College in 1921 that did not sponsor a student organization.

Willard Wolf reported that in the autumn of 1923 the active members of the organization (numbering not over ten) had two meetings in the society room to discuss the future of the society. It was decided, with the consent of Dean Alfred Vivian, to approach Professor W.F. Stewart, chairman of the Department of Agricultural Education, to see whether that department would be interested in being its sponsor. Albert Griffin Willard Wolf had several conferences with Professor Stewart and with Dean Vivian, discussing how the transition of a campus-wide organization to the department could be made. At first, Professor Stewart was a bit reluctant to accept the advisorship of the organization as he did not see any particular need or concern for sponsoring a group of departmental majors. However, after a number of conferences, the officers convinced Professor Stewart that the society would provide a continuing contact with departmental majors and, also, would help the department in fulfilling its responsibilities. So he agreed that beginning in the school year 1925-1926, the Department of Agricultural Education would give sponsorship to the society. In the meantime, the name of the organization was changed to the Townshend Agricultural Education Society.

One of the jobs in 1923-1924 and 1924-1925 was to build up the membership in the society so that the Department of Agricultural Education would have something with which to work when the transition was effected. The programs for the society, particularly during the spring of 1924 and during the entire school year of 1924-1925, were given special attention so as to provide a pattern for future meetings, and, of course, to attract new members. As a result, considerable interest was aroused and some of the meetings were attended by as many as fifty students. Featured on the programs were talks by Dean Vivian, Professor Stewart, and Ray Fife (supervisor of Vocational Agriculture in Ohio). Debates, panels, and talks by members had their place on the programs. Group singing was a part of every meeting, and the society featured a quartet. This group represented the organization at campus functions, one in particular was Farmers Week.
One of the significant developments as the society prepared for its new role in Agricultural Education was the sponsorship of junior societies in high school departments of vocational agriculture in Ohio. Elaborate planning was done on this project during the school year 1924-1925. Sufficient interest was aroused so that the new officers for the year 1925-1926 actually chartered junior societies in several local departments. Additional affiliates, totalling fifty, were chartered in 1926-1927 and 1927-1928. Needless to mention, teachers and students alike wholeheartedly accepted the idea of a state organization of boys enrolled in vocational agriculture. This exceeded the fondest dreams of those who proposed the idea in 1924.

When the organization, Future Farmers of America, was started in 1928, the work of the Junior T.A.E.S. was recognized and is so recorded in the official FFA Manual. But the scope of the national organization of FFA made it more appealing and suitable than junior societies of T.A.E.S. so that the affiliation with the senior society was discontinued and the plans for mutual assistance were never carried to completion. The annual leadership conference for officer training and program development did not materialize, nor did the relationships of the college society to local societies develop to bear fruit. It was originally hoped that among the benefits of the high school-college relationship, there would result a continuous flow of the good high school graduates to the college as majors in Agricultural Education and eventually as well-prepared teachers of vocational agriculture. Also, through mutual interests, college students would be afforded an excellent practicum for teacher preparation starting in high school and continuing through four years in college. Collegiate chapters of FFA are supposed to provide such benefits, but by no stretch of the imagination are they able to function with local chapters as it would have been necessary for the senior and junior societies to function if they were to be effective. The secretarial records of the TAES from 1925 are available in the file of the departmental advisor of the society. These records are generally quite complete except for a few years in the late fifties. The early history of the society is not written in full. Excerpts may be obtained by reviewing accounts in issues of The Agriculture Student during the early years of the society. An excellent source of information would be former members; and of these, there are many. Also on file are some of the letters received in 1962 from members who took the time and effort to respond to the inquiry sent by the History Committee.

Probably the minutes of past meetings and other accounts of the society are stored or hid somewhere in the College or University. The location of these items has not been found as of 1961. When the meeting room in Townshend Hall was remodeled in the late twenties or early thirties, and again later, the pictures and older records were not transferred to or preserved by the Department of Agricultural Education.

Preparing Teachers of Specialized Agricultural Occupations

The preparation of teachers for specialized programs in vocational agriculture began in earnest in the early seventies due to the authorization of these programs by the 1963 and 1968 Vocational Education Acts.

Pilot Programs Established

Teachers and administrators quickly sensed a need for determining better ways to serve those students pursuing agricultural, non-farm occupations.
After careful research and planning by a committee for off-farm occupations, eleven teachers were given approval to begin pilot programs in Ohio. Guidelines for the pilot programs were developed by this committee. Among those on the first planning committee for off-farm occupations were Harry Plank, Smithville; Fred Mengert, Arlington; Robert Fuller, Buckeye Valley; Rex Cunningham, Arcadia; Paul Hartsook, Bowling Green; Glen Griffith, Westerville; and staff members D. r. Purkey, Willard H. Wolf, and Warren G. Weiler.

In addition to the above teachers, Robert J. Smith, Anthony Wayne; O. D. Duke, Medina; William Wier, Lodi; John Oren, Geneva; and Jerry Vogt, Caldwell also undertook pilot programs.

Employment Opportunities Identified
Another valuable input from individual OVATA members came through a series of 20 research studies dealing with the need for expanded vocational agriculture programs.

Preparing The Teachers
Several of the specialized programs found teachers with occupational experience, but with no training or experience in teaching. This was especially true in Resource Conservation, Animal Production and Care, Food Processing, and Forestry. Temporary certification was arranged for these teachers who lacked professional preparation for teaching.

Several approaches were used to prepare teachers for the specialized programs. Three-week credit orientation workshops were offered. Dr. Gilbert S. Guiler coordinated the assistance during their first year of teaching. Ralph Woodin took the lead in developing workshops and curriculum materials for the special programs.

The success of the early programs was due largely to the pioneering efforts of the teachers. Pioneer teachers of horticulture included John Ayes, John Davis, Keith Fields and Gayle Grimes. Teachers with horticultural industry experience and with degrees in horticulture, also among the first teachers, were Karle Luca!, William Brown, Neal Leimbach, Lark Hagedorn and Wayne Wolf.

Workshops for the purpose of developing curriculum and teaching materials for the new programs continued for many years. For example, the agribusiness workshops directed by W. H. Wolf and Dr. R. Purkey were repeated each summer for the next ten years.

Teachers who developed especially successful programs of Agricultural Business and Service during the sixties include Glen Griffith, Westerville; J.E. Voght, Coldwater; Fred Mengert, Arlington; Odell Miller, Marysville; James Spiess, Wauseon; and Frank Breedlove, Washington C.H.

Post-High School Technical Education for Specialized Agricultural Careers
By 1966 three post-high school Technician Training Centers in Agriculture had been established. At Springfield the Clark County Technical Institute offered a program in Agribusiness Technology and one in Agricultural Equipment Technology. H.B. Drake was coordinator of these programs. Food Processing technology was offered at Columbus Area Technical School where Russell Thackery was coordinator Horticulture Technology was offered at Max Hayes Trade School in Cleveland where Vincent Feck was coordinator.
Specialized Agricultural Offerings in Ohio’s Joint Vocational Schools
The joint vocational schools offered opportunities for the establishment of specialized programs, and by 1990, 47 of the 49 offered one or more agricultural programs. The total enrollment in these 47 agricultural programs was reported to be 2858, with an average of 26 students per program.

In 1974-75, the total secondary enrollment in specialized programs in vocational agriculture in Ohio was 22,772. By 1988-89, the enrollment had dropped to 17,245. By 1990 about 30 percent of the high school enrollment in agriculture was in the specialized programs with the remainder in production agriculture classes.

Researching The Specialized Programs in Agriculture
Perhaps the most important contribution of the Department to the development of the specialized program was through a series of research studies. Eighteen studies were made of these programs over a 20-year period. One of the most influential research studies dealing with specialized programs in high school Agriculture classes was a doctoral dissertation completed by Dr. H. D. Brum in 1965. The purpose of the study was to identify the number of non-farm jobs in Ohio where various levels of knowledge, skill and ability in Agriculture was a necessary qualification of employees.

Inservice and Graduate Programs
The inservice training program in the early years consisted of small group work with most attention given to individual counseling after visitation in the schools. Attention was given to the organization of subject matter for classroom teaching, lesson planning, methods of presenting materials to the students, student project organization, student supervision, and community activities. Mimeographed materials of suggestions for organizing course outlines and teaching materials were mailed to the new teachers from 1925 to 1930.

Following World War II, changes were made in the beginning teacher program. More time was devoted to individual problems of teachers. The number of visits to teacher was increased. Adult and young farmer classes were visited. Regional meetings were planned with small group sessions in addition. Evaluation reports following visits by the department faculty were sent to teachers as well as to others concerned.

In the 1960s, July workshops were first held on a regional basis, then for the entire state on The Ohio State University Campus. Summer conferences were for one week beginning on Monday morning and ending on Friday after the supervisory hour at 2:00. Later, when the conference time was cut to three days, much of the technical and informational time formerly provided had to be eliminated.

The department faculty and the State Department of Education supervisory staff have participated in a coordinated program of inservice education since the beginning of the department. Since the 1963 vocational act that broadened instruction beyond production agriculture, preparing teachers for each of the programs has been a challenge for all. Providing inservice education to accommodate the many needs of teachers, supplying the best instructional materials, and conducting conferences or workshops and courses are but a few of the many tasks requiring the best joint effort of teacher education and supervision.
The Graduate Program and Research

Research has been a vital function of the Department of Agricultural Education since its establishment. Research conducted during the 1920s emphasized problems directly related to the development of the program of vocational agriculture in the secondary schools of Ohio. This research was conducted primarily through special problems as a part of graduate courses in agricultural education. Many of these studies were survey in nature and necessitated the active involvement of teachers in local communities.

Research conducted in the 1950s centered around large research projects as a means of accomplishing a more comprehensive research program. Several of these projects received financial support from sources outside the department and the university.

During the 1960s research projects initiated and conducted by the department emphasized education needs of part-time farmers, research in extension education, application of biological principles to instruction in vocational agriculture, and occupational opportunities and agricultural education needs in non-farm agricultural occupations.

In 1966-67 the department began a study dealing with the development of a long-range research program for the department. The initial emphasis in this program was the projecting of manpower needs in agriculture in Ohio.

Because of the limited amount of faculty time available for research, much of the research conducted in the department had been done by graduate students either as dissertations or theses or as special problems in graduate courses.

A common practice in the department has been the designation of one staff member as the coordinator of research. On January 1, 1968, J. Robert Warmbrod joined the faculty with the primary responsibility for teaching graduate courses in research methods and research design and coordinating research. Additional courses in research methods and design came into being and helped to attract graduate students from all over the university. The initial course in the research series, Agricultural Education 885, Research Methods, served over 3000 graduate students during the 1980s from 68 of the 100 graduate programs/academic areas in the Graduate School.

By the start of the 1970 academic year, the department had graduated 296 Master's and 105 doctoral students. The next twenty years, through 1990, saw the total number of graduates nearly triple with a total of 825 Master's and 327 doctoral students. Over the past two decades, the department averaged 26 Master's graduates and 11 doctoral graduates per year.

Several factors impacted on the number of graduate students in the department:

- a special three-week summer session
- the Ohio Cooperative Extension Service encouraged Extension Associates to pursue advanced study
- the OCES began a professional leave policy
- the Graduate School and OARDC designated some specific fellowships for minorities
- during the 1980s, the department became substantively involved in international activities which encouraged graduate student applications
Agricultural Communications became a specialization available at the Master's level in 1989.

The esteem study by Camp, Hillison and Jeffries (1987) noted "Ohio State was ranked highest...," with graduate programs/graduates among the criteria used in the determination of prestige.

The assigning of the administration of the Comprehensive Vocational Education (CVE) Program to the department.

Cooperative efforts with other vocational faculty members in the Colleges of Human Ecology and Education, e.g., graduate programs for vocational educators from Puerto Rico.

The ultimate measure of the quality of a graduate program and accompanying research is in the performance of its graduates. The department takes great pride in the significant and marked contributions of these individuals.

**Technical Update, 1980-1990**

By the late 1970s there were more than 700 vocational agriculture teachers in the state of Ohio teaching specialized vocational agriculture programs in production agriculture, agricultural mechanics, agricultural business and industry, horticulture, natural resources and forestry, food processing, and small animal care. Thus, providing teachers in the state a means for updating their technical competence existed.

For many years the Department of Agricultural Education had encouraged other departments in the College of Agriculture and Home Economics to provide credit courses for the three-week summer session for teachers of vocational agriculture while non-credit technical inservice education was arranged for teachers of vocational agriculture by the state supervisory staff. However, a structured, purposeful, state wide thrust for inservice education was lacking.

In 1979-1980, Dr. J. Robert Warmbrod, professor and chair of the Department of Agricultural Education, proposed to the dean of the College of Agriculture and Home Economics that the College provide, for the teachers of vocational agriculture in the state of Ohio, a major inservice education activity designed to further increase technical knowledge and skills. It was proposed that the characteristics of the educational activity include:

- non-credit
- emphasis on new knowledge and skills teachers can use in teaching
- emphasis on "hands on" experience by teachers during the workshops
- emphasis on distribution of publications and other instructional materials that can be used by teachers and students
- registration fee be charged to cover cost of materials distributed and/or consumable supplies
- teachers be asked to preregister for the workshops

The proposal for "Technical Update for Teachers of Vocational Agriculture" was accepted by Dr. Roy M. Kottman, Dean of the College of Agriculture and Home Economics, who appointed Dr. J. Robert Warmbrod as chair of the planning committee and thus the Department of Agricultural Education as the coordinating force for the activity.

Dean Kottman appointed a planning committee with representatives from each department. The planning committee members were:
The planning committee members were given a list of suggested workshop topics generated by vocational agriculture teachers during district meetings across Ohio, in December, 1979.

To further involve the vocational agriculture teachers and to insure relevancy and practicality of the Technical Update workshops for teachers, planning committee members were assigned a consultant; a vocational agriculture instructor who was teaching in a specialized area related to the planning committee member's expertise. Consultants assisted in selecting the content and the skills to be taught during the workshops.

The First Technical Update
The first "Technical Update for Teachers of Vocational agriculture" was held on the Columbus campus of The Ohio State University on June 16-17, 1980. Four hundred sixty five vocational agriculture teachers (61% of the teachers in Ohio) paid a $10.00 registration fee to attend their choice of 51 workshops taught by experts from the College of Agriculture and Home Economics.

Attendance at the first "Tech Update" by taxonomy area is recorded in Table 1. Participants were served an evening barbecue style meal. The dinner was provided by the Ohio Grain and Supply Association.

Table 1
Attendance at the First Technical Update for Teachers of Vocational Agriculture

<table>
<thead>
<tr>
<th>Taxonomy</th>
<th>Total</th>
<th>Teachers</th>
<th>Percent in Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production and farm management</td>
<td>248</td>
<td>367</td>
<td>68</td>
</tr>
<tr>
<td>Horticulture</td>
<td>66</td>
<td>150</td>
<td>44</td>
</tr>
<tr>
<td>Mechanics</td>
<td>61</td>
<td>104</td>
<td>59</td>
</tr>
<tr>
<td>Business</td>
<td>29</td>
<td>35</td>
<td>83</td>
</tr>
<tr>
<td>Natural resources, environmental</td>
<td>25</td>
<td>30</td>
<td>83</td>
</tr>
<tr>
<td>Management, forestry</td>
<td>8</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>Animal production, small animal care</td>
<td>10</td>
<td>14</td>
<td>71</td>
</tr>
<tr>
<td>Product processing</td>
<td>447</td>
<td>721</td>
<td>62</td>
</tr>
<tr>
<td>All high school teachers</td>
<td>18</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td>FBPA</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The first Technical Update for Teachers of Vocational Agriculture was deemed highly successful. Of the first "Tech Update," Byrl Shoemaker, Executive Director for Vocational and Career Education and School Food Service, wrote, "This was indeed an outstanding event...I hope it is the first of many such technical update programs to come." Darrell Parks, Assistant Director for Vocational Education wrote, "It is with a great deal of satisfaction that I report to you that this activity was successful beyond any initial expectation."

Evaluation of "Tech Update" was planned, implemented and analyzed by Howard Ladewig. Evaluation data were mailed to the state department of education, administration in the College of Agriculture and Home Economics, members of the planning committee, and workshop instructors who requested evaluation results.

Ten Years of Technical Update
"Tech Update" has continued to be held consecutively for 10 years. A major change occurred in 1982 when "Tech Update" was held in conjunction with the annual Ohio Vocational Agriculture Teachers Association Conference. In 1986 "Tech Update" was held in split session the only time in its ten-year history. That year workshops for Agricultural Mechanics and Horticulture teachers were held at the Agricultural Technical Institute in Wooster. All other teachers' workshops were held at The Ohio State University, Columbus campus.

Since 1987 "Tech Update" has been held in conjunction with the All Ohio Vocational Conference. For three years the conference and the Update rotated between Columbus, Cincinnati, and Cleveland. Both have been held in Columbus since 1989. Table 2 shows the attendance, location, date and number of courses offered by year for the first ten years of "Tech Update."

An Overview of Ten Years of Technical Update for Teachers of Vocational Agriculture

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
<th>Place held</th>
<th>Date</th>
<th>courses offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>468</td>
<td>OSU, Columbus</td>
<td>Jun 16-17</td>
<td>51</td>
</tr>
<tr>
<td>1981</td>
<td>78</td>
<td>ATI, Wooster</td>
<td>Jun 15-16</td>
<td>56</td>
</tr>
<tr>
<td>1982</td>
<td>433</td>
<td>*OSU, Columbus</td>
<td>Jul 12-13</td>
<td>55</td>
</tr>
<tr>
<td>1983</td>
<td>281</td>
<td>OSU, Columbus</td>
<td>Jun 13-14</td>
<td>50</td>
</tr>
<tr>
<td>1984</td>
<td>427</td>
<td>*OSU, Columbus</td>
<td>Jul 10-11</td>
<td>45</td>
</tr>
<tr>
<td>1985</td>
<td>275</td>
<td>OSU, Columbus</td>
<td>Jun 17-18</td>
<td>32</td>
</tr>
<tr>
<td>1986</td>
<td>275</td>
<td><em>ATI and OSU</em>*</td>
<td>Jun 16-17</td>
<td>30</td>
</tr>
<tr>
<td>1987</td>
<td>335</td>
<td>*Cincinnati, OH</td>
<td>Jul 28</td>
<td>35</td>
</tr>
<tr>
<td>1988</td>
<td>276</td>
<td>*Cleveland, OH</td>
<td>Jul 26</td>
<td>18</td>
</tr>
<tr>
<td>1989</td>
<td>294</td>
<td>*OSU, Columbus</td>
<td>Aug 15</td>
<td>18</td>
</tr>
<tr>
<td>1990</td>
<td>252</td>
<td>*OSU, Columbus</td>
<td>Aug 14</td>
<td>26</td>
</tr>
</tbody>
</table>
Note: **Workshops for Agricultural Mechanics and Horticulture teachers were held at the Agricultural Technical Institute in Wooster. All other teachers' workshops were held at The Ohio State University, Columbus campus.**

* Indicates "Tech Update" was held in conjunction with the Ohio Vocational Agriculture Teachers Association annual conference.

The need to update the technical competence of vocational agriculture teachers in the state of Ohio is as important today as in 1980. The Department of Agricultural Education at The Ohio State University, in an effort to meet the needs of vocational agriculture teachers, continues to plan for "Tech Update" on a yearly basis.

**Comprehensive Vocational Education at The Ohio State University**

**Agricultural Education and The Comprehensive Program**

The Department of Agricultural Education has played a key role in the Comprehensive Vocational Education Program (CVE) from its inception to its present operation. An important component of the department's mission is the "preparation of persons for positions in Comprehensive Vocational Education." Related to this preparation of leaders for the general field is the department's enhancement of teaching, research and public service in vocational education. As many as eight members of the faculty in Agricultural Education serve also as faculty for Comprehensive Vocational Education. The current chairperson for the CVE Graduate Studies Committee is a faculty member in Agricultural Education. The Department of Agricultural Education cooperates with the Departments of Home Economics Education and Educational Studies in supporting and managing the CVE program.

The need for an advanced graduate program in Comprehensive Vocational Education at The Ohio State University was discussed among faculty and staff in various departments of vocational education as early as 1971. Prominent among these departments were Agricultural Education, Vocational-Technical Education and the National Center for Research in Vocational Education. Other departments included in early discussions were Home Economics Education, Industrial Technology Education and the Graduate School. This recognition of the need for a CVE program and the resulting interests and discussions led to the formation of a faculty study committee which made its first formal report and recommendations in 1973.

The faculty study committee with representatives from the departments of Agricultural Education, Home Economics Education, Vocational-Technical Education, Industrial Technology Education and the National Center for Research in Vocational Education, included among its recommendations the establishment of a Comprehensive Advanced Graduate Program in Vocational Education at the University. This program was to be broadly representative of the programs and faculties in the Colleges of Education and Agriculture and Home Economics and to have a tie with the National Center for Research in Vocational Education. A minority report from the Committee included the recommendation that the Graduate Studies Committee for this new CVE program be the existing Graduate Studies Committee in the College of Education. This was based upon the philosophy that the most appropriate place for the administration of teacher education was in a professional College of Education. The desire to represent equally all of the cooperating units in the new program led to the establishment of an
independent graduate studies committee with equal representation from all of the academic
departments concerned with Vocational Education.

General plans for the establishment of the new CVE program were approved in 1974 by the Deans of the
College of Education and College of Agriculture and Home Economics, the Provost of the University, the
Dean of the Graduate School and the Executive Director of the National Center for Research in
Vocational Education. The Executive Director of the National Center for Research in Vocational
Education was named Associate Dean in the Colleges of Education and Agriculture and Home Economics
and given responsibility for the development and operation of Comprehensive Vocational Education at
the Ohio State University.

Leadership for the New Comprehensive Program
The chairpersons of the four cooperating departments and the associate dean of the College of
Agriculture and Home Economics and the College of Education organized themselves in 1975 into the
first Graduate Studies Committee for CVE. Their first responsibilities were to establish parameters for
the new CVE program, to complete follow-up studies of the graduates in vocational education programs
at the university, to survey similar graduate programs in other Big 10 universities and to recruit and
employ a senior faculty member for chairperson of the CVE program.

The newly established program of Comprehensive Advanced Graduate Program in Vocational Education
was listed as a top priority in the 1976 Biennial Plans for the College of Education, the College of
Agriculture and Home Economics, and the National Center for Research in Vocational Education. Dewey
Adams, Director of the Division of Vocational and Technical Education at Virginia Polytechnic Institute
and State University, was employed on July 1 to chair the new CVE program. Shortly after his
employment, two additional committees (ad hoc) were formed to give leadership in establishing a
framework and guidelines for the program. These committees were Curriculum Requirements and
Student Standards. Both committees were later modified to become standing committees in the new
program.

CVE Program Approval
A formal proposal for the structure and functioning of the CVE program was completed in 1977 for
study, review and approval by the cooperating departments and colleges. Following considerable
debate and modifications, the new program was approved by the four departments, the two colleges
and the National Center for Research in Vocational Education. The formal proposal which was approved
provided for a Coordinating Council, a Graduate Studies Committee, a committee on curriculum affairs
and a committee on student affairs. Each of these four groups would have representatives of the four
departments elected by the representative faculties and/or appointed by department chairpersons. The
associate dean would serve on the Coordinating Council as would the CVE chairperson. The CVE
chairperson would be an ex officio member of the other CVE program committees. CVE students would
serve on each committee.

The proposal was approved by the University Graduate Council, the Council on Academic Affairs and the
University Senate during 1978. In 1979, the proposal was approved by The Ohio State University Board
of Trustees, the Regents' Advisory Committee for Graduate Study and the Regents. Final approval to
initiate the CVE program was given by the University Chancellor in June of 1979.
First Students and First Graduates
The first group of faculty approved to advise and teach new students in the new CVE program numbered twelve and all had Level II appointments in the CVE program and in their respective departments. In later years, a new graduate faculty appointment system would result in CVE advisers being Level III. Recruitment brochures were mailed throughout the United States and distributed during professional meetings, workshops and conferences. Special recruitment efforts during AVA consisted of a recruitment booth and faculty contacts with peers and prospective students.

The first new students were admitted to the CVE program in January of 1980 following the approval of nine students to transfer into CVE from existing specialized degree programs in the cooperating colleges. These students had been admitted to other existing programs with the understanding that they could transfer into CVE when the program was approved. By the close of 1980, eighteen students were enrolled in the CVE program. Some of these students were employed as Graduate Research Associates while others were awardees in the EPDA Leadership Development Program which was funded at the University from 1976 through 1982.

First Five Years of Program Operation
Eighteen faculty had been approved to advise CVE students by the end of 1983. Four students completed degree requirements in this year bringing to total graduates to twelve since the inception of the program. By 1985, eighteen students had earned the Ph.D. degree in Comprehensive Vocational Education. Of the twenty-six in CVE during 1985, fourteen held professional leadership positions in local, state and national vocational education organizations. These positions included president, editor, sergeant-at-arms of the Eta Chapter of Omicron Tau Theta, editor of the national Omicron Tau Theta Newsletter and secretary-treasurer of the Columbus Chapter of Iota Lambda Sigma.

A University Seed Grant was awarded to the CVE Program to complete a follow-up study of the National EPDA Leadership Program. This study was completed by Paul Unger under the supervision of the chairperson for CVE. Forty-nine institutions, including The Ohio State University, and more than 1,500 individuals participated in the EPDA program. Questionnaires were sent to a census of 626 of the Awardees. The adjusted response rate was 78 percent. The greatest percentages of awardees were employed in administration and teacher education.

Six areas of concern were identified at the close of 1985 for emphasis during the second five years of the CVE program. These six areas were: recruitment of students; financial support for students; curriculum improvement; student activity; follow-up of graduate; and improvement of program framework. It was also decided to begin the five-year self-study and evaluation required for all departments and programs at the University. Other recommendations for improvement were expected from this program review and evaluation.

CVE Self Study and Evaluation
The CVE Program Review began autumn quarter, 1985, with the appointment of the Program's Self-Study Committee. Members of the Committee included Dr. Herbert S. Parnes, Chairperson; Dr. Aaron J. Miller, Dr. Larry E. Miller and Dr. Sharon V. Redick.

During the spring quarter of 1986, the committee presented its report. Two courses of action were recommended for consideration. One was to abolish the program and conduct comprehensive program
options in each of the three colleges which have vocational degree programs. A second course of action was to continue the program, but make the following changes for more effective program operation:

1. Redesign the curriculum to require exposure of students to each of the specialties within vocational education.
2. Modify admission policies to require prior academic work in vocational education or to require remedial courses to compensate for these deficiencies.
3. Redesign faculty structure to provide for greater identification with the CVE program.
4. Resolve the ambiguity that currently exists regarding departmental credit for dissertation hours completed by CVE students.
5. Redefine the functions of the Coordinating Council to convert it into a true policy making Council with respect to administration and governance.
6. Develop better communication and networking among doctoral students in CVE and those in all of the other vocational education programs.
7. Consider an independent administrative structure that would be equally identified with all three colleges and the National Center for Research in Vocational Education.

A second phase of the CVE program review was the visit and report of an External Review Team. This team was made up of Dr. George H. Copa, University of Minnesota; Dr. Ruth P. Hughes, Iowa State University; and Dr. Wilbur R. Miller, University of Missouri.

The team made its report on October 10, 1986. Among its recommendations were the following:

1. Establish a research agenda for the CVE program and provide adequate financial support for it.
2. Clarify the meaning of Comprehensive with respect to specialized and generalized courses.
3. Facilitate faculty ownership and participation in the program.
4. Provide incentives for interdepartmental and interdisciplinary research.
5. Study the student admissions standards with the objective of recruiting high quality students and leadership potential.
6. Provide increased funding for specific faculty resources for the program.
7. Establish program authority in the offices of the Provost and Graduate School.
8. Clarify relations with the National Center for Research in Vocational Education.

The third and final phase of the CVE Program Review was the setting forth of a plan of action, initiated by the Provost's Office and agreed to by all parties concerned with the CVE Program. This plan of action was approved and shared with all faculty in the summer of 1988. The following actions were included:

1. The CVE Program in its present form will be phased out over a period of five years.
2. The program's chairperson and the administrative budget will be transferred to the Department of Agricultural Education in the College of Agriculture.
3. Twenty-four students currently enrolled and six new students accepted for admission into the program will be allowed to complete their degrees over the next five years.
4. No additional students will be admitted to CVE in its present form.
5. During the phase-out period, those who are concerned with the program (signed the Plan of Action) will work together to determine the proper procedures for reviewing the CVE Program's status, evaluating the future need for means of implementing a comprehensive vocational education program at OSU.
Review and Reestablishment of CVE

The dean of the Graduate School, the deans of the Colleges of Agriculture Education, and Home Economics and the chairperson for Graduate Studies Committee in Comprehensive Vocational education devoted 1989 and most of 1990 to the review and redesign for Comprehensive Vocational Education at The Ohio State University. By summer of 1990, agreement had been reached on the parameters for renewal of CVE and a seven-person Graduate Studies Committee was appointed to write a new handbook and initiate the renewed program. Members of this Graduate Studies Committee were: Dr. Larry E. Miller, Chairperson; Dr. Aaron J. Miller, Dr. E. Keith Blankenbaker, Dr. N. L. Mccaslin, Dr. Joan E. Gritzmacher, Dr. William L. Hull and Dr. Dewey A. Adams. Largely through the efforts of the chairperson, Larry Miller, the new handbook was completed and approved by the Graduate Council and Graduate School and new resources were committed to the program for research and graduate student support. Focus is upon use of these additional resources to generate outside research and development dollars by autumn of 1992.

Approval has been given for the admission of new CVE students in the summer of 1991. Efforts are underway to recruit widely for students with high academic and leadership skills. Five students have been admitted to other vocational education programs at OSU with the understanding that they may transfer to CVE in Summer of 1991. Thirteen students currently in CVE should complete all degree requirements by autumn 1993, the end of the five-year period allowed during the CVE Program Review for previously admitted students to complete degree requirements.

The CVE program at The Ohio State University boasts 42 graduates since the program was initiated in January 1980. The record of achievement and service by these graduates is noteworthy. The following examples are illustrative:

1. Four of the graduates have won national awards for outstanding dissertations.
2. Five have served as national officers in leadership organizations.
3. Seven currently serve as deans or directors of programs in two-year colleges or universities.
4. Twenty-two are in university or senior college teacher education position.
5. Six serve as trainers, researchers or developers in business and industry.
6. One serves as a state director of Vocational Education, while another serves as supervisor.

The future looks bright for Comprehensive Vocational Education. 1991-92 enrollment included 24 full-time students and six part-time students with 18 faculty advising one or more students. At least eight faculty in Agricultural Education are approved to advise. The new Graduate Studies Committee will have six faculty and one graduate student. A new Coordinating Council with policy and administrative authority will be in place.

The Cooperative Extension Service

The concept of "agricultural extension" in Ohio preceded the passage of federal legislation by almost a decade. As is true with most innovations, the formal acceptance of an innovative activity is preceded by a period of trial.

On July 1, 1905, A. B. Graham was invited by President William O. Thompson, President of Ohio State University, and Dean Homer C. Price, Dean of the College of Agriculture and Domestic Science, to become the first "Superintendent of Extension" at the University. The Extension function was financed from 1905 to 1909 through the "produce fund," which represented receipts from the sale of products
from the University farm. The initial annual budget which included Graham's salary of $1,500.00, travel expenses, printing, and services of a part-time clerk, was $5,000.00.

On March 5, 1909, the Ohio Legislature passed an act "To provide for agricultural extension work by the College of Agriculture and Domestic Science of Ohio State University ...," and appropriated $20,000.00 for the fiscal year beginning July 1, 1909.

While county extension agents were not initially employed by the Extension Service in Ohio, there was a spate of educational endeavors generated by Extension prior to the passage of federal legislation. Extension Schools were held throughout the State of Ohio on soil fertility, stock raising, crop production, dairying, horticulture, domestic science and "kindred subjects." Professors from the College provided the instruction at these schools.

The first Farmers' Week was held on the campus with 140 persons participating. The attendance grew to over 4,000 by 1917. One of the exotic teaching methods used in agricultural extension was the notion of "Agricultural Trains." Railroad offered free trains to the College for educational exhibits and programs which traveled over the state, usually in the early spring of after fall harvest. These trains were very popular, but were time-consuming for the faculty resources available. One of the chief disadvantages was the fact that follow-up could be provided only by bulletins, since there were no local county extension agents.

Agricultural extension bulletins were extremely popular, beginning in 1905. A full-time editorial position was created in 1910, and in the next year there was a monthly press run of 35,000 copies.

The above information illustrates that agricultural extension in Ohio was a thriving activity in the period from 1905 until federal appropriations became available for the Cooperative Extension Service. This was true in other states, since by 1913, thirty-eight states appropriated more than one million dollars to employ 182 full-time and 217 part-time persons in agricultural extension work.

On May 8, 1914, President Woodrow Wilson signed the Smith-Lever Act which provided federal funding for agricultural extension work on a cooperative basis between the United States Department of Agriculture and the state land-grant colleges.

The provisions of the Smith-Lever Act were accepted for Ohio by the Governor, June 4, 1914 and by the General Assembly, February 11, 1915. A memorandum of understanding between the U.S. Department of Agriculture and the Ohio State University had been approved. The law and memorandum specified that extension agents would become representatives of The Ohio State University in each of the 88 counties in the state. The duties of county agents included the presentation of agriculture and domestic science (home economics) teachings and research information from the College of Agriculture and Domestic Science through personal and group instruction, bulletins and practical demonstrations.

County extension agents employed in Ohio prior to 1915 were jointly employed by the Ohio Agricultural Experiment Station and a volunteer county organization of farmers. On July 1, 1915, county extension agent work was transferred from the Experiment Station to the Ohio State University, including the ten agents employed as of that date.

The employment of county extension agents created a demand for personnel qualified to perform these official duties working in agriculture and home economics. Through the years the demand increased.
Beginning in 1917, a separate non-degree, but academically oriented division of the college was designated as the Department of Agricultural Extension. This unit initiated and offered one to three courses annually through 1954-1955. These courses in "Extension Methods," and "Extension Education," were designed for students engaged in resident study in the College. While most of the courses were offered at the undergraduate level, by 1941, the Department of Extension offered a graduate level course for those employed in an extension position.

Professors involved in administering and teaching academic courses in agricultural extension during this era included: Clark Wheeler, Harry C. Ramsower, B.B. Spohn, C.M. Ferguson, W.B. Wood, D.B. Robinson, and O.C. Croy. In addition, Professors Price and Watts of the School of Home Economics were authorized to instruct in these courses.

During the period 1917-1954, county agents and vocational agriculture teachers developed a number of cooperative and innovative programs. Extension agents and vocational teachers began to coordinate and combine their resources in order to extend educational programs more effectively and efficiently on a local community and county-wide basis. A memorandum of understanding was developed to facilitate a more complete understanding of the functions of the Cooperative Extension Service and vocational education in agriculture.

The need for consolidating the academic programs directed toward training county extension agents and vocational agriculture teachers was evident, if cooperation between these staff was to occur in day-to-day operations in the field. The competencies required by agents and teacher were comparable. Consequently, through the efforts of Dean L. L. Rummell of the College, a committee composed of Associate Dean T. Scott Sutton; Ralph Bender, Chairman of the Department of Agricultural Education; Wilbur Wood, Director of the Agricultural Extension Service; and John Mount, Assistant Dean of the College was appointed in 1954 to examine the possibility of combining the instructional efforts in agricultural extension and vocational agriculture into one department. The findings of this committee was accepted by the faculty of the College, and a broader curriculum was developed in the Department of Agricultural Education to accommodate the needs for both vocational agriculture and agricultural extension.

Courses and Programs for Extension Personnel

The combination of instructional departments in 1955-56 was followed by changes in the curriculum to make the program suitable for those seeking employment in either extension or vocational agriculture.

All undergraduate majors in the department obtained Extension experience with county extension agents as a part of their apprentice teaching quarter. Later this same type of experience was incorporated as a part of the student teaching quarter. Hence, all undergraduate majors in the department has an understanding of the role of the vocational agriculture teacher and the county extension agent.

Separate extension courses were included in program development and field experience. This arrangement made it possible for a non-major in agricultural education to obtain an understanding of the nature of the Cooperative Extension Service, and the role of a county extension agent.
The initial graduate level course identified for extension was a workshop in program planning designed exclusively for personnel in the Cooperative Extension Service. This workshop was required of all extension workers who had been employed at least six months.

In the early 1960s, graduate courses in administration, leadership development, and program development were designed to provide separate sections for students of vocational education and those with an extension orientation. Subsequently, courses on youth programs, and camping were added to the graduate curriculum.

The graduate courses were developed gradually in order to meet the demand for advanced degrees in Extension Education. Dr. Ralph Bender was instrumental in encouraging the "Extension-oriented" graduate faculty in the Department of Agricultural Education in the development of these courses, and in expanding the graduate program for Extension workers in the department.

**Graduate Program in Extension Education**

While the first clearly identified Ph.D. granted to a person interested in Extension Education was in 1959, the major thrust for graduate studies for Extension personnel began in 1959-60. The initial programs were workshops designed for new Extension employees. The workshop content focused on program planning and was initially required of all new workers who had been employed at least six months. Records show that 45 such Extension workers enrolled in the 1959-60 year.

With the development of specific courses for Extension faculty, the graduate program began to grow. Courses were designed in administration, leadership development, program development, and a problems an issues seminar. Graduate students supplemented this series with courses from the department in teaching methods, evaluation and in research methods. Additional course work was taken in numerous other departments in the University.

In the 1970s, additional graduate courses were developed in youth organizations, camp program development, and youth program management in non-school settings.

The Extension Education faculty joined with the rest of the faculty in the late 1960s and early 1970s in the strengthening of the research series in the department.

**Masters Degree**

During the 1960s and 1970s, the Ohio Cooperative Extension Service hired many of its county workers with B.S. degrees and encouraged the completion of a degree while working or while on a leave of absence. In the late 1960s, this encouragement became a requirement and all faculty fired with a B.S. had to have a M.S. degree before they could be granted tenure.

Using the core of courses developed in the department for Extension Education, there was a thrust to make readily available to the field faculty courses to facilitate the completion of the masters degree. This took the form of many three week graduate offerings, both in January and September. The department used the three week course programs to recruit some graduate students from out of state. A number of students came from Michigan, Pennsylvania, New York, and Kentucky. Some course were also offered off campus.
The annual number of Extension Education graduate students in the 1960s and 1970s ranged from a low of 14 to a high of 58, but was usually in the 30-50 range. The number of graduates from 1967 to 1990 totaled 171, broken down by periods:

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1967-69</td>
<td>10</td>
</tr>
<tr>
<td>1970-74</td>
<td>32</td>
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<td>1985-89</td>
<td>23</td>
</tr>
<tr>
<td>1990</td>
<td>6</td>
</tr>
</tbody>
</table>

In the 1980s, the Ohio Cooperative Extension Service began requiring the Master's degree be completed before employment. The Extension Education graduate program maintained most of the existing core of academic programs, but the focus was on more courses offered on a regular weekly basis rather than short courses.

Ph.D. Degree Program

The Ph.D. program had its beginnings in the early 1960s after Dr. Robert McCormick returned from the completion of his degree at the University of Wisconsin. Dr. Clarence Cunningham, an early 1960s graduate of the program, teamed up with Dr. McCormick to give early leadership to the expanding graduate efforts.

The focus of the doctoral program was on the broad education needed to assume statewide or national leadership with the Cooperative Extension Service in the United States or similar organization internationally. One group of students designed the curriculum to prepare them to be administrators and the second major group were preparing themselves to be state specialists. The students used many disciplines across the campus; the more frequently used disciplines included adult education, sociology, psychology, business management, higher education administration, and selected technical disciplines.

Graduate students came from many states and countries. The early group of graduate students came from Missouri, India, Ohio, Kentucky, and Canada. Ohio, Missouri, Virginia, and Alabama were states that sent the most doctoral students. A core of students have come from the 1890 institutions in the Southern states. An additional group of students were those interested in urban youth programs and they came from many states. A current class of PH.D. students were graduates of a National 4-H Executive Development Institute and have come from four states. Throughout the years there has been a good blend of international students; first from India, then from Canada, Pakistan, Iraq, Iran, Ghana, Malaysia, Saudi Arabia, Ethiopia, Nigeria and a few other countries.

The recruitment of graduate students came in most part by the recognition of leaders on the faculty who were also leaders within the Cooperative Extension Service on a national basis. The other major recruitment came from the satisfied graduates of the program. Dr. Joel Soobitsky, a 1971 graduate, has probably recruited more students to the program than any other graduate. Dr. Soobitsky's career after graduation has been in a number of capacities in the Extension Service -- United States Department of Agriculture.
Specific recruitment of graduate students included trips to several 1890 institutions, and participation in meetings of the National Association of Extension 4-H Agents, National Association of Extension Home Economics, and the National Association of Country Agricultural Agents.

There were 17 Extension Education Ph.D. graduates in the 1960s, 40 in the 1970s, and 30 in the 1980s.

The development of the Ph.D. degree program and the progress of its graduates established the Department as one of the top three institutions in the United States for individuals desiring to earn a Ph.D. degree in Extension Education.

**International Students in Extension Education**

Reference has already been made to the presence of an outstanding group of graduate students from other countries. Usually, one fourth to one third of the Ph.D. degree students were from other countries. The blend of domestic and international students provided great understanding to students and faculty of Extension Education around the world. The international students were very active in extra curricular activities including international student associations, both in the University and those in agriculture. Dr. Alang Zainuddin, of Malaysia, became President of the Foreign Graduate Students Association at the Ohio State University.

**Research and Evaluation in Extension Education**

A strong graduate program includes a strong emphasis on research. Research, evaluation, and statistics courses have been an important part of all graduate student programs. The expansion of the research series starting in the late 1960s permitted a great improvement in research knowledge.

A very high percentage of the Masters degree students have written a thesis rather than taking the non-thesis option. All dissertations have provided a high quality learning experience for the students and the knowledge gained has contributed positively to the Cooperative Extension Service.

The primary focus of research, whether by graduate students or faculty, has been on applied research applicable to current issues within the Cooperative Extension System.

Several outside grants were received in the early 1970s from the Extension Service- USDA The national area staffing study under the leadership of Drs. Clarence J. Cunningham and Richard E. Young provided additional visibility to the Department and our research capability. Additional grants came from OARDC and from the Ohio Cooperative Extension Service.

The establishment of the Research Symposium on Needs for Research in Extension Education in 1983 was another great impetus to the research of the Department. Under Dr. Keith Smith's leadership, this program has been continued every other year and is highly respected nationally. The most recent symposium drew 120 people from 14 states. Twenty-four research papers were presented including a major presentation by an international Extension Educator.

While outstanding education leaders like Ralph Tyler from California and Maynard Heckel of New Hampshire had previously appeared at Ohio State University for Extension Education seminars, the Research Symposium expanded greatly the number of national leaders on campus for the benefit of graduate students and faculty. These have included Burton Krietlow, Patrick Boyle and Charles Koval (Wisconsin), Edgar Boone (North Carolina), Gerald Parsons and Roger Lawrence (Iowa), Patrick Borich and Michael Patton (Minnesota), Howard Ladewig (Texas), and Paul Warner (Kentucky).
In the 1980s, a significant number of research grants came to the Department with the addition of Dr. John Rohrer, Dr. Emmalou Van Tilburg Norland, and Dr. Richard Clark to the faculty. There was also an increased number of presentations at research conferences across the country.

National Leadership Roles of Extension Education Graduates
A few notable graduates need to be mentioned for positions attained or other notable achievements:

- Dr. Henry Brooks is Administrator of 1890 Cooperative Extension Service, Eastern Shore, University of Maryland.
- Dr. Robert Gilliland is Director of the Cooperative Extension Service in New Mexico.
- Dr. Fred Harrison is Administrator of 1890 Cooperative Extension Service, Ft. Valley State, Georgia.
- Dr. John Oren was Director of the Cooperative Extension Service in New Mexico and Missouri.
- Dr. Craig Oliver was Director of the Cooperative Extension Service in New Mexico and now is Director in Maryland. He has served as Chairman, Extension Committee on Organization and Planning (ECOP).
- Dr. Ansar Ali Khan is with UNESCO in Bangkok, Thailand.
- Dr. Wayne Keffer (deceased) was State 4-H Leader at VPI&SU.
- Dr. Charles Lifer was a distinguished national leader as State 4-H Leader in Ohio and has served as a Member of the National 4-H Council Board of Directors.
- Dr. Wendell Smith is Dean of University Extension, University of Missouri, St. Louis Campus.
- Dr. Joel Soobitsky, ES-USDA, is recognized as outstanding leader of urban and non-traditional 4-H programs in the country.
- Dr. Agegay Waktola is Vice President for Research, Addis Ababa University, Ethiopia.
- Dr. Alang Zainuddin is former Dean of Graduate School and currently is Head of Extension Education at the University of Malaysia.

Curriculum Materials Service
In 1947 a Teaching Aids Committee was formed to assist the State staff in the processing, evaluating, and developing of teaching materials. The first committee, which met in the winter of 1947, was comprised of Ralph Foltz, Bremen; Raymond Deacon, West Jefferson; John Everett, Monroeville; Ralph Woodin, Hilliard; and John Leonard, Van Wert. D.R. Purkey was the State staff representative. Purkey remained active with the committee until he left the Agricultural Education Service in 1965.

The committee recommended the establishment of a vocational agriculture service. This was accomplished with the aid of the leadership provided by D.R. Purkey. Many materials, including film strips and printed materials, were reviewed. Those suitable for use by Ohio teachers were made available on an advance order basis. Records indicate that the volume of business for the year 1954 was $2,488.29. Specialists in the College of Agriculture assisted Purkey in the selection of appropriate materials for distribution to the teachers.

Ralph Woodin moved from the training school at Hilliard in 1948 and joined the teacher education staff. Even so, he continued his interest in the activities of the committee. Throughout the 1950s and into the early 1960s he was instrumental in the selection of materials largely from the Cooperative Extension Service, the College of Agriculture, and the Ohio Agricultural Research and Development Center for distribution to teachers. He stressed the importance of teachers building an adequate library to support
their teaching program. To assist in this, Woodin gave leadership to the development of a filing procedure based on a decimal system of numbering. As a follow-up, Woodin worked with Howard Miller, a graduate student, in the development of a materials filing system called AGDEX. This system has enabled teachers in many states to improve their methods of filing teaching materials.

Under the direction of Woodin, Tools for Teaching was published periodically. This publication, prepared with the aid of selected teachers, listed the best available materials for teaching in the various subject matter areas.

In 1957 H.D. Brum joined the Agricultural Education staff with a part-time assignment in the area of instructional materials. Brum worked with Purkey, Woodin, and the teaching aids committee until December 1962, when he was given another assignment. During that time Brum published the instructional materials newsletter Captive or Captivated. A number of slide series were obtained from the Agronomy Department and the Portland Cement Association for distribution to teachers.

In 1962 Warren G. Weiler, State Supervisor of Vocational Agriculture, announced that the teachers of vocational agriculture and the State staff felt the need for an organized service dealing with curriculum materials with a full-time director. The same year, Curriculum Materials Service, with Harlan Ridenour as Director, came into being. Office and storage facilities for the operation of Curriculum Materials Service were provided in the Department of Agricultural Education.

The first step taken by the director was to identify the teachers' needs for curriculum materials. Materials were located and evaluated. Those found suitable were cataloged and made available to Ohio teachers.

When materials were not available in an area of need, steps were taken to produce them. Materials were developed by experienced teachers of vocational agriculture, graduate assistants assigned to Curriculum Materials Service, and specialists engaged for the development of materials. By 1969 nearly 100 items had been produced by the Service. Additionally, over 100,000 items were distributed by CMS with sales exceeding $60,000.00.

In 1972 the Curriculum Materials Service was awarded by the U.S. Office of Education a $260,000 two-year project entitled "Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection." The project involved developing a set of curriculum guides for career education in agriculture: one K-6 Career Awareness guide, one 7-8 Career Orientation guide, and eight guides for 9-12 agricultural education programs - agricultural production, agricultural supplies and service, agricultural equipment and mechanics, agricultural products, horticulture, agricultural resources, forestry, and environmental protection. Harlan Ridenour was the administrative director and Roger Roediger the project director.

The project culminated in a national seminar with a head teacher educator and head state supervisor of agricultural education attending from each state. These delegates were informed and inserviced on the content and intended use of the guides.

In 1975 Roger Roediger joined the service as assistant director. Roger worked in all areas of activity in the service, with particular attention to audiovisual materials, agricultural production, and farm management. In 1982 he provided leadership for the revision of the agricultural production
occupational experience record books and the development of new record books for each of the remaining program areas.

In 1981 Dr. Antoinette Welch joined the service as an associate. Dr. Welch's expertise was in the horticulture program area. She was particularly effective in working with vocational horticulture teachers and representatives of the horticulture industry. Before Dr. Welch left the service in 1985, both production and sales of horticulture instructional materials had greatly increased and expanded.

Following the retirement of Harlan Ridenour in 1984, Roger Roediger was appointed director of the Curriculum Materials Service.

To respond to the use of computers and software in classrooms, a computer advisory committee to the Curriculum Materials Service was organized in 1985. This committee was made up of a teacher representative from each supervisory district plus one representative each from teacher education, the state supervisory staff, and Curriculum Materials Service. The committee served as a liaison between teachers and the State or University level to define the computer needs in agricultural education. The committee dealt with the needs for computer software and computer skills, development of software programs, and initiating of inservice programs on computer use.

In 1989 the name "Computer Advisory Committee" was changed to Instructional Technology Advisory Committee and the role of the committee was broadened. In addition to work in improving teachers' capabilities with computers, this committee's new focus helped the Curriculum Materials Service identify and set up an electronic network to disseminate information to teachers by way of FM broadcasts and satellite transmission. Local departments of agricultural education could receive information from Curriculum Materials Service, the Agricultural Education Service, and the College of Agriculture, as well as market, weather, and other agriculturally related information on an instantaneous, 24-hours-a-day basis.

As a result of recommendations in 1990 from the Agricultural Education Leadership Staff and a "Task Force on Agriscience and Emerging Technologies and Occupations," the Service began planning the development of a modernized agricultural education curriculum with an emphasis on agricultural science. The first products were a series of 19 science experiments and demonstrations developed by teachers and staff of the Department of Agricultural Education and published by the Service. The Service also searched out, evaluated, and listed in its 1990 and 1991 catalogs a number of instructional materials on agricultural science topics.

During 1990 and 1991 the service staff became very involved in "Ohio's Future at Work," the action plan for accelerating the modernization of vocational education in Ohio by the Division of Vocational and Career Education. Roger Roediger and the service staff assisted in the development of a new Model Course of Study for the state. Service staff members were also instrumental in the preparation of a set of mathematics competencies to be correlated with occupational competencies in all vocational occupation areas.

The Division of Vocational and Career Education also began a major occupational analysis project encompassing all vocational service areas. The service was asked to assist in the analysis of approximately twenty agricultural occupations as part of a state effort known as the Ohio Competency
Analysis Profile (OCAP). The competencies identified by these agricultural industry committees were to be the basis for curriculum development for agriculture and a statewide proficiency testing program.

In March 1991 Will Waidelich joined the Service staff with specific responsibilities to develop a core curriculum outline and instructional materials for agricultural science in grades 9 and 10. These materials were the first to be developed using the OCAP information as a basis. The long-range plan was to develop comprehensive instructional materials based on OCAP competency lists for all agricultural education instructional areas.

A catalog listing the instructional materials developed by the service along with those materials obtained from other sources was produced each year and distributed to Ohio teachers of agricultural education. In addition, the catalog was distributed to approximately 80 percent of the agricultural education teachers across the United States. Catalogs were also made available to any industries interested in purchasing materials. In 1991 over 12,000 catalogs were distributed.

The 1991 catalog listed 831 instructional items, 249 of which had been produced by the service. The remaining 582 items, obtained from other services, had been reviewed and evaluated for their suitability for use in the various agriculture education programs. The listing included 530 printed items, 90 videotapes, 150 computer software items, and 61 slide sets.

For the fiscal year 1990-1991, a total revenue of $421,212 was generated – up $144,643 from the total revenue of $276,569 in fiscal 1985-1986. Total revenues of the service during this five-year period increased an average of 10.5 percent per year.

Related Activities and Programs

The FFA and Agricultural Education

From its beginning, the department has been deeply interested in the development of leadership abilities on the part of vocational agriculture students. The department gave leadership to the establishment of local agricultural clubs, forerunners of the Future Farmers of American chapters in Ohio.

Following the department's sponsorship of the organizational meeting for the Ohio FFA Association in February of 1929, the Ohio Association was granted a charter in April, becoming the fourteenth state to receive a charter.

Early FFA promotional activities of the department resulted in Stewart's "Helps in Mastering Parliamentary Procedure," rules for speaking contests and chapter procedure, and the establishment of the FFA Camp. The department's role in the early development as well as the ongoing operation of the FFA programs in Ohio is chronicled in the Ohio FFA Center Archives, located at the Ohio State Fairgrounds, Columbus.

The Ohio FFA Center Archives

When The Ohio FFA Center was developed in the mid-80s (Grand Opening was April 24, 1987), the Department of Agricultural Education was provided a noteworthy presence among the displays in the archives room. A major display module, one of forty-nine total modules, was made available in a
prominent location to embrace the notable role that The Ohio State University played in the early development as well as the ongoing operation of the Vocational Agriculture and FFA programs in Ohio.

The Exhibit specifically highlights

- The historical role of Alfred Vivian, Dean, College of Agriculture; University President Oxley Thompson; and the first Department Chairman W.F. Stewart, in establishing Vocational Agriculture in Ohio in 1917.
- The role of the Townshend Agricultural Education Society in enhancing the early acceptance of FFA in Ohio.
- Historical facts including a highlight of department chairs.
- The current role of the department in conducting the Agricultural Education (Vocational Agriculture) program today.
- Today's undergraduate curriculum (shown with a comparable curriculum of the 30s).
- Agricultural Education Society today, including examples of activities. Current items about the department.

Some OSU attention-getting material

It is intended that the current aspects of the exhibit be updated periodically to provide viewers with up-to-date information as well as positive images of the department.

Agricultural Technical Institute

In 1965, Professors Ralph E. Bender and Ralph J. Woodin of the department were requested by the Dean of the College of Agriculture and Home Economics to examine the need for, and, if appropriate, develop a proposal for the establishment of technical institute of agriculture in the College of Agriculture and Home Economics to be located on the campus of the Ohio Agricultural Research and Development Center (OARDC). In 1966 Bender and Woodin submitted a proposal to the Dean of the College of Agriculture for the establishment of a two-year technical institute at Wooster, Ohio adjacent to the campus of the Ohio Agricultural Research and Development Center.

About that same time, the first two-year programs in Agriculture were begun at Springfield, Ohio, sharing facilities in the Clark County Joint Vocational School, the first such vocational school in Ohio. In the late sixties the Department of Agricultural Education cooperated with the Ohio State Department of Vocational Education, Agricultural Education service in assisting the Springfield program in becoming established. Graduate students conducted studies of student progress and outcomes.

The doctoral dissertations completed by Clary (1964), Halterman (1964), Baker (1965), Brum (1965), White (1967), Stitt (1967), and Becker (1968) reviewed various aspects of technical education in agriculture in Ohio. The studies in 1968 by William J. Becker and Ralph Bender was particularly important in terms of student and program characteristics. Later studies in 1971, 1972, and 1973 by Iverson and Bender, and Cummins and Bender established a significant data base for two-year programming. Dan B. Barrison, a Department of Agricultural Education graduate, was head of the department for Ohio's first two-year associate degree programs in Agriculture at Springfield, Ohio.
Ralph Bender, Leon Boucher, Ralph Woodin and others conducted workshops and seminars to assist the first instructors of two-year programming with teaching methods, curriculum development and program planning. As the two-year movement was expanded, so did these leadership efforts. These efforts were a major contribution to the quality and success of the early development of two-year programs.

In 1969, the Ohio General Assembly allocated funds for the first building of the Technical Institute. Jerry Halterman, as Director designate, began the planning and development of facilities, equipment, curriculum and staffing. Halterman, a 1968 graduate of the Department of Agricultural Education, was the founding director of the institute and remained in that position until 1978. Dan D. Garrison, a 1970 graduate of the department and the former head of the Springfield program, became the first assistant director for academic affairs with the opening of the institute in 1972.

The institute, officially named the Agricultural Technical Institute, began operations in 1972 with a class of 199 students in ten different curriculums. Eight people comprised the personnel complement, including the director and the two assistant directors. Student enrollments rose steadily upward to 836 students in 1979, about the time of economic difficulties for Agriculture across the country. Enrollments in Agriculture took a nose dive nationally with enrollments at the institute falling to 565 students in 1984. Recovery began gradually with a new marketing plan and the recovery of state funding allowing for resumption of travel and promotional efforts.

During the early years of the Agricultural Technical Institute, the Department of Agricultural Education held a major role in the development of a quality teaching program. Professor Leon Boucher gave teaching methods, and classroom and laboratory organization and planning. Professor Boucher videotaped each faculty member and held private sessions for improvement of instruction. This special effort lead to team teaching and peer review and cooperation which has had a lasting effect upon the teaching program. Additionally, the Department jointly funded a teacher education position with the Agricultural Technical Institute to reach out to prospective agricultural education majors in northeast Ohio and to work for improvement of instruction at the Agricultural Technical Institute. This joint effort ended in 1979 when Arnie Mokma was moved from the joint funded position to the position of assistant director of academic affairs at the Agricultural Technical Institute, relieving Dan Garrison who became the director.

By 1989, students served was at a new high with 707 in traditional programming and 856 in workforce education totaling 1563 students served. Curriculum had expanded from the original ten to over twenty technology offerings. The institute was moving toward becoming a community college of agriculture.

OARDC Appointments
The mandate for the Department of Agricultural Education at The Ohio State University has always been to conduct research that generates knowledge necessary for policy and program development in public school education in agriculture and in extension education. During the early 1970s emphasis was placed on substantially improving and expanding the mandate. The Research Long Range Planning Team set the following goal-- "Establish research in agricultural education as an area of research supported by the Ohio Agricultural Research and Development Center (OARDC) and/or College funds."
To accomplish that goal, it was imperative that a portion of the time of several faculty members be allocated for planning and conducting research in accordance with the Department's programmatic research plan. One financial resource for allocating faculty time for research was OARDC.

As early as 1967, OARDC had funded a research project in the Department of Agricultural Education. The project, "The Anatomy of Decision Making as It Relates to Occupational and Educational Choices of Rural Youth", was funded from July 1, 1967 - June 30, 1971 for $20,504. By 1974-1975, out of six projects conducted by faculty and graduate students in the Department of Agricultural Education (funded for a total of $239,800), two of the projects conducted by graduate students were funded by OARDC. However, since departmental status for Agricultural Education had never been established at OARDC, faculty salaries or portions of salaries were not funded from OARDC funds. Thus, the first step in acquiring OARDC research funds was establishing a Department of Agricultural Education at OARDC.

In the early 1970s establishing a Department of Agricultural Education at OARDC was a priority. Under the direction of Dr. Ralph Bender, professor and chair of the Department of Agricultural Education, the first formal proposal was presented to Dr. Clive Donoho, Jr., Associate Director of OARDC. The proposal contained a request for departmental status and support for five projects to be conducted by Department of Agricultural Education faculty using OARDC research funds. The request was denied, but discussion and correspondence was continued. Several years later the Department of Agricultural Education was granted approval to submit proposals for funding from OARDC, but a policy for submission was put into place.

The policy developed for submission of proposals required a review by Dr. J. Robert Warmbrod, Professor and chair of the Department of Agricultural Education (succeeding Dr. Bender), and a panel of faculty from the Department of Agricultural Education and departments other than Agricultural Education. Using the new submission policy, funding was acquired for several projects in the early 1980s.

In June 1979, Dr. Roy M. Kottman, Dean of the College of Agriculture and Home Economics and Director of OARDC approved the funding of 25% of a salaried position from OARDC funds. Thus, on June 1, 1979, Dr. Larry Miller joined the faculty of the Department of Agricultural Education becoming the first OARDC faculty appointment in the history of the Department of Agricultural Education. However, there was not a Department of Agricultural Education at OARDC, so Dr. Miller’s appointment was funded through the Department of Agricultural Economics and Rural Sociology at OARDC. This arrangement with the Department of Agricultural Economics and Rural Sociology continued until 1982 when OARDC merged into the Ohio State University.

After the merger of OARDC into The Ohio State University in 1982, formal affiliation between OARDC and the Department of Agricultural Education no longer required the establishment of a department within OARDC, but each faculty member at OARDC was required to have a departmental affiliation. Thus, Keith Remy and Edward Roche, OARDC Public Information, were assigned Agricultural Education faculty appointments with 100% OARDC funds.

Shortly after the merger a proposal was submitted by the department seeking funding from OARDC. The long term goal of the proposal was funding for 3.5 faculty FTE positions, 7 GRA positions, 1.5 clerical positions, supplies and materials, communications, travel, and per diem for agricultural education research.
Significant Contributions from OARDC

In July, 1981 Dr. Larry Miller’s faculty appointment from OARDC had increased to 50%. By 1983 he remained on 50% OARDC appointment while two graduate associates were hired on 50% each OARDC appointments. However, the most significant movement regarding OARDC funding occurred in 1985-1986 when Dr. Fred Hutchinson was named the Director of OARDC and subsequently (July 1, 1986) Vice President for Agricultural Administration and Dean of the College of Agriculture.

Dr. Hutchinson recognized the importance of support from OARDC for research in Agricultural Education and authorized the addition of faculty positions, graduate associates, and clerical support. As can be seen in Table I in the years following 1985 the number of faculty and graduate student appointments increased. One-third of a secretarial position was added also.

Beginning in 1986, for the first time, a portion (10%) of the salary of the chair of the Department of Agricultural Education was funded from OARDC funds. partial funding of salaries of chairpersons of other departments in the College of Agriculture from OARDC funds had been the policy for several years. With the appointment of R. Kirby Barrick (February 1, 1991), 30% of the salary of the chair’s position was funded through OARDC, which is the usual practice in other departments in the college.

Current Relationship with OARDC

Plans continue for revision and expansion of the research function of the Department of Agricultural Education. Currently Dr. Kirby Barrick, Dr. Jamie Cano, Dr. David McCracken, Dr. Larry Miller, and Dr. Curt Paulson are faculty members in the Department of Agricultural Education whose salaries are partially funded from OARDC funds.

International Activities: An Emerging International Role

International activities of the department are the result of three historical forces: (1) a changing world condition especially as it pertains to the development of national education and training systems; (2) the funding opportunities from agencies and countries; and (3) the evolving mission and role of the Department of Agricultural Education. A combination of these forces has caused the department to transition from a period of little international involvement to a time when department faculty have traveled to and hosted international educators from all parts of the world.

Prior to the 1960s, except for the inclusion of agricultural extension into its mission in 1955-56, the Department's work related almost exclusively to the American vocational agriculture program model; and the preparation of teachers and other professionals for positions that were, for the most part, related closely to that model. Its resources were of necessity totally invested in that domestic role. International contact during those four decades was incidental and occasional. usually in the form of international visitors and a few graduate students. Little potential existed for the cross-cultural transfer of most of the Department's offering because of its unique American character and because many of the world's major economic and social development programs were not yet underway.

The position changed considerably in the 1960s and 70s as the University became heavily involved in international development programs, principally through several long-term, major institutional development programs, in Asia and South America; in the fields of agriculture, engineering and education. During the 1960's, the Department made its first significant entry into international
development through its participation in the India Regional Colleges of Education Project, sponsored through the College of Education. Four Ohio agricultural educators, most of whom were either present or prospective Department faculty, carried out long-term consultancies in India, and the Department sponsored campus-based participant training programs for Indian Ministry of Education officials and college faculty during this project.

As the 1980s approached, the University perceived its mission to accommodate an increasingly interdependent world in which major institutional linkages should be established for the mutual benefit of all participants. National personnel development programs, particularly among the newly emerging nations, included major components to send professionals to the United States and other nations for specialized educational programs. Some of these persons were coming to the department, as nations embarked upon education and training in agriculture.

An important turning point occurred during the early 1980s as the department undertook a self-study to assess its position and project future program direction. The department had, over the years, added more breadth to its program through the inclusion of extension education in the mid-50s and agricultural communications in the mid-80s, adding to the potential for international exchange. Increased interest among resident faculty for international activities was also an influential factor at that time. The result was an increased recognition of need for an international component to the department's mission. In the statement of the "Mission of the Department," the following position was approved by the faculty in 1987: "As a result of an increasingly interdependent world, the department also serves a national and international role which enhances the primary functions of teaching, research and public service in vocational, agricultural, and extension education and agricultural communications."

Dr. Joel Magisos provided the most concise overview of the role the department should play in international activities. In a document, Magisos elaborated upon the commitment the department should make to international endeavors. He recommended that "the department establish a set of objectives calculated to make a substantial contribution to the development of agricultural education and extension in a limited number of countries, to provide high quality educational opportunities for selected foreign students, and to provide leadership to the internationalization of agricultural education in Ohio. More specific objectives, then, would be to (1) Infuse international concepts into Ohio's agricultural education and extension program, (2) Contribute to the development of agricultural education and extension programs in other countries, (3) Provide high quality advanced study and short-term training opportunities for leaders and scholars from other countries, and (4) Increase the department's capacity to make contributions to the international dimensions of agricultural education."

**Building A Departmental Capacity**

Faculty in the department accepted these objectives and began to make them operational. As department chairs, Drs. J. Robert Warmbroyd, L.H. Newcomb, and Kirby Barrick were highly supportive of faculty efforts to become involved in international activities. Resources often had to be garnered with ingenuity to support initial efforts because funding did not exist from normal channels.

Department faculty have contributed to the international capacity of the University in general and the College of Agriculture in particular. During the mid to late 70s, OSU was entering and becoming active as a member of the Midwest Universities Consortium for International Activities (MUCIA) Dr. Wayne Schroeder participated in meetings and conferences; and later served on the advisory committee for
one project relating to institution building and technical assistance design. During the 80s, Dr. Larry Miller served on the advisory committee of the University's Office of International Affairs. Dr. Robert Agunga, the Department's first international-born faculty member, became active with the center for African Studies. Dr. David McCracken served as an adviser to the Thai and Malaysian students organizations on campus.

Several faculty were also active in the creation and operation of the International Programs in Agriculture (IPA) office of the College of Agriculture during the 1980s. Miller chaired the selection committee for a director of IPA; and along with Dr. Lowell Hedges served on IPA's Uganda Liaison Committee, which developed guidelines for short-term technical training. Several Department faculty assisted with the preparation of proposals for projects in Burma, Costa Rica, and others. The IPA cooperatively developed a Memorandum of Understanding with Fort Valley State College in the mid-1980s. Hedges and Miller then explored future collaborations with Fort Valley State College, and this resulted in a joint approach to an institutional development project at Makerere University, Uganda. Hedges, along with Dr. Willis Rawls of Fort Valley State College, visited Uganda in 1988 and drafted recommendations for the development of a Department of Agricultural Education at Makerere University. Hedges' efforts in Uganda also caused several graduate students from Uganda to be enrolled for advanced study in the department; and for a subsequent visit by Dr. N. L. McCaslin to finalize the plans for their Department of Agricultural and Extension Education and to oversee research efforts being completed by the Ungandan graduate students.

Faculty and graduate students were frequent participants and presenters in seminars sponsored by IPA; participated in receptions for visiting dignitaries; and assisted on many occasions with hosting international visitors.

Speakers at Conferences
Several faculty members were speakers at conferences and programs in other countries. Dr. N.L. McCaslin spoke in Spain in 1973 and in Scotland in 1983. Magisos spoke to an international conference of vocational education and training personnel in Australia, and addressed other groups in Turkey and Taiwan. Miller addressed vocational educators in Korea in 1987. Warmbrod gave several presentations to agricultural educators in Australia. Dr. Emmalou Norland spoke in the United Kingdom and The Netherlands. Schroeder addressed national agricultural education project directors in Indonesia in 1983; national leaders of technician education from Asian and Pacific nations in Singapore during 1984; and to business, industry, and education technical training personnel in Egypt during 1985.

Personal Professional Development
Dr. Janet Henderson went to the Dominican Republic to develop Spanish language skills. Dr. Jim Knight participated in the USAID French Program at the University of Florida.

The faculty was also involved in activities related to professional international associations. Miller took part in early meetings in Platte City, Missouri, and Washington, D.C., leading to the establishment of the Association for International Agricultural and Extension Education (AIAEE). Subsequently, numerous faculty members and graduate students became active members of AIAEE and attended annual meetings of the association, usually held at the National 4-H Center in Chevy Chase, Maryland, and later in St. Louis, Missouri. Henderson served as Editor of the AIAEE Newsletter from 1985 to 1989, as a member of the Executive Board from 1985-89, and Secretary in 1989-90. She was also active in the
Ohio-Parana (Brazil) Partners of the Americas Organization and served on their Agricultural Committee. The AIAEE annual meeting was hosted at OSU in 1992 concurrent with a special International Symposium on Research in Extension Education (ISEE). The International Symposium was an outgrowth of three successful national research dissemination symposia that were initiated and hosted by the Department in 1985, 1987, and 1989. The joint meeting of ISEE and AIAEE was planned and conducted to coincide with the 1992 Ameriflora event held in Columbus to celebrate the 500th anniversary of Columbus discovering America.

Several faculty members and students were also involved with the International Vocational Education and Training Association (IVETA). Magisos was particularly active in leadership positions with the association in the late 1980’s.

Education and Training for Leaders and Scholars
Interest among internationals for American higher education increased from the 1960s onward. During this period many newly emerging nations undertook major social and economic development programs that related to education in general and vocational education and training in particular. Sending newly appointed professionals to the United States and other countries for specialized training became an important component of many development strategies. The Department of Agricultural Education was a recipient of some requests for training and development activities.

Degree Programs
Most internationals enrolled as graduate students in the department, because of the types of positions they were likely to occupy back home. Standard American degree requirements did offer some frustration because many courses related closely to American educational practice. International students sometimes found difficulty in visualizing the application of these courses to their home country settings. Some coursework, in areas such as research methods, were more culture-free.

Some efforts, particularly in the 1970s and 80s, did make graduate study more transferrable to the settings of international students. A notable example allowed some graduate students to conduct doctoral research in their home country settings. Several faculty developed arrangements which made it possible to supervise and assist with data collection for these studies by spending time in-country. Henderson and Norland visited the Dominican Republic, and Henderson also supervised students in Venezuela; Miller assisted two doctoral students in Indonesia in 1983 for this same purpose. Miller served as an external examiner for the Department of Agricultural Education, Njala University College, University of Sierra Leone from 1988-90. Schroeder served as external examiner for several master’s and doctoral studies for universities in India. Boucher served on students’ doctoral committees for two India students (Bhubaneswar).

Faculty were also frequently personally involved beyond the typical levels of advisory support as numerous examples of faculty providing housing for visitors, providing money for food or housing until donor support checks arrived, and providing special invitations to community, church-related, or family activities were prominent. Dr. John Starling, for example, annually invited all departmental international graduate students to a church dinner at Thanksgiving. Miller hosted his advisees for the Independence Day parade in Upper Arlington, and McCracken held an activity at the Christmas season for international students. The faculty and graduate students were frequent participants in IPA events such as the annual
international dinner. These special events often resulted not only in future professional associations, but strong personal friendships as well.

Newcomb initiated a departmental contribution to a graduate associateship in 1989-90 cooperatively with the IPA to facilitate the establishment of an organized system to connect campus international students with Ohioans. The interests of students was matched with domestic undergraduate and graduate students for activities to develop cross-cultural awareness. Although it was difficult for international students to commit major periods of time to such activities, they presented programs to numerous groups within the state/community/campus and established friendships with numerous families and other units.

Henderson and Ms. Gayle Shibano (1989) conducted a follow up study of thirty-five 1980-88 international graduate students of the department. The population was 55% Ph.D. and 71% Extension in focus. They reported that 21 of the 25 respondents were working in the area for which they were trained, with 68% of them in universities and 6 graduates in agricultural extension training. Two-thirds of the graduates reported having administrative responsibilities ranging from 5 to 60% of their time. They noted that they selected OSU for (1) the outstanding reputation of the department, (2) the courses offered at the University matched their personal educational goals, and (3) the availability of excellent computer and library facilities. "Courses involving teacher educator preparation, research methodology, instrumentation, data collection and analysis techniques, and program planning/evaluation were perceived to be those most helpful in their current employment. Technical agricultural and computer courses were the least useful in relation to current job responsibilities" (p. 4).

**Agricultural Education Development Abroad**

**India Education Project**

The department's first entry into a major international development project resulted from its participation in the India Regional Colleges of Education Project from 1962-69. Four Ohio agricultural educators provided long-term consultancies. Schroeder joined this project as a recent Ph.D. from the department and continued for all seven years, first as an agricultural education consultant, and later as the chief of party, before joining the department faculty in 1969. Dr. Leon Boucher served as an agricultural education consultant for two years, 1964-66, while on leave from the department faculty. Lowell Hedges also was an agricultural education consultant for two years, 1966-68, and later joined the department faculty. John Morgan was an agricultural education consultant from 1967-69, and obtained his doctorate from the department after his return home.

This project contributed to the development of multipurpose secondary education in India through the design and development of four new regional colleges of education and attached demonstration secondary schools. These institutions were designed to impact upon their respective regions by providing more qualified vocational and science teachers; demonstrate more appropriate secondary education programs; and provide improved curriculum and instructional resources to schools. The project was sponsored by the Agency for International Development, under contract with the College of Education.

The agricultural education consultants were matched with Indian counterpart faculty during their assignments. This provided for their formal involvement in the design of curricula, facilities and equipment, faculty and staff development, and overall program development for a Department of
Agriculture at each of the four regional colleges. These departments offered one-year B.Ed. teacher education programs for persons who had completed B.Sc. agriculture degrees; and inservice programs for practicing teachers in schools. Each of the departments were also responsible for developing agricultural programs for high school youths in the demonstration schools attached to the colleges.

The consultants also joined with other team members to assist in the overall development and management of four complete campuses; and with campus outreach to the respective regions. Separately and together, the consultants assisted their counterpart faculty with inservice training for teachers of agriculture; in selected geographical areas as well as through all-India seminars. They were also utilized in other agriculture-related projects, such as resource persons for conferences of the agricultural universities; serving on working groups of the Planning Commission of India, and others. The consultants also taught classes on frequent occasions, mainly to demonstrate good teaching practices to their counterpart faculty as well as to the present and prospective agriculture teachers who attended their classes.

The department’s involvement in the regional colleges project was undoubtedly beneficial to both cultures. On the one hand, agricultural education contributed to many aspects of project development throughout the seven-year cycle. Likewise, as a first international institution design and building effort, the project provided faculty, both in the field and at home with their first sustained participation in cross-cultural cooperation.

**OSU/University of Swaziland Linkage Project**

Miller assisted with negotiating an Ohio State University/University of Swaziland Linkage Project with the USAID Swaziland Mission, which was founded through the IPA. This permitted him and other colleagues to conduct workshops in Swaziland, and for numerous other visits in both directions by faculty from the Colleges of Agriculture and Human Ecology.

**Overseas Teaching Assignments**

Several faculty members undertook overseas teaching assignments. McCracken taught in Malaysia on a year-long Fulbright Fellowship during 1985-86. Miller was a visiting professor at the Royal Veterinary and Agricultural University in Denmark in 1987, and a Visiting Lecturer at the University of Reading in 1989.

**Short-Term Teaching and Consulting Assignments**

Short-term visits of a few days or weeks were associated with ongoing larger projects as well as independent activities. Boucher consulted at the Faculty of, University of Swaziland, where he was instrumental in developing a plan for us, school farm as a learning laboratory for the University of Swaziland. Miller con short-term assignments in Denmark; in India as a FAO consultant to G.B. Pant U of Agriculture and Technology in the Summer of 1988, and as a UNESCO consul the National Academy of Agricultural Research Management in 1989, in Swaziland Wales. Magisos carried out assignments in Turkey and Thailand; Hedges was in U and Newcomb visited Wales in 1990.

**U.S.-Based Participant Programs for International Educators**

During the 1980s, the department hosted numerous short-term technical traini programs for individuals and groups. These programs ranged from a few months to one year in duration, and were specifically designed for each situation by faculty members. Miller coordinated such programs for: two participants from Pakistan, five participants from India, one from Germany, one from Sri Lanka, two persons from
Sierra Leone, two from Swaziland, and one participant from the Philippines. These programs concentrated upon such topics as research methodology, teaching methodology, program planning, program evaluation, and delivery of agricultural technology.

All members of the faculty assisted with the participant training programs for the India Regional Colleges project during the 1960s. These six-month program were designed to prepare Indian Personnel for all aspects of agricultural education development at their respective campuses. Participants engaged in a combination of formal courses, informal discussion, study, and observations. This included visits and activities in selected Ohio schools where vocational agriculture was taught.

**Stateside Visits Coordination for International Educators**

Boucher coordinated the Ohio Vocational Agriculture and Extension visits for Extension educators from The Netherlands during the Spring of 1982. Miller coordinated visits for international educators from Sweden, The United Kingdom, and Sierra Leone. These visits were funded from several sources, including the Graduate School Lecturer program, Symposium on Research in Extension Education, OCES, FIPSE, and the department.

**Cooperative Research with Other Countries**

Norland was a participant in cooperative research project in adult education with other researchers in the United Kingdom. Miller received a NATO grant in 1992 for a cooperative study with the Agricultural Extension and Rural Development Department, University of Reading, Reading, England.

**Internationalizing Ohio Agricultural Education**

**Study Tours and Conferences**


**Study Opportunities in Other Countries**

Henderson visited the Dominican Republic to arrange for study opportunities for American undergraduate students in the College of Agriculture.

**Infusion of international Concepts into Ohio AgEd Curricula**

Barrick, as chair of the College Undergraduate Curriculum Review Committee, was instrumental in assuring the inclusion of perspectives of global awareness for all future students.

Henderson was involved with College efforts to provide international experience for undergraduate students as specified in the new General Education Curriculum requirements for the B.Sc. degree which were being developed in 1989-90.

Miller served on the OCES International Committee whose charge was to internationalize the personnel and programs of OCES and impact upon extension clientele groups. In 1992, he coordinated a series of College of Agriculture faculty seminars to aid in internationalizing the curriculum.

McCracken had a Mershon grant for internationalizing curriculum materials for Ohio high school agricultural education programs.
Agunga encouraged the internationalization of the undergraduate and graduate curricula in agricultural education and offered several specialized seminars for undergraduate and graduate students. He also was the recipient of an award from the Peace Corps for his efforts toward internationalization.

Schroeder developed and taught a graduate course on International Perspectives on Vocational, Technical, and Adult Education during the late 1970s and 80s. Henderson followed up with seminars for agricultural educators in the late 1980s and 90s.

Summary
The international activities of the department have evolved as ones which are pursued to the extent that they do not conflict with other responsibilities. Activities are frequently serendipitous, occur as available, and not the result of strategic planning. Perhaps this is the nature of international activities. Opportunities for invitations, agency support for projects, or paid consultant work are difficult to anticipate, even for a program with a well-established state and national reputation. Some have said that the level of international activities of a department are a function of who you know and not what you know, and to that extent are the result of actively established networks of acquaintances. The last two decades have seen the faculty in the department reach out and establish networks of colleagues and associates which hopefully will foster higher levels of involvement in accordance with the current mission statement. Communications and other technologies emerging throughout the 1980's have helped to create a one-world community. International activities of the department are likely to increase appreciably in the future. Faculty, domestic graduate students, returning Peace Corps volunteers, and international graduate students are all finding that the department of Agricultural Education provides an environment conductive to learning, and one dimension of that is learning about and from each other.

Collaboration with the Ohio Department of Education Agricultural Education Service
The faculty of the Department of Agricultural Education and the supervisory staff of the Agricultural Education Service have worked in close collaboration since the department was organized in 1917. The two groups have met regularly as a "Joint Staff in Agricultural Education." These meetings were designed as information sharing sessions and as a time for policy formulation. In addition to the formal collaborative meetings, individual supervisors and teacher educators often worked as a team in planning inservice activities, servicing FFA activities in the region and facilitating district meetings. The collaborative relationship led to a stronger program of agricultural education in the secondary schools. Since 1967, the head state supervisor has held a no-salary adjunct appointment in the department. Beginning December 1, 1986, all state supervisors with a Master's or Ph.D. degree were appointed as adjunct faculty in the department.

Financial Support by the State Department of Education
Funding from the State Department of Education for the preparation and inservice education of vocational agriculture teachers began in 1917. During the period 1917 to 1987, funding was aligned with specific faculty members. The general plan was to provide fifty percent of the salary of the faculty member; the University provided the additional fifty percent of support.

On July 1, 1987, the contractual arrangement between the State Department of Education and the Department of Agricultural Education was changed. At this time, the State Department of Education
began contracting for specified services to be provided rather than for a set percentage of various individuals' time. Simultaneously, the College administration agreed to an arrangement whereby all Agricultural Education Department faculty budget lines were funded by the Ohio State University General Funds Budget.

Contribution to National Efforts through Professional Organizations and Conferences
American Vocational Association

The American Vocational Association, Incorporated, was formed by the amalgamation of the National Society for Vocational Education and the Vocational Education Association of the Middlewest. Action on the merger was taken by the National Society for Vocational Education at Cleveland, Ohio, December 4, 1925, and by the Vocational Education Association of the Middlewest at Des Moines, Iowa, March 20, 1926.

"Articles of incorporation for the AVA were filed in Indiana December 5, 1929."

- Ray Fife was elected Vice President of AVA representing Agricultural Education, December 1930.
- Ohio was honored at the AVA Convention in Kansas City when Mr. Fife, State Supervisor of Ohio was elected President of the Association for 1933-35.
- Dr. W.F. Stewart was elected Vice President of AVA 1942-45 representing part-time education division. From 1932 to 1935, he was on the research committee of the Agricultural Section.
- Dr. Ralph Bender was elected Vice President of AVA representing the Agricultural Education Division for 1967-70. Dr. Bender also served as chairman of the AVA Standards and Policies Committee. He was awarded the Honorary Life Membership in 1970 and the Outstanding Service Award in 1971.
- Dr. J. Robert Warmbrod was elected Vice President of AVA representing the Agricultural Education Division for 1976-79. He also served as treasurer in 1974 and in 1976 as the President of the AVA Vocational Education Research Association. He was awarded the Distinguished Service Award in 1974.
- Dr. Kirby Barrick was elected Secretary of the Agricultural Education Division for 1988-1994. He also served as chairman of the AVA Publications Committee.
- Other Ohio staff members active in the AVA include:
  - Dr. Ralph Woodin, Chairman Personnel Recruitment Committee, Agricultural Education Division, 1968-71, and a member of the AVA Advisory Council representing AATEA.
  - Dr. Gilbert Guiler, Secretary AVA Membership Committee, 1968-70; Chairman AVA Membership Committee, 1971-72; and Chairman AVA Region I Membership Committee, 1975-76.
  - Dr. Richard Wilson, member AVA Committee on Accreditation, 1972-73.
  - Dr. Harlan Ridenour, Chairman Curriculum Material Committee for the Agricultural Education Division, 1969.
  - Dr. Robert Taylor, Chairman AVA Department of Administration and Supervision, 1968-69.
  - Dr. James Hensel, Chairman of Publications Committee for the Agricultural Education Division, 1969.
  - Dr. Leon Boucher, Ohio's representative to the Agricultural Education Division Public Information Committee, 1969.
Teacher Education Section, AVA
W.F. Stewart was president of the Ten Year Teacher Trainers in 1934. From 1929 to 1950, the only national organization of Teacher Educators in Agricultural Education was the Ten Year Teachers Trainer. Ralph E. Bender served as secretary in 1957 and as president in 1958 of the Teacher Trainers Section of the Agricultural Education Division of the American Vocational Association.

The American Association of the Teacher Educators in Agriculture was organized in 1961 with Dr. Milo Peterson of Minnesota, Department of Agricultural Education, as its president and most ardent sponsor. Representatives from the various departments met during Regional Conferences for several years previously to determine if a need existed for such an organization and to suggest ways for this organization to be developed. Dr. Wolf from the Ohio Delegation participated in the early deliberation.

- Dr. David McCracken was elected President of AATEA, 1979-80; President-Elect, 1978-79; and Vice President, 1976-77. He also was Editor of the AATEA Journal, 1982-83 and Regional Editor, 1980-81.
- Dr. J. Robert Warmbrod represented the AATEA on the National Council for Vocational Education and Technical Education in Agriculture. He served as vice president, 1974-77. He also was editor of AATEA Journal.
- Dr. Larry Miller was secretary for the Central Region, 1979-80.
- Dr. L.H. Newcomb was editor of the AATEA Journal, 1982-83 and regional editor, 1980-81.
- Dr. Kirby Barrick was Editor for the AATEA Journal, 1984-85 and 1988-89. He also was regional editor, 1982-83.
- Dr. Ralph Bender was awarded the Distinguished Service Award in 1968, and Dr. Blannie Bowen was awarded the Outstanding Young Member Award in 1985.

NVATA
Odell Miller was region IV vice president, 1970-73. He was alternate vice president for region IV, 1969-70.

Agricultural Education Magazine
Several staff members have served as editors of the Agricultural Education Magazine. They are the following:

• Dr. David McCracken, theme editor, 1985. Dr. Larry Miller, editor, 1982-83
• Dr. Harlan Ridenour served as business manager.

National FFA Alumni
The National FFA Alumni was organized in 1971. Jay Benham, Vocational Agriculture Instructor, Talawanda High School, was selected as its Administrative Secretary, 1971-76.

Odell Miller was elected president, 1978-79. He was a member of the National Alumni Council, 1976-1980. He served on the National FFA Foundation Sponsoring Committee, representing the FFA Alumni, 1978-80.

Other staff members serving on the National FFA Alumni Council were Dr. Earl Kantner, 1974-76, and Dr. L.H. Newcomb, 1982-84.

The National FFA Alumni Outstanding Member Award was presented to Dr. Ralph Bender, 1977 and to Odell Miller, 1983.

The Ohio Vocational Association
Agricultural Education has provided strong leadership to the Ohio Vocational Association. As early as 1921, members of the agriculture section purposed that groups meet together at the time of the Ohio Educational Association meeting. The first meeting was called in 1922 in a church several blocks from the State House in Columbus with Clair Sharkey of T & I Education of Dayton, serving as chairman. Men representing agricultural education and having served as President of the Ohio Vocational Association were C.D. Steiner, 1926 and 1927; Ray Fife, 1930; L.L. Rummell, 1931 and 1932; W.F. Stewart, 1934; John B. McClelland, 1937; C.S. Hutchinson, 1939 and 1940; John Leonard, 1942; Ralph Burdick, 1944; Ralph Bender, 1946; Ralph Harner, 1948; C.R. Fridline, 1952; Paul Mechling, 1956; John Startling, 1960; Don Waliser, 1964; and Franklin Miller, 1968. Also serving were Joe Parrish, 1974; Bob McBride, 19--; and Dr. Dewey Adams, 1990.

C.S. Hutchinson served as Secretary-Treasurer of the OVA in 1935 and 1936, and C.E. Rhoad served as Secretary-Treasurer, 1945-1948. The office was changed to the title of Executive Secretary, and R.J. Woodin served as the Executive Secretary from 1951 to 1965. Gilbert Guiler served as the OVA /Membership Secretary from 1965 to 1981. Editors of the OVA Reporter were Richard Wilson, Harlan Ridenour, and Ralph Woodin.

Ohio Vocational Agriculture Teachers Association
The staff members in the Department of Agricultural Education have been quite active in supporting the professional organization for the teachers of vocational agriculture. The Ohio Vocational Agriculture Teachers Association, an affiliate of the national association, is an organized unit of the Agricultural Education Division of the American Vocational Association. The purpose of the OVATA is to develop policies, programs, and procedures that will aid in a more effective program of vocational education in agriculture. Throughout the years, Ohio has prided itself in having nearly 100 percent of the teachers and staff supporting this organization.
In order to involve more teachers, the state is organized by districts. Each district has its own officers who plan and carry out a district program in cooperation with assistant supervisors from the State. The district chairmen serve on the Executive Committee of the State Association.

Staff members who have served as president of the OVATA in order of year of service are as follows: E.O. Bolender, 1921, 1922; A.C. Kennedy, 1928; Lloyd B. Fidley, 1929; Warren G. Weiler, 1934; Donald B. Robinson, 1937; Ralph E. Bender, 1944; D.R. Purkey, 1945; Leon W. Boucher, 1951; Leslie F. Crabbe, 1952; John T. Starling, 1958; Richard L. Hummel, 1962; Odell Miller, 1969; Lowell Hedges, 1980.

Ohio FFA Alumni
The Ohio FFA Alumni was organized in 1971. Dr. Kirby Barrick served as Secretary from 1971-1975. The title was changed to Administrative Secretary, and Odell Miller served from 1975-1987. The title was again changed during Miller’s term to executive secretary. Other executive secretaries were Robert Sommers and Dr. James Cummins.

Staff members serving on the Ohio FFA Alumni Council were Dr. Ralph Bender, Dr. J. Robert Warmbrod, Dr. L.H. Newcomb, Dr. Kirby Barrick, and presently Dr. Rosemarie Rossetti.

Central States Seminar
The Central States Seminar Prior to 1963 was called the Mid-West Regional Conference. This change was necessary because of a reorganization of the region. The seminar began in 1963, in effect involved state personnel from three regions.

In 1948 Ray Fife served as regional chairman of the 13 North Central States Conference. In 1949 Ralph Howard* was on the program committee to help plan the Regional Conference and in 1950 Ralph Bender was regional secretary to the conference. In 1952, 1953, and 1954, Warren Weiler* was on the program committee, was chairman of the program committee and in 1954 was regional chairman of the 13 states. In succeeding years, there has been an Ohio representative serving on the planning committee at least 50 percent of the time. People who have served in this capacity are D.R. Purkey*, Ralph Bender, Ralph Woodin, Willard Wolf, Richard Wilson, Lloyd Fidler, and Gilbert Guiler. Lloyd Fidler served as secretary of the region in 1961. In 1963 Ralph Bender served as program chairman, in 1964 he served as regional chairman, and in 1966 Warren Weiler served as regional chairman and Jim Hensel served as regional secretary. Ohio has been represented at each of the regional conferences held during the past 30 years and has taken an active part in both program planning and conducting of the conference.

*Members of the Supervisory Staff, State Department of Education

Regional Research Conference
Staff members of the department have participated regularly in the Annual Central Region Research Conference in Agricultural Education which was started at the University of Chicago in 1947. The department was host to Regional Conferences in 1955 and 1967.
In 1951 Ralph Bender was the conference chairman; he served as the Regional Research Representative for the AVA in 1954-57 and a member of the AVA Research and Publications Committee, 1956-58. Ralph Woodin was the Regional Conference chairman in 1955 and Wilson served in such capacity in 1967. Ritchie was the secretary of the conference in 1955 and Wolf assumed such responsibilities in 1967. Members to serve on the Program Planning Committee at various times included Wolf, Woodin, Warmbrod, Wilson, Weiler, Taylor, and Bender. Dr. Janet Henderson served as secretary.

Epilogue

The Department of Agricultural Education evolved into a comprehensive and highly successful department. In 1986, the department was named number one in the country in a national reputational study. The foundation laid by early faculty and students in search of excellence proved to be sufficient for the department to grow and prosper for 75 years.

After the 75th anniversary celebration in 1992, the College of Agriculture at Ohio State reorganized. In 1995, the “new” College of Food, Agricultural and Environmental Sciences contained seven departments and a school. The Rural Sociology Program was transferred to the Department of Agricultural Education on July 1, 1995. This program (master’s and doctorate degrees) had enjoyed 90 years of excellence, having been established as part of the Rural Economics Department in 1904 and growing into a strong part of the Department of Agricultural Economics and Rural Sociology.

In early 1998, the name Department of Human and Community Resource Development was approved for the former Department of Agricultural Education.