Stories in Pictures

A Holstein crossing story is depicted here by Ray Wernsman of Innsbrook FFA Chapter in Washington. Shown in the picture are the Grand Champion, Reserve Champion, and Junior Champion at the Evergreen State Fair at Mercer, Washington.

Russell Walford (in center) and Joe Babcock of Goodrich FFA chapter in Michigan planting FFA corn. Various vehicles used in demonstration plans.

President Lyndon B. Johnson Signing the Vocational Education Act of 1963, December 19, 1963

THIS ISSUE FEATURING
The Vocational Education Act of 1963

Kevin C. Cook, Battle Creek FFA, Michigan, confers with Charles McQueen, state judge, in grades of the best of 25 eggs which he exhibited at the Michigan State Fair.
Volume 38
July, 1965
Number 1

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From the New Editor

One cannot assume a job such as the Editor of The Agricultural Education Magazine without thinking of the past as well as the future. Appreciation of the good work of Ralph Woodin for the past three years comes first. The task of finding the hours necessary to get an issue of the magazine together is no small matter. To do the job in such a consistent manner for three years makes us all indebted to Ralph for a major contribution to our profession.

Thinking of the past brings us back to the beginning of the Magazine. Why was it started? Volume 1, Number 1, January 1926 gives part of the answer. The new publication was "intended for those interested in public school programs for the improvement of agriculture and country life." It was to be largely a "teacher magazine." A major aim of the publication was "to further unify the forces in vocational education in the country as an important step in the complete unification of all the forces in vocational education."

The first Editor was H. M. Hamlin, then at Iowa State. An interesting coincidence is that Dr. Hamlin is still active and now a member of our faculty at N. C. State after retiring from University of Illinois. An article by Dr. Hamlin appears in this issue. The first Editor of The Agricultural Education Magazine has perhaps been the most prolific and influential writer in our profession.

Another interesting fact to the establishment of the Magazine is that there were 1,500 paid subscribers in advance of publication of the first issue. This was about one-half of the total number in Agricultural Education at this time. With this support The Agricultural Education Magazine was started and has continued through the years, perhaps as the major professional force in Agricultural Education.

It is easier to look back than to the future. Both are valuable in assessing the present. As your Editor, I will strive to keep the Magazine a strong voice in our profession. Obviously, the pages are open to all. According to the operating policies under which we operate, I will be the editor of the content and makeup of the Magazine. However, I assure you that I will make every effort to publish articles of varying views on the issues before us. In fact, a major aim will be to give these views before continuing submission. I cannot do this alone. You must be willing to give some time and effort to writing for the Magazine and your profession.

Please note the Special Editors, I am pleased to have these men working with you and with us. Send your articles to one of those nearest you, or directly to me. Also note that Orville Thompson is Chairman of the Managing-Editing Board, Free feel to write him about any policy matters or anything else you want to mention about the Magazine. I am also glad that Orville Thompson agreed to continue as Business Manager. He has been able to help you put the Magazine on a sound financial basis. Finally, I want you to know that the policies made Ralph Woodin are continuing and members of the Managing Editors. His counsel has already been most helpful and I will continue to lean upon him.

It is an honor and a privilege to assume the role of Editor. Letters to the Editor or any other form of communication will be most welcome. Your cooperation is necessary if we have the Magazine that we all of us, at least, think we need. Thank you.

Cayce Searborough

This column is planned to be the personal outlet for the Editor, Ideas not yet ready for an article, Maybe even some "unthinkable thoughts" as Senator Fulbright suggested was needed. As indicated by the heading, it is hoped that this column might contribute something to our thinking about theory and practice in these days of rapidly changing environments in Agricultural Education. Your reaction will be needed to make this, as well as the other parts of the magazine, effective.

Why This Theme Now?

Why should we concentrate on a 1963 Act here in the middle of 1965? Hasn't there been enough written about this Act?

These are good questions. Both, and many others, were considered in deciding upon this theme. There has been much said and written about the Vocational Education Act of 1963. Some credit has been given to the implications for Agricultural Education. However, we believe that an examination along these lines before continuing submission. I cannot do this alone. You must be willing to give some time and effort to writing for the Magazine and your profession.

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Dr. Arnold is heading a study on vocational education in agriculture. His work has been widely recognized. The title of his study is "Agricultural Education in Practice." It has been said that his work will help to improve agricultural education throughout the United States.

The Agricultural Education Magazine, July, 1963

Questions and Answers on the Vocational Education Act of 1963

From Dr. Arnold

Editor’s Note: Dr. W. M. Arnold, Assistant Commissioner for Vocational and Technical Education, agrees to answer questions about the Act for readers of this magazine. The questions listed were those most frequently asked in the editorial department. Dr. Arnold was not able to answer all the questions. However, he has written this article to help clarify the Act and answer some of the questions that were asked.

1. How does the new Act differ in basic philosophy of vocational education in comparison with previous acts?

One of the basic differences in the new Vocational Education Act in comparison with previous acts is that the Act may be offered if it is designed for persons who have completed or are preparing to enter an occupation which is not ordinarily considered professional and which does not require a college degree. The Act makes possible the broadening of instructional programs in agriculture, home economics, distributive education, and related fields. It provides that ten percent of the Federal funds be used for conducting research and pilot programs. Provision is made for funds to be used by students in work study programs to complete their education. In the beginning 50 percent of the Federal funds appropriated must be used for the construction and operation of vocational schools for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market. The new Act also provides for the establishment of a limited number of residential vocational schools. Emphasis is given to vocational education for persons who have academic, socio-economic or other handicap.

2. What is the difference between the implementation of the Act and the recommendations for the improvement of vocational education as seen in the President’s Panel of Consultants?

When the Act is fully implemented throughout the Nation it will assist materially in meeting the expectations of the President’s Panel of Consultants that the amount of funds provided will make possible programs of vocational education that can immediately meet all existing needs.

3. What do you see as the greatest need for change in the local programs of vocational agriculture?

The Act specifies that existing programs of vocational education are to be extended and improved. This will mean that local vocational agriculture programs must continue to provide instruction that will meet the needs of the persons who are preparing for the occupation. The Act recognizes that for the most part these programs must be conducted in the local community. The new Act also provides for the establishment of area vocational schools. When such schools are available in the area, then it is hoped that students in the area will have the opportunity to attend an area school for the additional training needed which cannot be obtained in the local community.

4. What areas of research should receive priority in relocating the training in agricultural occupations?

Leaders in agricultural education are to be commended for the programs they have developed in more than forty States to determine the occupational needs and the competencies of the various agricultural occupations. After these occupations and the competencies needed by employees are determined, they are to be included in the instructional program of the new Act. The Act recognizes that for the most part these programs must be conducted in the local community. This Act will provide for the establishment of area vocational schools. When such schools are available in the area, then it is hoped that students in the area will have the opportunity to attend an area school for the additional training needed which cannot be obtained in the local community.

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A Challenge

Agriculture and the New Vocational Education Act

FLOYD JOHNSON, Vice President, AWA

This part of the Act does not eliminate any desirable features of the programs in the vocational agriculture that have developed through the years. It simply makes it possible to expand and improve the programs, keeping with current needs of agriculture.

The Vocational Education Act of 1963 was the type of legislation leaders in our field had worked for years to get enacted into law. Many leaders in the field of vocational education in agriculture consider the Act the most comprehensive vocational measure that has become law in the history of our Nation. They feel that the Act has and will continue to result in a greatly expanded and improved program in vocational education in agriculture throughout the Nation.

What are the implications of the Act to vocational education in agriculture? The Act provides for more flexibility in the program. It broadens the base of instruction in vocational agriculture. The Act has placed certain limitations on instruction in agriculture. The new Act in effect places a new obligation to all groups of people in agriculture who have the need, the desire, and the ability to benefit from such training.

The Act amends the Smith-Hughes and George-Barden Acts to permit instruction for occupations which require a knowledge and skill of agricultural subjects. It states that "any Act or Acts for agriculture may be used for vocational instruction in any occupation involving knowledge and skill, and in agricultural subjects, or supervised or practical training in the agricultural technology abecedary.

(Continued on page 19)

The Agricultural Education Magazine, July, 1965

Future Bright

Vocational Agriculture and the 1963 Act

M. D. MCBRIDE, Executive Secretary, AWA

The Vocational Education Act of 1963, signed into law by President Lyndon B. Johnson on December 19, 1963, is the most comprehensive vocational education measure that has ever been approved by Congress in the history of our nation. It provides for a larger sums of money and authorizes use of funds for more occupations and places emphasis in the years ahead.

Under provisions of the Act, states are given almost complete autonomy in planning and developing programs to meet the particular needs of each state. It is the first comprehensive vocational education act that authorizes a lump sum of money to be allotted to each state with the authority left in the hands of state officials to determine the phases of vocational education for which it will be used. The law does earmark some of the Federal funds for specific uses. The U.S. Commissioner of Education, for instance, was authorized to use $100 of the funds appropriated each year for grants for research, training programs, experiment stations, and aircraft pilot programs.

Desirable high school students must be encouraged to select careers in vocational agriculture in order to provide leaders for the expanded and improved program in the years ahead.

Research in agricultural education must keep practices abreast of advances in technology, economics, and social changes.

Teaching aids and instructional materials must be kept abreast of technical advances in agriculture.

Cooperative programs involving secondary and one or more areas of vocational education must be created where there would be provided effective learning experiences in preparation for agriculture or other areas of employment.

Appropriate leaders in our field must assume the responsibility to help bring about desirable and necessary readjustments in the many vocational programs that will meet the needs of the various groups of people to be served in the technological age.

(Continued on page 20)

If Creative

Vocational Education and in Agriculture

M. D. MCBRIDE, Executive Secretary, AWA

The Vocational Education Act of 1963 was approved by National Congress by a overwhelming majority—over 10 million votes in the House out of 435 and four dissenting votes in the Senate out of 97. It is evident that in two states (Virginia and Georgia) where comprehensive studies of former students of agricultural education have been made, these states have uncovered facts that I do not believe are generally known by the people . . . especially those who in recent years have gone out of the way to criticize vocational education in agriculture and to urge reduction of the program. The Virginia study showed that 20% of the former students who had studied vocational agriculture for one or more years only 0.8% were unemployed. The Georgia study—involving 2923 former vocational agriculture students—shows only 0.8% of those who had studied vocational agriculture one or more years were not employed. The student should be made in every state and the facts made known to the public. Unemployment among young agricultural students as a whole is about fifteen percent.

The above facts indicate that Vocational education in agriculture and in any occupation involving knowledge and skills in agricultural subjects, vocational education for one or more years should be encouraged by the Federal and State governments, in fact by all the people. The Vocational Education Act as carried on in the states of Virginia and Georgia, has offered training that first time more employment in a number of occupations in addition to fitting them for the occupation of farming. States that fail to develop sound adequate vocational programs in agriculture under the Vocational Education Act of 1963 will certainly be hearing the program short. In planning their program, students should be made in mind that vocational agriculture and other vocational leaders should keep in mind that it was definitely the intent of Congress that vocational education in agriculture should be further developed—especially in those occupational fields involving knowledge and skills in agricultural subjects.

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A careful study of the Vocational Education Act of 1963 reveals six principles for the development and improvement of vocational education in this country: They are as follows:

1. Congress is determined to have vocational education programs in the future geared more to the people's needs and demands than they have been in the past.

2. The Act provides for training in all types of occupations except those professional occupations requiring a baccalaureate degree.

3. The training programs are to be designed for people of all levels of ability—from the least able to the exceptional.
A New Charter
The Meaning for Agricultural Education
The 1963 Act
H. M. HAMLIN, Visiting Professor in Education, North Carolina State, and Consultant in Agricultural Education, Ohio State University

Do we in agricultural education recognize that we have in the national situation a 1963 charter for our program potentially much more far-reaching in its consequences than the Smith-Hughes Act of 1917? Are we to repeat our experiences following the adoption of the Smith-Hughes Act? I was a teacher of agriculture when such memorable events as the 1917 act occurred. My generation never understood its full implications. We soon narrowed to a spilter the program possibilities we had and made our narrow conceptions on to the next generation. I have remarked frequently in recent years that we had the act before the times when it was a great act; we ought to try it some time.


Viewed in one way, the 1963 vocational education act is the Smith-Hughes-Alexander Act. This act says: "The controlling purpose of such education (vocational education) shall be to fit for useful and gainful employment.... in recognized occupations." In another context, the 1963 act says: "Vocational education means vocational or technical training or retraining, leading to increased skill and to more efficient and gainful employment...in recognized occupations." In both cases, the 1963 act provides for the enforcement of its provisions. In the older act, the provisions were indeed put into the act. In the 1963 act, the new act provides that the act shall be enforceable. "The provisions of this act...shall be enforced by such courts of the United States as may have jurisdiction thereof." If one of the provisions is found to be unenforceable, the courts may declare it invalid and construe and apply the provisions so as to make them valid.

The difference is that the new act provides for enforcement and the old act did not. Both provisions of the two acts are the same. To me, the 1963 act is the act that has been longed for. We have been working under a charter that was inadequate for our purposes. The new act has been provided now and has the same provisions. The 1963 act is the act that we have been working under. We have now an act that provides for enforcement of its provisions.

Contributions to Education in Occupations that Included in the National Classifications

The new act expects services to many occupational groups hitherto unserved. As we have discovered in our state systems of "agricultural occupations" other than farming, many of these do not classify in any one of the traditional groupings but require contributions from educators in agriculture, business, industry, and industrial education. They are the property of no one group, Vocational educators will have to regroup themselves and learn how to work together if their new responsibilities are to be met. New groupings have already occurred in the U.S. Office of Education. It is being effected in some universities and in some state departments of education. Vocational education in the area schools is under one management. Directors of vocational education are being employed in many local school systems. Those who are trying to stop this regrouping are attempting to defeat the stated purpose of the 1963 act. It is unlikely that they will succeed.

Service to Clientele Unserved under the Smith-Hughes Act

The second major difference in the 1917 and the 1963 acts is that the new act broadens the clientele to be served. It indicates clearly the concept of "appropriate education for all non-professional occupations for which training is necessary". It includes adult, college-age students, students in regular vocational classes in high schools, and states of students of high school age who do not fit into the "regular" programs. In addition to serving those who have traditionally served, we are expected to contribute to the education of persons who have completed or left high school and are expected to be available for full-time study in preparation for entering the labor market and persons with academic, socio-economic, and other handicaps that prevent them from attending the regular vocational programs. It shall be used for research, development, and training. This special fund starts at more than $1 million and goes to $25 million in the fourth year. Commissioner Keppl has said that this fund provides a precedent that he hopes will be followed in all future federal legislation for education.

Local and area schools, as well as state departments of education, universities, and non-profit private agencies may apply for funds under this act, and must submit proposals and reports required by the act.

Funds Can Be Used by Colleges, Private Schools, and Private Non-School Agencies

No longer do the local schools have a monopoly of federal funds for vocational education. Funds may be used by community colleges and by four-year colleges in programs that do not lead to the baccalaureate degree. Private as well as public schools are eligible. Schools and colleges may contract with private nonprofit enterprises to conduct training programs.

No Requirement of Supervising Farming

States and school districts may continue to require supervised farming practice but it is not necessary to have it to secure federal funds. Reverting to the language of the Smith-Hughes Act, the 1963 act says: "Any amounts allotted...may be used for vocational education in any occupation with suitable knowledge and skills in agricultural subjects, whether or not such occupation involves farming or use of the farm or of the farm home, and such education may be provided without direct or indirect supervision or practiced on a farm."

This provision by no means negates the desirability, or the necessity, of supervised work experience. The new requirements and the machinery set up to enforce them demand that whatever experiences are necessary in preparation for an occupation shall be provided. The best way to provide such experiences is to give the trainee the experience necessary to function well on a job.

Arrangements for work experience may vary. In a few cases all of it may be in school, but all students must ultimately meet the requirement of useful employment, and that they will not meet it unless they have the practical experience that goes with the job.

Other New Provisions

For the first time national funds may be used by the states for "periodic evaluation of state and local vocational education programs and services in the light of information regarding current management problems of the schools.

Each state plan for vocational education must indicate cooperative arrangements with Employment Security.

Vocational guidance is included as an essential part of vocational education, and funds may be used to provide it.

Work study programs may be provided for needy students with financial aid up to $350 per year ordinarily and up to $500 a year for extension students.

Funds are available to construct, equip, and operate residential schools, and non-profit enterprises to conduct training programs.

(Continued on page 11)
Guiding Principles for the Implementation of New Programs of Agricultural Education

JAMES R. PEDDICK—State Supervisor, of Nevada
HOWARD H. CHRISTENSEN—Teacher-Educator, University of Nevada
T. A. BUTLER—Assistant Professor of Agric. Education, University of Nevada

Purpose of the Principles: With the addition of the Vocational Edu-
cation Act of 1963 to the already established vocational acts, it is necessary to establish new policies that will form the basis for the instruction and operation to enable us to provide the best training program possible for the needs of students and, abilities of all students who can benefit from such education. These guiding principles are for the purpose of assisting admin-
istrators, vocational agriculture teachers, and others to plan pro-
grams to meet the needs of students. The State Supervisor of Agricultural Education and the Teacher-Educators in agricul-
tural education are most desirous of offering assistance in planning these pro-
grams.

Statement of Principles for Planning Programs in Vocational Agriculture:

1. There will be a closer relationship between services in vocational education, but our job in the future will be directed toward the training of students for employment in those fields which are related to agriculture. We will still be con-
cerned with those students who need, and can profit by, the instruc-
tion we are capable of providing.

2. Our primary aim should be to provide instruction in those select areas within our capabilities that we may be able to serve. This will not mean an aban-
donment of our present agricultural programs. The vocational ag-
riculture programs cannot be all things to all people. Vocational education must be geared to those persons who can profit from it.

3. Our program should, for its objective, be broader in scope than past programs, but should include training for college-bound students, the student who can benefit from less than a college degree or tech-

nical program, as well as stu-
dents who are going directly into employment upon graduation from high school. Our goal should be to help every student in our classes reach his greatest educational po-
tential.

4. The supervised work experi-
ce program for students is basic to all vocational training. It is, and will still be necessary, for all vocational agriculture teachers to include practical work experi-
ce programs for students. The type of programs may be changed, but the emphasis will be on what students practical supervised experi-
ces on the farm, in related agriculture occupations, or other means. This will still make the sum-
mary program for teachers import-
ant and a necessary part of the total program. It will be expected that reports will be made of pro-
gress made in work experience programs.

5. Class instruction in vocational agriculture should stress the need and as well as the practical phases of vocational training in all instruction. Time spent in the dis-
advantages of these skills should not cur-
tail the important training for man-
agement competence.

6. The instructional class time in each department should be ap-
portionately balanced between ag-
ricultural science and mechanics. For all departments each year there should be instruction pro-
vided in both agricultural science and agricultural mechanics.

7. The leadership training in the FFA organization should be a basic part of the total program of each department. Each department of the division should have an active FFA chapter.

8. Classes in agricultural science should emphasize basic principles. This should be even more important than that offered in formal academic classes. The primary aim of voca-
tional classes should be the appli-
cation of scientific principles. Ag-
ricultural science should be applied in the training of students for example, classes in agriculture should supplement and build on biology classes.

9. The classes in instruction in farm machinery, manage-
ment, repair service, and operation, should be of primary importance and should be the central core of the mechanics program. Every de-
partment should obtain the facili-
ties and equipment to adequately teach this area.

10. Other important areas of in-
struction in agricultural mechanics should be:
   a. Structure, encompassing con-
crete, masonry, electricity, and metal working.

11. Programs in farm mechanics should be for periods of 90 to 120 minutes in length so that time will be available to train students for Vocational Agriculture. Fewer long-
terms of periods time per section for farm mechanics are more beneficial than the use of shorter programs.

12. Every department should plan a basic first year program to include all students. The primary purpose of this course should in-
clude those units of subject matter which are common to the entire program of vocational agriculture such as:
   a. Agricultural occupation study with job placement information on employment.
   b. Leadership training and FFA organization.
   c. Record keeping—county farm management.
   d. Supervised work experience program.
   e. Organization into farm me-

    chanics and safety.
   f. Planning—drawing and erecting of projects

(Continued on page 15)

In recent months we have been witnessing a growing need of sup-
port for vocational education. Never in our nation's history has there been greater need for new vocational programs than at the present time. This offers us a great challenge and a great responsibil-
ity.

Just a few years ago the atten-
tion of both laymen and educators was focused on the grow-

ing importance of the me-
canics program. Many educators have received their full share of criticism, sometimes un-
justified, criticism. Many have 

restored, in many cases. The im-
portance of vocational agriculture will continue to improve as we make necessary adjustment for structural programs and so the broader concept of the indus-
try of agriculture. Some progress is being made in this direction but much more needs to be done.

The Vocational Education Act of 1963 provides for extending and improved programs in a great vari-
ety of occupations. This legislation provides that a program of vocational edu-
cation at the secondary level should be included in the curriculum of vocational edu-
cation. It encourages programs in many new areas including joint programs between the vocational services.

As Seen By a State Supervisor

Highlights and Suggestions

JULIAN M. CAMPBELL, State Supervisor, Virginia

The AGRICULTURAL EDUCATION MANAGEMENT, July, 1963

Purpose Of The Act:

The purpose of the Vocational Education Act of 1963 is to aid the federal government to assist states to main-
tain, extend and improve existing programs, develop new vocational education programs, and provides part-
time employment through work study programs. The law is written in such a way as to provide vocational education for persons of all ages and all educational levels below post-high school. It includes high school students, those who have completed or discon-

nected educational program, those who need to upgrade their skills; those who need to learn new

suggested procedures and activities which leaders in agricultural edu-
cation and school administrators may consider in planning the pro-
grams for the needs of students in vocational agricul-
ture in accordance with the Vocational Edu-
cation Act of 1963 and other legis-
lations affecting vocational edu-
cation.

Vocational Education for Per-
sons Attending High Schools. Main-
tain, extend and improve existing programs.

Providing needed shop and class-
room equipment and facilities.

Providing special help for the preparation of teaching materials and teaching aids such as refer-
ences, workbooks, filmsstrips and color slides.

Expanding instruction in spe-
cialized fields, such as ornamental horticulture and floriculture by providing special training for exist-
ing agricultural teachers, providing new posi-
tions and by providing equipment and facilities for conducting these new programs. Classrooms and greenhouses should be pro-
vided where not already available.

(Continued on page 28)
New Opportunities for Teacher Education

CARL LAMAR, Teacher Education, University of Kentucky

The 1963 Vocational Education Act gives "new dimensions" to agricultural education. Thus, it presents new challenges to those concerned with teacher education. The "new dimensions in vocational education" appear to be almost unlimited. They are bound to tax all resources of the national programs of teacher education bearing on the emerging problems in vocational agriculture.

The new Act makes possible a broad-based program limited only by the vision, ability and determination of administrators and teacher educators responsible for program development and implementation.

In a "Declaration of Purpose," Congress made clear that federal grants shall be authorized to assist the States to extend, extend, and improve existing programs of vocational education, to develop new programs, and that persons of all ages, all communities of the State...will have ready access to vocational training to develop new and increasing which is realistic in the light of actual or anticipated occupations and in the world of gainful employment, and which is suited to their needs, interests, and abilities to benefit from preparing for them.

The purposes of vocational education provide new opportunities for teacher educators. During the same time they refine some continuing responsibilities. The new emphasis is on teachers rather than on vocational education services. However, it does not minimize the importance of these educational occupations in carrying out the purposes. It does say that the primary function shall be for the vocational education needs of the all persons in all communities of the State. These persons are identified as: (1) persons attending high school; (2) persons who have completed or left high school and who need full-time study in vocational education.

The implications of this broadening purpose of vocational agriculture education have not been fully understood with regard to teacher education or program development. Obviously, there is need for these two elements of responsibilities, perhaps education services, greater cooperation with other agencies and services, and the revision of pre-professional and in-service programs of teacher education.

The distance between "black and white" can be great and the "gray zone" of those that are interested, becomes larger and harder to interpret.

Here we can have a program that is clearly agricultural education or that we can have one that falls almost entirely in the province of another vocational education service, such as home economics education, but the students need some knowledge and skills in agricultural subjects. Therefore, the students have an occupational objective in an office occupation, but they may be enrolled in an agricultural class to secure part of the vocational education they need. This calls for cooperation, coordination, and supervision of services.

Across-the-board

As the needs of farmers move from one end of the occupational scale toward another end, the complexity of programs planning, development, and implementation increases. However, within the broad field of vocational education each professional worker needs a baccalaureate degree. The Act states that:

Any amount allotted... for agriculture may be used for vocational education in any occupation involving knowledge or skills in agricultural subjects, whether or not such education is provided for in the farm home; and such education may be provided without direct or supervised practice on a farm.

The implication of this broadening purpose of vocational agriculture education have not been fully understood with regard to teacher education or program development. The new Act mandates that (1) the standards and requirements to be used to develop and maintain programs of teacher education and teacher quality are required.

The "founders of the Act" gave emphasis to a particular program of vocational education. They also stressed the need for programs of high quality and for coordination, cooperation and maintaining such programs. The Act says that a State's Federal allotment be used in accordance with the State Plan for the purpose of providing:

Ancillary services and activities to support quality in all vocational education programs, such as training aids, and in-service education, special demonstration and experimental programs, development of instructional materials and State administration and leadership, including periodic evaluation of the education programs and services in light of information regarding current needs and trends, new needs and job opportunities.

When attention is focused on the magnitude of the teachers' program, we are surrounded by the 1963 Vocational Education Act, and the changing vocational education needs of the agricultural worker in industry, one gets some notion of the urgency for programs of high quality that meet the needs, interests, and abilities of persons seeking the several levels of employment. The changing structure of the agricultural industry, like many other industries, is providing employment opportunities for the decreasing number of unskilled and semi-skilled workers and for an increasing number of skilled workers and technicians.

If the agricultural industry is to be a major source of employment for workers, the agricultural teacher must be trained to meet the needs of the students. What are the major areas of emphasis and the students should be prepared to meet the needs of the agricultural education.
Three Big Questions
for the Summer

GERALD HAMILTON, Teacher, Kingsley, Michigan

Could you do it?

Sooner or later every teacher of vocational agriculture hears these questions with respect to his summer: "What must I do?", "What should I do?", "What must I be doing?", "What can be done?", "What will it be done?", "Why will it be done?", and "How will you do it?"

I began to plan my summer by computing the calendar. Classes ended in June; first, dates of activities already scheduled were listed such as Dickey, 4-H Club, FFA, Logan County Fair, FFA camping trip to Canada, the Annual Conference for Vocational diaries in rural fields and personal vacation time. With these and other such activities in their proper place on the calendar, there remained one week in June, three weeks in July, three weeks in August, and one week in September for farm visits, local farm field days and tours, work in the school forest, and meetings with the county agent, local forester and soil conservation personnel, and as work on my filing and recording of student education plans for the coming school year. My next step consisted of making a list of necessary items to take to the camp. Prior to this point a conference was arranged with the superintendent so that any suggestions he might have had could be incorporated into the plan. As a result my list of summer activities took the following form:

1. Meet with Agricultural Extension Agent to schedule date of fall field days and discuss plan for a summer and plan to attend.
2. Install Agflex filing system. Priority was given to this because the old filing system would save valuable time later, particularly during the coming school year.
3. Allocate time for visits to at least six students per week.
4. Make at least three adult farm visits each week, parents of students visited included. These visits might well be done by someone other than a teacher to help arouse interest in an adult farmer class planned for the fall. It should not be done by an adult farmer alone, however, for if the community is bright, if those who are responsible for its operation will think BIG.
5. Review instructional units and materials for classroom use and classroom activities. Order necessary bulletins, supplies, and new items for August delivery.
6. Reserve dates for films and movies.
7. Read professional journals, books, and farm magazines. Set aside at least four hours a week for this.
8. Compile a list of local resource personnel for use in instructional activities next school year, particularly for the planned adult class.
9. Go over school forest with Soil Conservation Service man and the local forester to prepare a management plan according to their recommendations. Include plans for use of the forest by the biology and science classes as well as the vocational agriculture classes.
10. Lay out areas in the school forest for student instruction in forestry, biology, science, etc.
11. Work with FFA members during summer meetings in planning activities for the coming year.
12. Assist in establishing a new lawn around new school building.

Armed with this list the remaining eight weeks on my summer calendar were scheduled simply by doing the top priority items first. In the case of farm visits, which could not be done in one day or in one week, ample time each week was earmarked as visitation time so that they could be spread evenly over the summer.

Referring back to the three questions asked at the beginning of this article, I now felt that I could give anyone who might ask then a better answer. The time must, of course, be done, but "How will you do it?" is a question that can and should be answered.

Will Our Plight Be a Poor Man's Program?

By C. D. BRYANT, Teacher Education, California State University

For years now agricultural educators have harped the point that money and power could cure our ills, whatever our ills were felt to be. All we've learned's that "it's a good idea, but where does one get the money to implement it?" We seem to be a people blessed with ideas but a people lacking means to carry them out. Perhaps the 1963 Vocational Education Act will line that up.

There are those who believe that it was not money but the ability to communicate with our fellow man that prevented us from accomplishing our goals. Our communications should improve for with money we can add bounties to our phone network, purchase recording devices, and even invest in inter-communica-

The idea of supervised practice (learning beyond the classroom) is commonplace. We wonder why we don't use the classroom to our full advantage. We have written thousands of letters about our program functions. Books have been written about our philosophy and why it's best among the lot. Some of us have even gotten around to writing a magazine article or two. Most of us have little trouble talking hours upon hours about our programs and what they do for society. Yet with all this we still find that most people tend to kid our own children, not much. Don't we wonder about them, who are we, what we do and why we do it? If you don't believe me, read this newspaper when the time next he crosses your path.

Those of us who have worked with high school students and heard over the years find it strange that general education people are beginning to find out how to work together with the vocational full-time student teaching. We say, "heck, we've been doing that for the past twenty years."

Those of us who have followed-up beginning teachers wonder why it is that our school is the only one. Why? By the way, principals wonder about this tool. So do some beginning teachers! And we don't think we'll ever be enough, our ideas about continuing education in and public secondary schools hasn't caught on as yet. In fact, community colleges are growing up everywhere to make sure this function is carried on.

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A study of the status of nontransfer agricultural education in California junior colleges in 1964 revealed some interesting results. There was a need to meet the needs of the nursery industry in their service areas. Modesto Junior College and San Quentin were the San Antonio branches in the examples of this new vocational program.

A survey of nontransfer students from the junior college agricultural programs at eight colleges, revealed that most of these students were from high school agricultural classes. Forty per cent of them had expressed the expectation that they would graduate in four years. This is a very encouraging sign because this kind of commitment is often lacking in students enrolled in vocational programs. A further 30 per cent of these students had been enrolled in courses that they considered important to their future careers.

Upon leaving junior college, the students entered various agricultural programs such as dairy science, animal science, and plant sciences. A total of 60 per cent of these students intended to continue in related fields and 55 per cent expressed great interest in agriculture. They are likely to be satisfied with the programs they choose. However, a small percentage of students are still looking for a program that will meet their needs.

The results from the survey indicate that the majority of students enrolled in agricultural programs are preparing to enter the workforce. It is important to note that these students have a strong interest in agriculture. They are likely to be satisfied with the programs they choose. However, a small percentage of students are still looking for a program that will meet their needs.

Most of the former students felt that their junior college training did help them advance faster than they could have without it. The technical agricultural courses were thought to have been the most helpful. About 80 per cent of the students were satisfied with the programs they had attended.

Terminal Programs

The first responsibility of the agricultural education program is to ensure that the state and local officials responsible for decisions regarding new vocational programs are fully informed of the new possibilities. In order to achieve this, all the information that is available needs to be communicated to the appropriate officials.

Since 1971, most of us have thought that agriculture can be taught with federal financial assistance. In the past two years, federal programs have been funded and many school systems have been able to use federal funds. These students can be better equipped to meet the needs of the society and the community. Because of this, the need for federal financial assistance has increased. However, it is important to note that these students are still looking for a program that will meet their needs.

New programs and facilities being established at the junior colleges. Two or three of the colleges have new facilities to be opened to the public in the fall. Of the limited number of employers surveyed, 69 per cent indicated that they needed agricultural education workers. There is an urgent need for new vocational programs to be established. These programs have been funded and many school systems have been able to use federal funds. These students can be better equipped to meet the needs of the society and the community. Because of this, the need for federal financial assistance has increased. However, it is important to note that these students are still looking for a program that will meet their needs.

The New Achievements in Agricultural Education: Some are Possible

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The evolving changes in agriculture did not occur over night. It was an evolution that came about through a multiplicity of interactions. The passage of the Soil Conservation Act in 1935 which created the state agricultural and mechanical colleges and subsequent programs related to agriculture brought together the forces of science, research, and extension education. These developments produced the products of technology, automation, commercialization, and specialization which has led to drastic changes in almost every aspect of human endeavor. They have been responsible for the restructuring of the agricultural industry. They have led to new demands for vocational education.

These developments call for a progressive program of continuing education that is geared to a dynamic and ever-changing socioeconomic environment. It is in this setting that we must address ourselves as we consider "New Opportunities for Vocational Education in Agriculture."
Julian M. Campbell—

(Continued from page 11)

Providing pre-employment instruction, such as, general mathematics and language skills, orientation, adjustment and maintenance where the need exists and where this type of instruction is not available at present.

Provisions for opportunities for students to engage in diversified practice activities or work experience either from their home farm, school farm, or other diversified production activities other than production farming.

Provisioning cooperative joint programs in agriculture distribution.

Vocational Agriculture for Persons who have completed or are completing 8th grade and are looking for full-time study in preparation for the labor market. Encourage establishment and expansion of post high school programs by providing:

Agricultural technicians training in area schools.

New teaching positions. Specialized training for teachers.

Further vocational curriculum work and special preparation.

Specialists to prepare instructional materials and coordinate the programs.

Vocational Agriculture for Persons who have completed high school, for the labor market and who need training or retraining to achieve stability or advancement or the occupation.

Instructon programs should be expanded and offering courses for adult farmers. Specialized courses of instruction for young and adult farmers may be offered in farm management and care of farm machinery, tractor maintenance, use and care of electric motors, welding, and perhaps livestock and crop production. Specialists may be needed to assist with or conduct the above courses.

Specialized training may be provided for groups in agricultural business, forest production, agriculture, such as, farm machinery service men, seed, feed, fertilizer and chemical dealers.

Providing Extension Services.

Through the provisions of the Vocational Education Act of 1963 qualified personnel may be available to provide appropriate services.

curriculum materials, state administration and leadership, program evaluation and research.

The present and emerging program of vocational education will require greatly increased numbers of specially qualified teachers to implement the expanded program envisioned programs in agricultural education.

A sound program of vocational guidance is an essential part of any effective vocational education program. Vocational guidance that can be strengthened through vocational guidance institutions for local counselors and by providing vocational guidance materials.

If the needs of students enrolled in agriculture in the future are to be met, instruction programs in vocational agriculture will have to provide more breadth and depth in light of the many changes taking place in the industry of agriculture. More basic units that have application to all segments of agriculture will be taught. In certain departments of vocational agriculture, particularly those in or near urban areas, greater emphasis will be placed on ornamental horticulture, supervised farming projects and art programs that continue to be the backbone of supervised practical programs but no student will be in agricultural principle and to get a basic understanding of their work experience, either on a farm or in a related agricultural business. Teaching of specific subjects and basic unit lessons plans should be prepared to help technicians strengthen their instruction programs.

An adequate state administrative and supervisory staff is necessary in order to conduct and maintain an effective comprehensive program in agricultural education. As present programs are expanded and new programs developed, additional members will be needed in order to provide needed assistance and adequate supervision.

Evaluation is an essential part of any educational program and must be an integral part of the learning situation. The Vocational Education Act of 1963 gives emphasis to the need for evaluation by providing for periodic reviews of all vocational education programs.

Research, demonstrations and pilot or experimental programs are necessary.
The Agricultural Education Magazine—1925-1965

GEORGE F. EKSTROM, Teacher Education, The University of Missouri, Columbia

It was my good fortune to participate in a conference at the National Research Center at Des Moines, Iowa in 1928 when contacts were made with the Meredith Publishing Company in Des Moines. It was an expressed interest in providing a publishing service on the non-profit basis for such a magazine which resulted in the approval of the Agricultural Education section of AVA the first issue of which was published in January 1929. Thirty-seven volumes have since been published. A second issue was published in 1930, which resulted in the September 1932 issue. The series was thereafter reprinted in booklet form. The first series of special contributions was reprinted in 1938 under the title, "What is Agricultural Education?". This third series, concluded in 1940, was reprinted as "Contributions of Leading Americans to Agriculture." Some deviation from the sectioned organization of copy was initiated in 1946, with emphasis devoted to the special feature idea. In 1950 regional contributions were charged with responsibility for soliciting copy by geographic areas, which were subdivided for the matter designations. In addition, there are four editors assigned to cover special areas—Teachers, Non-Teacher Editors, Professional Organizations, and W. B. Ross, Wyoming, Farm Shopwork.

The basic structure of operation of the magazine has been simple and efficient. A few years ago, the Managing Editor's office was added to the Managing Editor's office for the management of the magazine, however, this has expanded considerably. A section on this topic was added in 1930, with further expansions during the second period to include Supervisors, Principals, Teachers, School, and Book Review. The structure thereafter became more complex, with changes in management except for adjustments in title designation.

The second volume was terminated in June 1929, so, in order that succeeding volumes might continue to contain reflections involving certain of the traditional areas—a list of contributors and Farm Shop, Farming Programs for Supervised Practice, and Farm Loan Classes for Part-Time Students. A second section on Supervision was added in 1945.

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Leader In Passage of Vocational Education Act of 1963

Congressman Perkins is serving his eighth consecutive term in the United States House of Representatives from the Seventh Congressional District of Kentucky, ranking Democratic Member of the House Education and Labor Committee; Chairman of the General Subcommittee on Education. As Chairman of the ranking Education Subcommittee, Congressman Perkins sponsored and brought to a successful vote the Vocational Education Act of 1963 which has expanded the old and inaugurated a new federal program for vocational education.

Congressman Perkins obtained his early training and education as a farm boy in rural, Knott County, Kentucky. As a school teacher and part-time farmer, he operated a small farm which he still owns. His continued interest in agriculture is reflected in the fact that he continues to operate his own farm in a small way and now owns another farm, which he operates on a somewhat larger scale. His duties have cut back on his agricultural activities, but not his interest in the problems faced by the farmers.

He has actively supported the expansion of the agricultural vocational education program along with other vocational education activities. He considers agricultural vocational education as the principal hope for our farmers due to the fact that farmers have been slow to accept new methods and many of their problems are related to the fact that new types of farming, including specialized farming, have made it quite difficult for the old style all-around farmers to continue their operations.

He is the author and sponsor of the Youth Conservation Corps, as a means of providing employment and training for young men who are unemployed and out of school. The Corps would be employed in conservation work in State and National parks, public lands, and forests. The major provisions of the bill have been included in the President's anti-poverty legislation.

He has been an outspoken advocate of student aid programs including Federal scholarships, work study and student loans, and is the author of the work-study program in the Vocational Education Act of 1963 which was also included for students on the college level in the amendments to the National Defense Education Act, October 1964.

Through Congressman Perkins' insistence in the House of Representatives and his work as a member of the House-Senate Conference Committee on the 1964 amendments to the National Defense Education Act, Federal financial assistance to elementary and secondary schools was extended from the subjects—science, mathematics, and modern foreign languages to include English, Reading, History, Geography, and Civic. He is also one of the sponsors of the Appalachian Development Act.

A preliminary survey of attitudes and practices of 100 elementary school principals was undertaken. Thirty per cent responded. The results presented below are, therefore, not to be considered indicative of any trend, only suggestive.

It is quite clear that the elementary school principals who responded to this survey enthusiastically endorse the institution of broadly based vocational education programs for the elementary school.

Declaration of Purpose

"— TO MAINTAIN, EXTEND, AND IMPROVE EXISTING PROGRAMS —

TO DEVELOP NEW PROGRAMS, SO THAT PERSONS OF ALL AGES IN ALL COMMUNITIES WILL HAVE READY ACCESS TO HIGH QUALITY, REALISTIC, VOCATIONAL TRAINING OR RETRAINING (In Light of Actual or Anticipated Opportunities for Gainful Employment) SUITED TO THE NEEDS, INTERESTS AND ABILITIES (Of these Persons)."

— Vocational Education Act of 1963

Featuring Philosophy and Objectives