

Gendering Agricultural Education: A Study of Historical Pictures of Women in the Agricultural Education Magazine

Kellie J. Enns¹ and Michael J. Martin²

The emergence of women agriculture teachers over the past 50 years has opened opportunities while revealing issues which females still face in agricultural education. Issues such as lack of female role models, gender stereotyping, and gender bias have been documented in agricultural education research. The purpose of this study was to explore the history of women's roles in vocational agriculture through the photographs of the Agricultural Education Magazine from 1929-1969. We utilized visual research methods to explore how women were represented in the photographs. We found 355 photographs with women in the pictures, 70 of those photographs met our criteria for visual analysis, and 17 photographs were included in the manuscript. The photographs showed women working in highly gendered roles as well as women breaking into typically male dominated roles. The photographs highlighted some of the first female vocational agriculture students and female student teachers. These women should be viewed as important pioneers in vocational agriculture. Nonetheless, the women in the photographs had various gendered roles which often conflicted with their acceptance in the profession.

Keywords: Women, History, Vocational Agriculture, FFA, Adult Education, Gender Roles

The emergence of women agriculture teachers over the past 50 years has opened opportunities while revealing issues which females still face in agricultural education. The sheer growth in the number of female agriculture teachers has been a positive development. This positive direction also holds true for the growth in the number of students in agricultural education and members in the National FFA Organization [FFA]. For instance, the FFA reported that 44% of members are female and female members account for 50 percent of the leadership positions in the FFA (National FFA Organization [FFA], 2012). Similar data has been expressed in enrollments of female students in agricultural education where secondary enrollment for women in agricultural education has grown steadily since 1991 (Retallick & Martin, 2008). The positive growth in numbers in agricultural education has also been in the number of female teachers. Kantrovich (2010) reported that females represented the majority of newly qualified agriculture teachers in 2009, though males still dominated the category of actual teachers with a ratio of 2:1. The growth in the number of women participating in agricultural education as students and teachers is encouraging.

However, the inclusion of females into the once male dominated realm of school-based agricultural education has uncovered gender issues. Issues such as lack of female role models, gender stereotyping, and gender bias have been documented in agricultural education research (Baxtor, Stephens, & Thayer-Bacon, 2011; Foster, 2001, 2003; Kelsey, 2007; Kleihauer, Stephens, Hart, & Stripling, 2013). Women struggle with consistently proving their competence and capabilities in the teaching profession (Kelsey, 2007). They have also struggled with attaining acceptance by peers, administrators and business leaders (Foster, 2003). Gender bias is significant enough that some women who teach in multiple teacher departments are assigned courses related to “non-male stereotype” courses such as Leadership, Introduction to Agriculture courses and Horticulture rather than Welding and Animal Science courses (Kelsey, 2007). Not

¹ Kellie Enns is an Assistant Professor in the Department of Agricultural and Resource Economics at Colorado State University, Clark B-334, Fort Collins, CO 80523, kellie.enns@colostate.edu.

² Michael Martin is an Assistant Professor in the Department of Agricultural and Resource Economics at Colorado State University, Clark B-333, Fort Collins, CO 80523, michael.j.martin@colostate.edu.

surprisingly, women agriculture teachers have expressed concerns regarding the balancing of family and teaching obligations (Foster, 2001, 2003; Kelsey, 2006a; Murray, Flowers, Croom, & Wilson, 2011). This has been even more prevalent when it came to justifying time on the job after school and on the weekends for obligations related to SAE and FFA (Kelsey, 2006a, 2006b). Research has also noted a gender bias against women and subtle sexism as they engaged in their agricultural-related teaching responsibilities (Kelsey, 2006a). These studies highlight unique barriers women face in the agricultural education profession.

Past studies have explored current issues facing female practicing and pre-service agriculture teachers; yet, these studies did not fully explore the historical background of gender roles in agricultural education. These studies did not examine the challenges women face beyond teaching agriculture, in such roles as community stakeholders, students, and FFA members. Kelsey (2006b) recommended historical research of women in agriculture to help explain the development of women in school-based agricultural education. This research, while not presumptuous enough to look for the cause of gender bias, will examine the historical roots of women in school-based agriculture.

The historical debates about women in vocational agriculture (vocational denotes agricultural education before 1989) became prominent in the late 1960s. For instance, Rudd (1967) wrote that half of California agriculture teachers surveyed believed that females should not be in the FFA; nonetheless, California agriculture teachers recommended allowing females in FFA later that year. Bradley (1971), also writing in the *Agricultural Education Magazine*, reported how women would face difficulties finding a teaching job, even if they had exceptional grades and experience. These historical examples provide us with a glimpse into the role of women in vocational agriculture; however, much more can be learned to help articulate the story of women in agricultural education. Females and males in agricultural education need a historical record that is more detailed than the factual timeline of females who became the first female FFA members in 1969 and the female agriculture teachers who followed soon after. This type of historical record can also help explain the inequities and development of women in school-based agricultural education.

Purpose

The purpose of this study was to explore the pictorial history of women's roles in vocational agriculture as depicted in the *Agricultural Education Magazine* from 1929-1969.

Conceptual Framework

Data demonstrates that women have taken a more prominent role in school-based agricultural education (Kantrovich, 2010; Retallick & Martin, 2008); yet, the historical role of women in vocational agriculture has not been well articulated prior to 1969, the year when women were allowed to participate as members in the FFA, as well as numerous other female firsts after 1969 (FFA, 2014). Historical studies which focus on women in vocational agriculture are few. A study conducted by Casey and Moore (2013) highlighted the history of the FFA Sweetheart and this gendered role for young women. While historical literature about women in vocational agriculture is limited, research on women in rural America during the 20th century and feminist theory provided a conceptual framework of this study.

During the early 20th century women's roles on farms and in rural communities were limited. A variety of community initiatives and federal programs pushed women into the role of homemaker. For instance, the Smith-Hughes Act of 1917 encouraged young women into the home economics vocational track, which was not an early vocation as much as preparation for a role in the home (Kliebard, 1999). The Country Life Commission of 1909 did not mention the

role of women as farm operators and focused on the duties of women in the rural home (Ziegler, 2012). However, women did have a role on the farm (Jones, 2002; Riney-Kehrberg, 2005). By the 1950s women began to have more vocational opportunities in certain rural areas of the United States as many women left the farm home and rural communities to find work (Schwieder, 1997). These developments were not regulated to only rural America; nonetheless, even by the 1960s, women were still facing bias and challenges because of their gender (Lerner, 1979).

This study was also informed by the work of feminist researchers. Feminist researchers argue that society, including rural America and agricultural professionals, were and still are dominated by males who advertently and/or inadvertently keep women out of positions of power (Lerner, 1979; Murphy & Venet, 1997). For instance, females were generally discouraged from enrolling in vocational agriculture from the 1910s until the 1960s. Exceptions to this generalization can be found, including the recommendation to include female groups in adult vocational agriculture instruction (Phipps, 1952); nonetheless, males comprised the vast majority of vocational agriculture classrooms in high school during this time period. While the role of females in vocational agriculture may seem small for the time period, feminist historians urge researchers to look for women's history "behind the scenes" (Burke, 1993; Scott, 1995). We took this approach in our investigation of the photographs. Women will appear in photographs even if they are not directly featured in the photograph or article. The representation of women in photographs can provide important insight into the role of women in the vocational agriculture activity featured.

Historical Framework

A short description of vocational agriculture during the time period of 1929-1969 is necessary to provide context for this study. Vocational agriculture was conceived in many of the same ways we think of agricultural education today. Agriculture teachers worked primarily with high school students by delivering classroom instruction, managing students' supervised agriculture experience program (i.e., farming programs or supervised farming), and advising an FFA chapter (after 1929). Classroom curriculum during this time frame slowly evolved from agricultural production to include some coursework on agriculture topics indirectly related to farming. Furthermore, supervised agriculture experience programs were mandatory according to legislation up to 1963. The FFA quickly became an integral part of the vocational agriculture program after 1929. The teacher was also expected to deliver an adult education program to members of the community, usually focusing on adult or young farmers. Males were typically the recipients and teachers of vocational agriculture instruction, though women were not excluded from targeted adult education groups (Bird, Martin, & Simonsen, 2013; Cook, 1933; Croom, 2008; Phipps, 1952).

Methods

We utilized visual research methods to explore how women were represented in the *Agricultural Education Magazine*. Visual research represents a powerful form of narrative qualitative research. Researchers utilize narrative research to explore the lives of people. Narratives focus on the experiences, thoughts, and words of the participant (Czarniawska, 2004; Elliott, 2005). Pictures tell much of the same story, only visually. Visual methods allow the people to see the social context of people's lives (Riessman, 2008; Rose, 2001). Visual analysis is most effective when paired with some form of narrative or text. This pairing allows deeper analysis and interpretation of the experiences represented (Bach, 2007). Our research utilized visual methods in a historical study. Photographs in historical research must be understood in the context of the photograph. These differing contexts need to be explained before interpretation can be placed on the image (Bogdan & Biklen, 1992).

We chose to analyze photographs from the *Agricultural Education Magazine* for three reasons. First, the magazine followed an open submission format for authors. There was a wide variety of topics in the articles published. Anyone was welcomed to submit to the magazine, including teachers. This wide variety ensured that our analysis would include a broader perspective of vocational agriculture. Second, articles in the magazine often included pictures. Third, the magazine had a wide circulation. Teachers, professionals, and university faculty read the magazine. Thus, we chose to review all photographs that included women in the *Agricultural Education Magazine* from 1929 (the magazine's first year of publication) to 1969 (when women were first allowed FFA membership). It was assumed that women would become more predominant in photographs following their initiation into FFA; however, the beginning date of this initiation was chosen as the end date of the visual analysis because of the plethora of photographs from the magazine and limited space of this manuscript.

We began our data collection process by looking through *The Agricultural Education Magazine* for any picture that included at least one female of any age. We bracketed the data collection by every ten volumes of the magazine and each volume usually had 12 issues. This initial data collection revealed 15 photographs from volumes 1-10 (1929-1938) 49 photographs from volumes 11-20 (1938-1948), 112 photographs from volumes 21-30 (1948-1958), and 179 photographs from volumes 31-40 (1958-1968). We found 355 photographs in total from volumes 1-40 (1929-1968). We then had to select the photographs to be analyzed. The sheer number of photographs curtailed us from analyzing each photograph. The women in the photographs needed to be a significant part of the photograph or of the story accompanying the photograph. Photographs which had women who were accidentally or incidentally part of the photograph were excluded. The articles and headings which accompanied the photographs helped us identify the age of the women in the photographs. We analyzed 70 photographs (7 from 1929-1938; 29 from 1939-1948; 21 from 1949-1958; and 13 from 1959-1968) which met both of this criterion.

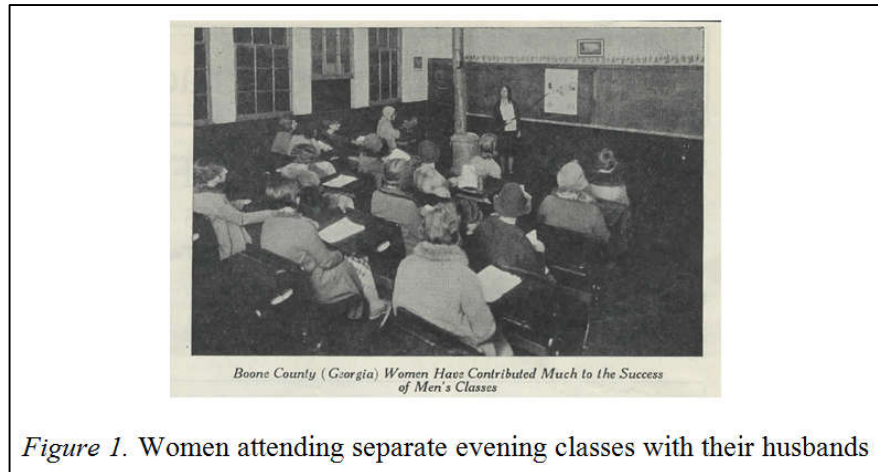
The 70 photographs were systematically studied through visual analysis methods (Riessman, 2008). We asked three questions of each photograph. First: Who were the people and their positions in each photograph? For example, we identified how the women were positioned in the picture as compared to men, asking "Do the women in the photograph appear to be equally involved in the instruction or are the men the primary educational recipients?" Second, we looked for the story behind each photograph. We utilized the captions and written article to uncover important background information about the photographs, where it existed. Third, we applied what we knew about the evolution of women's roles through history to the analysis of the photographs. For instance, we recognized that women took over male-dominated occupations during the Second World War only to relinquish those positions after the war. Seventeen of the 70 photographs were included in this manuscript. These 17 photographs represented the greatest variety of roles for women from the different decades. Finally, we developed our significance statement and discussion section which tied together the various themes of the photographs and connected these themes to the historical literature and current literature on women in agricultural education.

We followed numerous procedures to ensure the trustworthiness and credibility of our study. First, we utilized peer debriefing to develop credibility and dependability. The peer debriefing sessions happened after we analyzed photographs from each of the four decades and then twice more to finalize our findings and discussions. Our analysis of each photograph and discussion points were scrutinized by the research team. We kept a detailed audit trail of our analysis and photographs to maintain confirmability and dependability. We also incorporated the original photographs and photograph captions in our findings to help develop creditability. Permission for use of the photographs was acquired from the National Association of Agricultural Educators. While transferability is not an explicit goal of historical work, we tried to connect what was happening in the past to the current issues today in agricultural education (Ary, Jacobs, & Razavieh, 2002; Gall, Gall, & Borg, 2007).

Findings

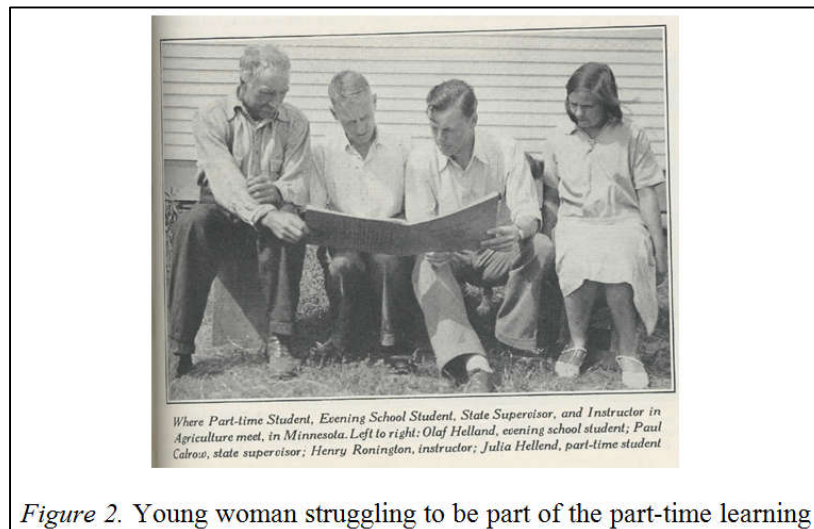
We organized the findings chronologically; each heading analyzing a different photograph.

Women Attend Separate Evening Class with their Husbands- April, 1930



The teacher of vocational agriculture in Barrow County, Georgia designed evening classes for farmers, who were all men (Pulliam, 1930, p. 9). The wives of the farmers attended a class at the same time where they learned about food, clothing, and child care problems. The gendered nature of the instruction indicated the duties of women on the farm; nonetheless, the special attention given to wives hints at the possible power they had in their relationships with the farmer, farm, and agricultural education and the need to educate the whole family.

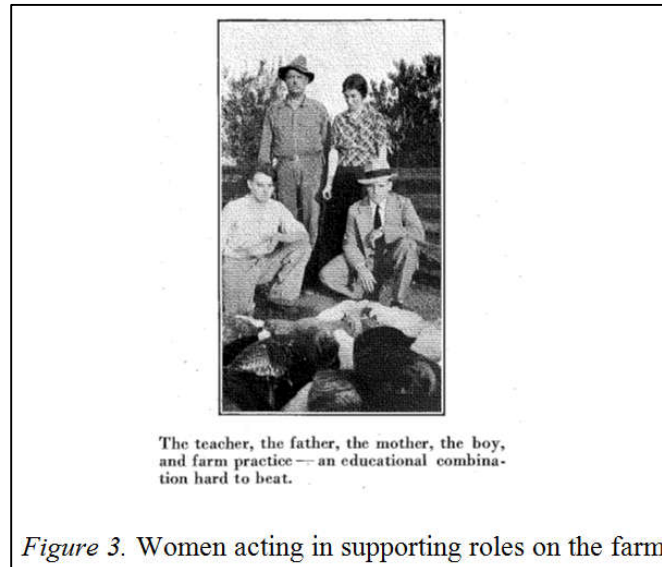
Young Woman Struggling to be Part of the Part-time Learning - April, 1933



Young Julia Helland and her brother Olaf Helland [misabeled in the caption] were both identified as part-time students (Knuti, 1933, p. 157). They were receiving direct instruction from

two specialists on a particular topic. Julia appeared to be on the outside of this discussion. Julia also seemed to be frustrated as her body language was stiff as she struggled to see the text. Furthermore, the men in the picture were tilted toward each other, away from Julia, and had physical access to the book of interest. While this picture indicated a dominance of gender in the instruction, Julia was still a participant in the activity.

Women Acting in Supporting Roles - January, 1935



This cover photo from the January, 1935 issue of the *Agricultural Education Magazine* (Hammonds, 1935, p. 97) acknowledged of the importance of the mother in the supporting role of the education of her son. There were no further details describing the role of the woman besides mother. Her position alongside the men and agricultural products signified the integral nature of mothers in the development of youth in vocational agriculture.

Young Women Breaking into Vocational Agriculture - August, 1938



Florence Murray and Alice Stone were the first two female students pictured and identified as vocational agriculture students in the magazine (Dooley, 1938, p. 25). Their instructor, Thomas Dooley, was proud that there were females in his program. The picture showed the girls with their prize winning exhibit. While the gendered connotations of the horticulture curriculum (i.e., females participating in only horticulture related curriculum) were obvious, the success of these women in a vocational agriculture program should not be overlooked.

Blurring Gender Roles for the War - April, 1943

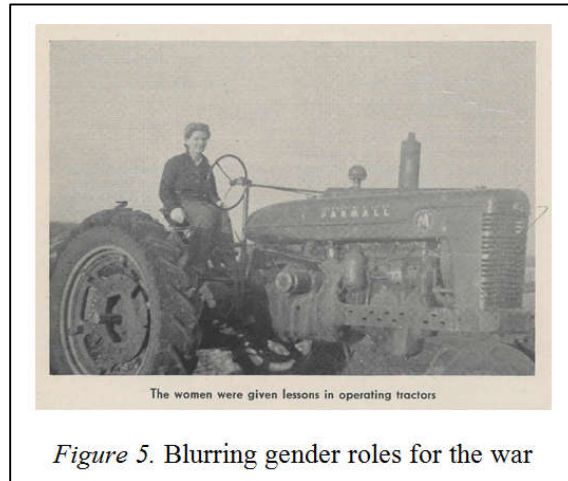


Figure 5. Blurring gender roles for the war

Women found a new role on the farm during the Second World War (Weber, 1943, p. 192). As many men left the farm to serve in the military, women had to take over some of the men's duties on the farm. This woman was receiving training on how to operate farm machinery. Her position on the tractor would seem out of place before the war. How long would she hold this position when the war was over and the men would return? Post-war instruction on production agriculture topics would shift back to men as the primary audience.

Woman's Work to Develop the Community - December, 1945

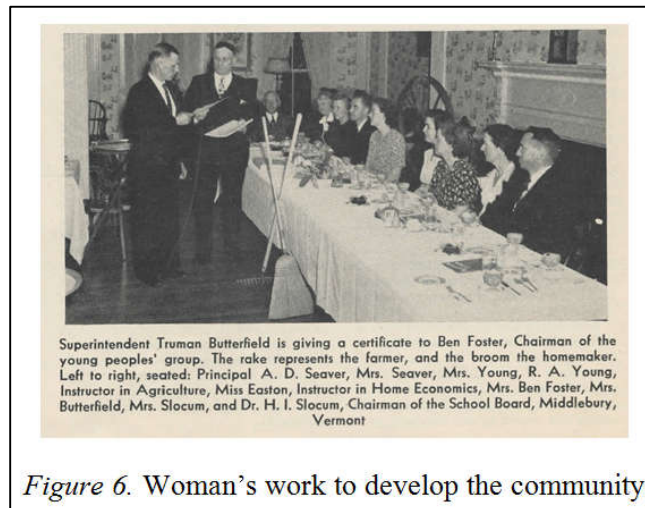
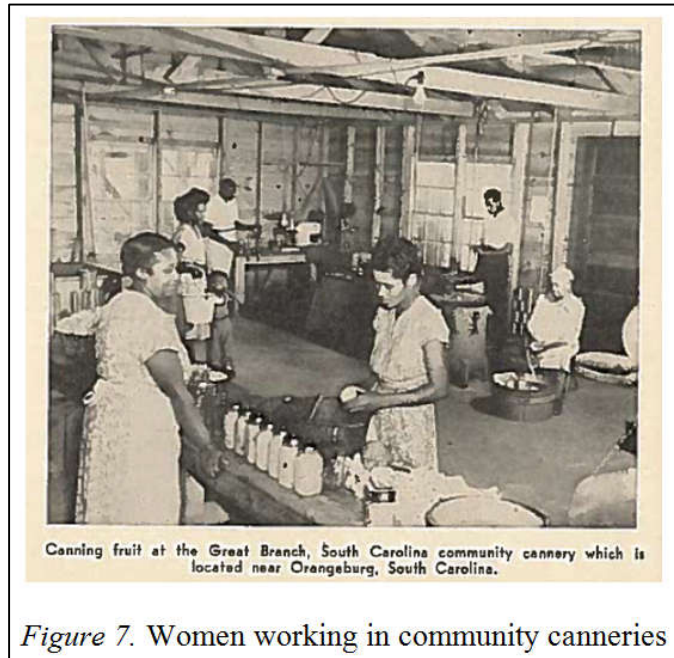


Figure 6. Woman's work to develop the community

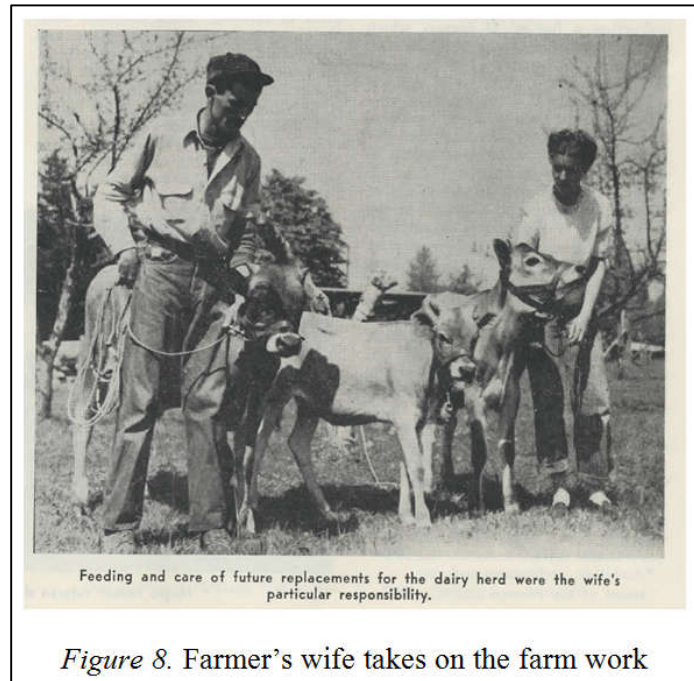
This photograph highlighted the work of an adult education program in Middlebury, Vermont (Young, 1945, p. 111). The article talked about the cooperation of farm couples in improving the local community. The image depicted such cooperation as men and women sharing the same table; however, the inclusion of gendered symbols (rake and broom) highlighted the differing roles of men and woman in these community building activities. Women worked in the home and men worked outside of the home. These differences were so pronounced that the rake and broom take a center stage at the table.

Women Working in Community Canneries - January, 1948



The community cannery of Great Branch South Carolina highlighted the division of labor according to gender roles in this African-American community (Buchman, 1948, p. 138). Many community members received adult education at the cannery; specifically, men learned how to harvest and maintain the equipment, while women did the actual canning. While canning was an important activity during the food rationing of the Second World War, females were encouraged to continue this activity and would receive instruction on doing so, thus reaffirming gendered roles after the war. Notably, women were put into positions of expertise related to this content, and they were expected to teach and share their skill with others.

Farmer's Wife Takes on the Farm Work - November, 1951



The aftermath of the World War II provided women with unique opportunities and/or responsibilities to work along with men on the farm (Jackson, 1951, p. 101). Pat Wood must help her husband, Deane, with the farm work because of an arm injury he suffered during the war. Deane was pictured handling the dairy calves with ease. Pat and Deane had two children at the time of this picture, which highlights the many roles that Pat had in this family as mother, wife, homemaker, and farmer. This picture highlighted the integral role that women evolved into after the war.

Young Farmers and their Wives Work Together - March, 1952



Women's roles as mother, wife, and farm manager collided in this photograph (Langdon, 1952, p.196). The women were as focused on the farm ledgers as their male counterparts. The

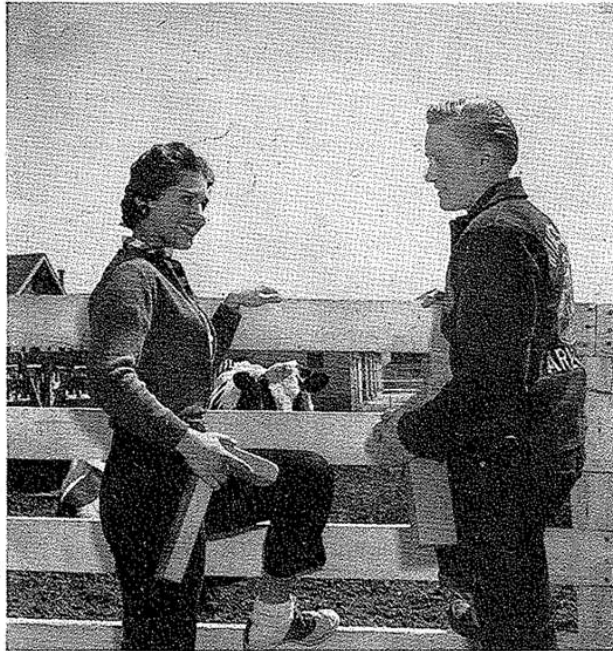
photograph highlighted a shared responsibility in this regard. Yet, the child on the lap of one woman indicated the complex identity of these women. They still must maintain their identity as a mother even as they were contributing to the work of their husbands.

Young Women as Objects of Beauty - August, 1952



This photograph accompanied an article entitled, “Frosting the Cake” in fair exhibits (Ruble, 1952, p. 29). Reinforcing the concept of the limited capabilities of young women to participate in a FFA fair exhibit, they were literally considering the frosting. These smiling young women could serve to draw people into the FFA exhibit by their beauty which casted them into the role of sexual objects.

Woman as an Object of Beauty and Skilled in Agriculture - March, 1957

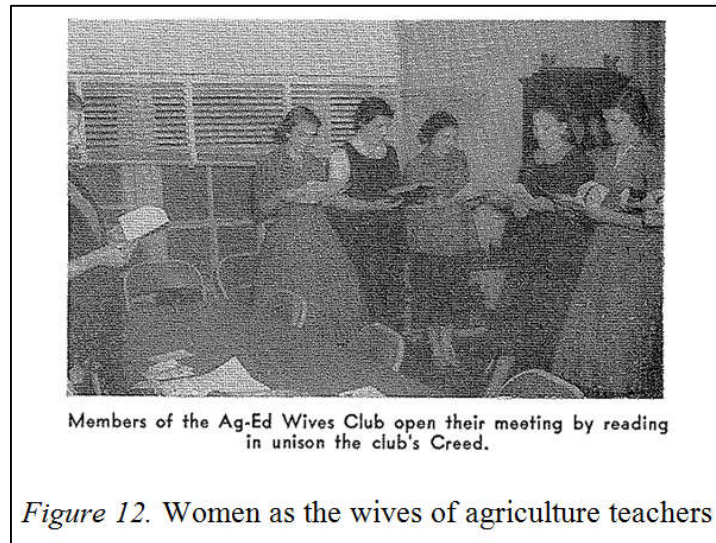


Ruth Marie Peterson, Austin, 1956 Minnesota "Princess Kay of the Milky Way" and first national princess of the American Dairy Association, chats with Don Michel, Faribault, Minnesota, 1956 State Star Dairy Farmer. She challenged him to a milking contest at the 1956 State FFA Convention and WON. Not only has "Princess Kay" appeared frequently in connection with FFA activities but has been a good-will ambassador in places as far removed as far-off Japan. (Picture furnished by Harry Kitts.)

Figure 11. Woman as an object of beauty and skilled in agriculture

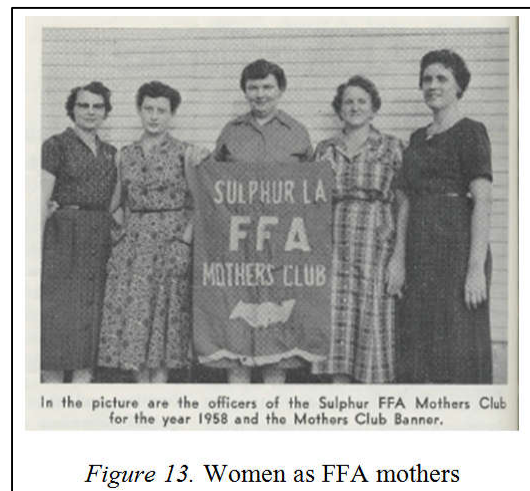
Ruth Marie Peterson also fell into the role of a sexual object as the Princess of the American Dairy Association (Smith, 1957, p. 210). However, the caption hinted at her abilities beyond her beauty and charm. She could outwork the Minnesota State Star Dairy Farmer, Don Michel. Ruth's pose in the picture indicated her ability to work as she seems as ready to milk the cows as Don. Ruth found a way to be acknowledged for her skilled ability in a field.

Women as the Wives of Agriculture Teachers - February, 1958



These women were all wives of men majoring in vocational agriculture at Texas A&M College and part of an organization which prepared them for their role as a wife of an agriculture teacher (Jarrell, 1958, p. 188). The ladies in this picture seemed to be intently studying or reading the club's creed. The studious nature of the picture indicated their role of wife of the agriculture teacher would require seriousness and training. They were taking on a very narrow role and their identity was bound directly to their husbands.

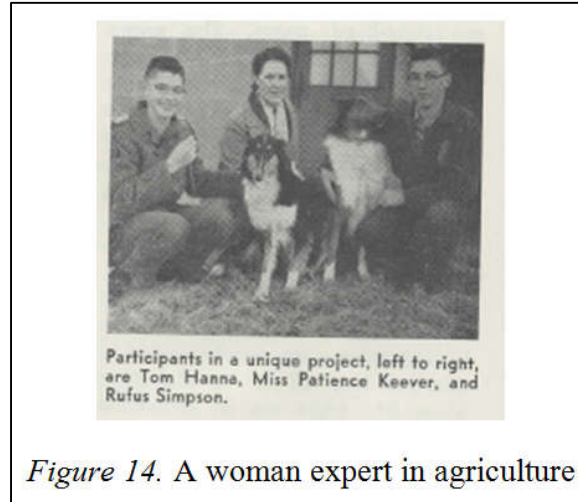
Women as FFA Mothers - April, 1959



The role and importance of women as a mother of an FFA member was evident in this picture (Vallot, 1959, p. 238). They stand proudly behind their own banner indicating their role and the FFA chapter they represent. While this role was similar to those early depictions in *The Agricultural Education Magazine*, the organized nature of this club indicated that the duties of a mother and the mother's organization were concise and definable. The article indicated that these mothers can help with the work of the FFA chapter. While the mothers' capabilities were

highlighted and celebrated, the article makes it clear that the dads of the FFA members were too busy on the farm to do the same work.

A Woman Expert in Agriculture - March, 1962



Proclaiming a woman as an expert in a particular field of agriculture was unique in vocational education up to this point (Telfer, 1962, p. 204). Ms. Patience Keever was described in the article as an expert in breeding and training working collies. The photograph portrayed Ms. Keever as professional and in a position of prominence regarding the situation. These two young men were part of a cooperative project conducted by the FFA chapter. This project was not described as a farming program (supervised agricultural experiences of their day); but, rather as a cooperative project, which was not surprising considering that non-traditional farming programs were still relatively new. Nonetheless, the role of a woman as an expert should not be overlooked.

A Female Student in the Agricultural Mechanics Shop - November, 1966

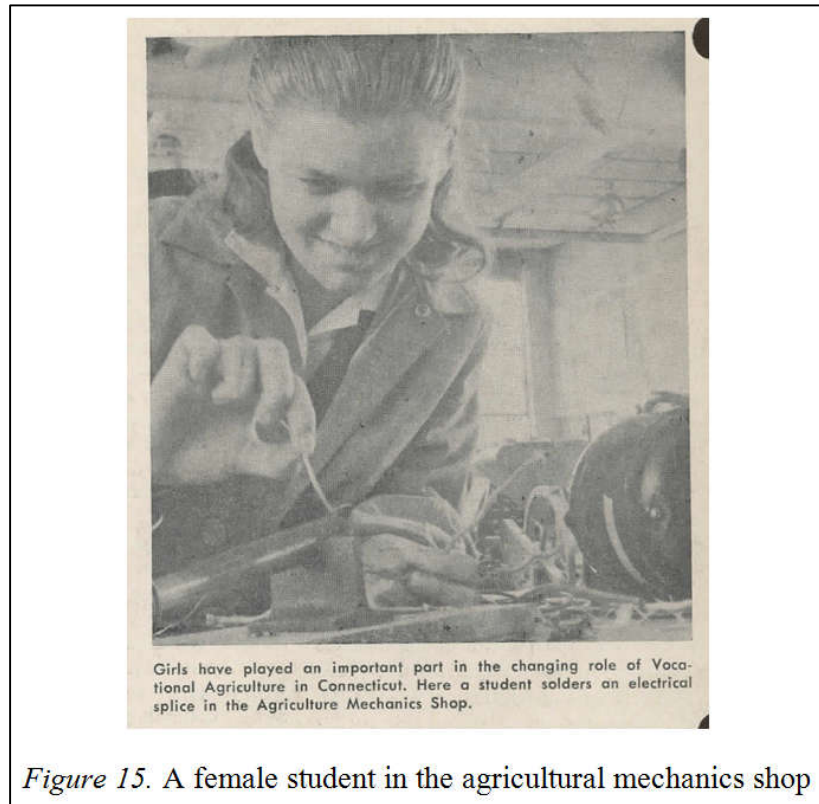


Figure 15. A female student in the agricultural mechanics shop

Young women had been slowly finding their way into vocational agriculture for about 20 years; however, this picture highlighted something unusual (Guiler, 1966, p. 120). Almost all of the references to young women in vocational agriculture prior to this picture had centered on horticulture/floriculture courses. The student in this photo was in an agricultural mechanics shop, which could be argued as a male-dominated space. She appeared focused and seemingly enjoying her work. Women had crept into this sphere during World War II and in adult education; however, this young lady was taking youth vocational agriculture classes alongside her male cohorts rather than instead of them.

Female Students only in Agriculture Classes - May, 1967

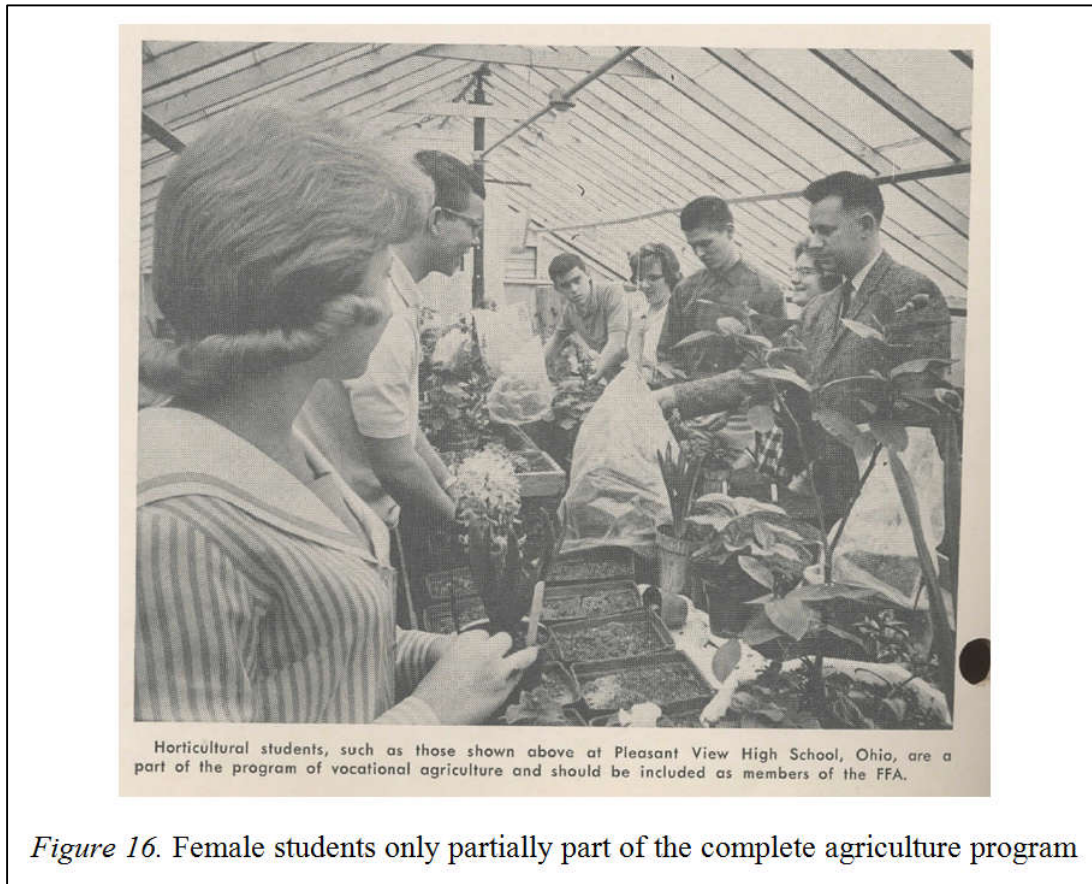


Figure 16. Female students only partially part of the complete agriculture program

In the later 1960s it was a normal occurrence to have women in vocational agriculture classes. Three young women can be seen working side by side with young men in this picture (Wolff, 1967, p. 260). Yet, this caption and article told a different story about these young women's involvement in the Pleasant View Vocational Agriculture program. They were allowed as members in the Pleasant View FFA Chapter and thus not considered complete students in vocational agriculture. This difference explained some of the tensions that led up to allowing women to join FFA in 1969.

A Woman Student Teacher in Vocational Agriculture - April, 1968

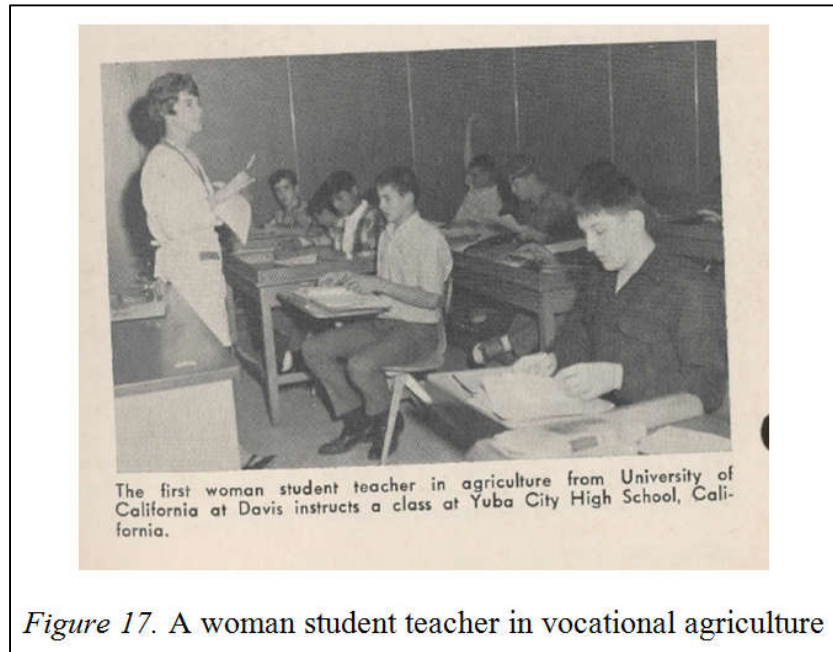


Figure 17. A woman student teacher in vocational agriculture

The first woman student teacher in agriculture appeared to be doing a great job in front of a class of young men (Guiler, 1968, p. 240). Most of the male students were focused on their texts and one seems to be waiting to have a question answered. She was posed in-front of the students, saying something with emphasis as she used an implement in her right hand to make a point. She was not the first to be mentioned in *The Agricultural Education Magazine* as a female student teacher; yet, she is the first to be pictured in front of a classroom of young men.

Significance Statement

The photographs show women working in highly gendered roles as well as women breaking into typically male dominated roles specific to vocational agriculture and agriculture more broadly. These various roles could be quite different and even conflicting when viewed from a gendered lens. Women were pictured as wives of vocational agriculture teachers and as vocational teachers themselves; photographs showed them as beauty queens of the vocational agricultural programs and students in the classes; and women were described as content experts of agriculture or operators of farm equipment and masters of family. This time period presented the role of women in often conflicting positions. We cannot say that the issues women face in agricultural education today are the same as the issues from 50 years ago. However, the contemporary concerns facing women in agricultural education (Foster, 2001, 2003; Kelsey, 2006a, 2007), juxtaposed with the findings of this study, highlight the gender issues of agricultural education.

Discussion

We found the women in the photographs we analyzed to have various gendered roles, including that of supportive member of the family, adult student, horticulture student, farm worker, community developer, FFA queen, agricultural expert, agriculture student and student teacher. Some of these roles could be viewed as gender neutral, such as the supportive member

of the family. Other female roles observed in the photographs were gendered towards women. For instance, the inclusion of women in adult classes which focused on home economic topics, the promotion of young women as objects of beauty, and the placement of females in horticulture classes are all gender-specific roles; those which a male involved with vocational agriculture may not have chosen or been allowed to take part in. Furthermore, the photographs which showed women as household specialists or caring for young children reinforced these same gendered stereotypes found in broader society. Women were often featured in pictures as domestic experts. Women were favorably presented in supportive roles as wives and mothers and even had formal organizations with regalia and ceremonies that emphasized the importance of these roles. Many of these roles persist today in agricultural education, and may explain, in part, barriers for acceptance in schools and communities (Foster, 2003) and issues of gender bias and subtle sexism (Kelsey, 2006a). While the roles for women have changed in the timeline studied, the lasting legacy of these roles may be seen today in agricultural education (Baxter, Stephens, & Thayer-Bacon, 2011).

Some of the females in these photographs were pioneers in vocational agriculture and agriculture. The photographs highlighted some of the first female vocational agriculture students in the late 1930s and female student teachers in the late 1960s. Women were also depicted as farm operators during the Second World War and agricultural experts capable of supervising young male students. The latter two roles must be viewed under extenuating circumstances of the war effort and rise of nontraditional fields (such as small animal care) in the 1960s (Bird, Martin, & Simonsen, 2013; Wolf & Connors, 2009). Female vocational agriculture students began to break gender stereotypes by enrolling in agricultural mechanics courses. These women should be viewed as important forerunners in vocational agriculture.

While this study depicts historical roles of women in vocational agriculture, many of these roles are prevalent today, and reflect the contemporary issues of women in agricultural education expressed in current literature. For example, the earliest pictures of young women in the *Agricultural Education Magazine* depicted a young woman who appeared to be struggling to gain acceptance by peers. Later, while women were favorably depicted in horticulture and agriculture mechanics courses, captions indicated that they were still not accepted in a complete program of agricultural education as members of the FFA. This desire for women to be accepted is also reflected in contemporary research (Kelsey, 2007; Foster, 2003). The multiple roles of women depicted in this historical study are also represented in contemporary research which also covers the roles and struggles of female agriculture teachers (Foster, 2001, 2003; Kelsey, 2006a). We are not saying that the issues have been continuous from the time period of our study to today. However, our study highlighted a gender bias, which has also been found in contemporary research (Kelsey, 2007). While women were often favorably depicted in our study, their roles were certainly gender specific, even during the war when women took over male dominated roles because of the labor shortage.

This study focused on a specific time period, 1929-1969. More research is needed to connect the issues highlighted in this historical time frame to today. A recommendation for research is for similar study to examine women in agricultural from 1970 to now. Furthermore, this study operated under a feminist lens. We encourage researchers to continue to look at the social and gender issues in agricultural education from a variety of perspectives and utilizing a variety of research methods. Additional research should explore the potential gender barriers that continue to exist for both female agriculture teachers and students in school-based agricultural education. We do not want to downplay the success of females in school-based agricultural education; however, research indicates that female teachers still face gender-related issues, and little research has been done on female FFA members. Research should explore the appropriate strategies for guiding communities, programs, and individuals beyond these gender-related issues. School-based programs of agricultural education should consider how they may become more flexible and helpful in allowing women to explore their multiple roles as teachers,

community members, and integral components in a supportive family environment. Instead of choosing roles as an “either-or” choice, female teachers should be rewarded, encouraged, and supported for choosing to engage in many roles. Further research can help determine what this encouragement, flexible accommodations, and support might look like for female agriculture teachers. Further research should also explore the changing nature of school-based agricultural education as more females are entering agriculture programs, becoming leaders in the FFA, teaching agriculture, and working as teacher trainers.

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