Stories in Pictures

Gilbert S. Guiller
Ohio State University

President Sam Shmuel left and Executive Secretary James Wall right make plans for NYATA opening session.

E. L. Sparkvill, Training Department Manager, Teacher & Implement Division, Ford Motor Company, was keynote speaker at opening of the 1966 NYATA convention in West Palm Beach, Florida.

Three vocational agriculture teachers each won a $500 cash award from Chese, Filer & Co., Inc. of New York for outstanding contributions to his year's national FHA services in poultry, dairy, and livestock farming. From left A. J. Adull, Public Relations Director for Filer's Agricultural Division, Tuxedo, New York, teacher of vocational agriculture and winner of the Dairy Award, Rose V. Brown, Greenwich, New Tivasa, Vocational Agriculture teacher at Stowing Prairie, Minnesota and winner of the Event Farming award, June W. Trentad, Greenlith, Ohio and winner of the poultry award, and Sam Dreesen, Russell, Kansas, outgoing President of the National Vocational Agricultural Teachers Association, Inc.

Ralph Glumsted, senior teacher of Vocational Agriculture at Battle Ground (Washington) High School since 1944, points out plans for the summer program to Superintendent of Schools, Harold Johnson, while Pat Alleyne, the assistant vocational agriculture teacher, looks on.

Featuring—Planning Summer Programs
Summer Programs May Be the Key

The pioneers who saw the need for summer programs as part of local programs of vocational agriculture were due more credit than usually given. It may be that the summer program has been the major difference in vocational agriculture and other public school programs. Certainly the fact that the teacher of vocational agriculture was a year-round citizen of the community was a major factor in establishing vocational agriculture as a year-round program of the local people.

It needs to be remembered that in the early days when the year-round programs were established, all other public school programs were generally limited to the September-May school year. In most places the principal of the high school was not on the payroll during the summer, therefore not in the community. In fact, frequently the teacher of vocational agriculture was an elected member of the school faculty in the community during the summer months.

Apparently, through the years, most teachers have made effective use of the summer months in further developing the local programs of vocational agriculture. Supervisory visits to the homes of students, adults as well as boys, have been the major means of teaching during the summer months.

There is no substitute for a home visit, if the teacher wants to make his teaching relevant to the home situation.

If enrollment and programs have changed to the extent that the summer months are no longer the effective program of vocational agriculture, as some are suggesting, then the next step will be an academic year program. A logical result of such an event would be the end of vocational agriculture as an effective force in the local community.

The Regional Conferences

The Regional Conferences in Agricultural Education are dead.

This statement is not as disturbing to some as was the recent declaration that "God is dead". However, if the demise of the old regional conferences means to do to 40 years, the Regional Conferences in Agricultural Education served as the major forum of communication and professional improvement for the majority of supervising teachers of educators. This was particularly important for the younger members of state staffs, many of whom are not on programs at AEA or other national meetings, and rarely get to attend at all. So, it would seem that an effective program for professional improvement through the years would be kept in operation until a better approach has been identified and developed. Certainly, three needs are to be identified: what is expected to take the place of means of professional instruction and communication across state lines.

The Regional Conferences in Vocational and Technical Education, inspired by the first time early in 1965, were supposed to offer a better approach. Based upon the new system, they were to be active in the board, considering major problems and trends in all areas of vocational and technical education programs, as well as professional improvement conferences, they failed. As information conferences, they were at best, only moderately successful, by any criteria. The entire program was planned and executed largely by U.S. Office of Education personnel, who at the time was partly due to the hurried preparations for the conferences following final passage of PL 87-51.

However, a similar pattern was followed for the 1966 conferences. Nothing had been said in the states about these conferences until after the middle of January, a month away from the opening conferences. Pioneering conferences involving vocational leaders all over the country

*Continued on page 544*
The Regional Conferences are Dead

(Continued-from page 243)

cannot be effectively planned on such short notice. Evidence of the
U.S. Office attached to the skeleton program covering this fall of
would be made to notify programs participants of their
program is planning?

Even with better programs, the question remains, can the success-ful
Regional Conferences in Vocational and Technical Education
substitute for the old Regional Conferences in Agricultural Education
as the major means of professional improvement outside of one's home
state? The answer seems clearly to be NO. First, attendance is limited
and is apparently by invitation of the State Directors. The only
way which seems open to making these conferences of professional value to all
in Agricultural Education is to work with AVA and make these "Group
AVA Conventions". Whether an old group would take time to plan and
participate in 5 such conferences in addition to the annual convention is
not known. It could be supposed that they could take the time if the Direc
tors and the Staff of the Division Vocational and Technical Education
could spend 9 weeks in the conferences and what ever time they take to
take them.

Certainly it is clear that Dr. Walter Arnold and his staff do not want the
Regional Conferences in Agricultural Education to be held, and they
have been successful in killing them. If this is so, and it happens that I
have recently collected considerable evidence that it is, then it would
seem that Dr. Arnold and his staff would assume the responsibility to
provide better opportunities for professional improvement of state-level
leaders in Agricultural Education. If they cannot do it, they cannot do so,
or at least not block such efforts.

Cayce Scarborough

Letter to Editor

Dear Cayce:

Since you and I have both now turned the corner and are heading down the
final stretch toward retirement, I find that I heartily approve your
measure of the mood on the editorial page, that our colleagues are to be
prized because they are being denied the pleasure of reading one of my own
writings.

Consequently, I am submitting an article which I do hope you will have the
good grace to publish.

Out of my many long years of quality experience, I find a good many tales
which I would like to share with our readers. I plan to send you one each
month, covering such topics as "Ways to Achieve as a Scientific Supervisor
and Teacher and The Creative Educational Expansion." Let me assure you that it is a
great pleasure to join the ranks as a publisher just before printing.

Cordially,

M. E. Noble
Professor and Head
Farm Life Department

Themes for the Agricultural Education Magazine

August - ORGANIZING PROGRAMS IN MULTIPLE TEACHER DEPARTMENTS

Major differences found in multi-teacher situations. Research in these
trends. Division of responsibilities. Does the multi-teacher situation differ
from the one-man departments? Will the one-man departments disappear?

September - PLANNING SUPERVISED PRACTICE FOR ALL STUDENTS

Emphasis on all students. Impress upon students the value of
experience in conferences of the advancement of the conference.

October - IS ADULT EDUCATION GETTING LOST IN THE SHUFFLE?

Are we still in the business of adult and young farmer education?

by magnifying study questions and
other hand-out materials to
give students, time is needed
for teachers and students. Beads
are made and copies run
during the summer months.

4. Reference materials and visual aids.
Order reference materials and
visual aids for classes. Films
and filmstrips can be scheduled in
advance due to the great demand for
good shows. Here again much planning
must be done. Films that
arrive off the teaching schedule
will have little value. Selecting films appropriate for the unit being
taught is of paramount importance.

5. Recruiting:
Visit prospective students and
their parents. This practice will
help the teacher do a better job of
planning, especially for the
first-year student. An attempt to
keep him happy and interested in what
is decided for the summer,
and make this desirable in many

1. Popular office hours:
Meet at least once each day
at a definite time, preferably
in the morning, in the office. This
time could be utilized to answer and
the correspondence, and to better plan
the day's activities.

2. Validating teacher opinion:
Visit all-student classes either in
their farm barns, homes or experi-
ment programs to offer advice and
instruction as needed. In addition,
the manner and subject matter
offer many opportunities to see if improved prac-
tices taught in the classroom, shop,
and laboratory are being put into
practice. Summer is a good time
with young and adult

3. Course calendar, lesson plans,
teaching aids:
Course outlines and lesson
plans should be made for each
class. Time and thought should
be required to do a good job.

This work could well be one of the
most important phases of the
summer program. Lack here over the
past year and decide which units
will make this year's study, which units
will not. Summer meetings at school, summer
and what i n d i c a t e d is:
If developing teaching materials

A. Holickiewicz, Yo Yo Teacher

4. P.F.A. - Conduct P.F.A. officer training
programs and hold chapter meet-
ings. The summer months offer an
early time for togethers to have fun
and plan much of the year's program
of work. More time is available for newer officers to become more
familiar with their duties and responsibilities. Also, planning meet-
tings will be required for P.F.A. events such as state conferences and
conventions.

7. Professional improvement:
Teachers should strive to im-
prove themselves to become more
efficient and effective. Growth
study during summer months is
usually permitted. Many short
courses and workshops are offered,
and the teacher should invest him-
sell at these opportunities.

(Continued on next page)
Summer School, A Must for 1966

N. K. QUARLES, Teacher Education, East Texas State University

For many years, we have heard that vocational education is at the crossroads. There has been one crisis after another, but the teachers have always risen to the occasion and handled the problems at hand with great skill and to the satisfaction of people concerned with the program. I believe that an intelligently, intelligent enough and capable of handling the new problems as they arise.

The 1963 Vocational Education Act was a great boost to vocational education in the United States. It was intended to strengthen and improve the quality of vocational education and to expand the vocational education opportunities in this country. It was the type of program that many teachers had looked forward to, but it found many unprepared to assume the responsibilities that it places upon us.

More Training Needed

In the fall of 1965, Texas had approximately 50,000 teachers with A.B. degrees who were teaching without a new lease on life.

Summary

No attempt has been made to cover all the different activities that need and are carried out during the summer months. In planning your summer work, the writer suggests you first list all required or fixed dates such as final examinations, short courses, workshops, etc., and then plan your work and work your plan.

Should your program leave something to be desired, take a look at the possibilities of increasing your work and decide whether these "embarrassing" questions had any justification.

In-Service Education – A Teacher Need

J. C. MCCLINTON, Yo Ag Teacher, Oxford, Alabama

Vocational Agricultural Education will improve as those who teach it acquire new knowledge and skills necessary to improve their performance. Rapid changes in all phases of our society challenge us to constantly improve. Most of our society's mechanical devices eventually become out of date and obsolete. Teachers will find themselves in the same category unless they take advantage of new knowledge and skills that are available to them in in-service programs.

New Needs

Each year vocational agriculture teachers are confronted with new situations which call for new knowledge and skills other than those they already possess. They can learn these new skills and knowledge by attending in-service programs. In-service programs are necessary for maintaining professional growth and upgrading the skills of the teacher.

Professional development, so important a part of the teacher, can be stimulated and encouraged by thoughtful in-service programs.

Summer Tours Can Be Effective

CHARLES T. MILLER, Graduate Assistant, East Texas State University

For many years vocational agricultural teachers in the United States have taken their students on various kinds of educational tours during the summer months. Some have been worthwhile and have grown in popularity and demand, while others have been a waste of money, time, energy, and a source of trouble for the teacher who sponsored the trip.

Purpose

Like all other phases of our program, we must evaluate what we are doing. A teacher and his pupils will want to decide if the proposed tour is really worth while. Here are a few of the many questions that must be answered:

1. Is the tour to be educational in nature?
2. Will the tour benefit a large percentage of the students or only a few?
3. For what purpose is the field trip being planned?
4. If the tour is successful, will it fit all the purpose for which it was intended?

Planning

If this is an FFA activity, the committee and the FFA advisor should plan to make sure that any plans provided in the following weeks in advance of the proposed tour. Here are some of the details that must be worked out:

1. Route of travel and things to see. On a short one-day tour this may not be much of a problem, but on an extended tour, it would be very important. Major items of equipment will furnish maps and materials showing the route and shortest route to any place in the country that you may wish to visit.
2. Transportation must be adequate, safe, and economical. A good school bus is hard to beat.
3. If a bus is used, the driver should be experienced, friendly, properly licensed and have an excellent driving record. He must cooperate with the advisor.
4. Each student must have proper financing and make his deposit well in advance.

Minor releases should be on file several days in advance for each student getting ready to leave.

A blanket insurance policy should be taken out for the entire group.

If the boys are to camp-out, adequate cooking equipment should be provided. This is often available to schools through the War Surplus fields.

If host schools are to make arrangements for the students, an understanding must be had about time of arrival, facilities used and departure data.

Guided tours at department stores, ranches, farms, industries, parks and other places of interest must have prior approval.

Any tour, be it short or extended, must have the approval of the local school administration. It must be well paid for and the school officers and the community.

Summary

An educational summer tour can be worthwhile if it well planned and properly supervised. The length of the period will be determined by the needs of the participants, but length of the trip and how long the members can be spared from their work. But for a boy who has been seeing farming or ranching outside his own community, a good summer tour can be very educational as well as recreational. Why not give it an honest try and evaluate your results? It may provide something to remember that they cannot get out of books or from any other sources.

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Eye Protection in School Shops and Laboratories

W. FORREST BEAR, Agricultural Engineering, University of Minnesota

Eye protection and safety laws have been written to protect eyes. The cost of work accidents in industry alone in 1961 averaged nearly $600.00 per worker, including both direct and indirect costs, as reported by Williams (4) in 1964. Industry has been concerned about safety and eye protection, thus laws and regulations have been passed. These laws, generally, did not apply to schools and State Labor Commissioners did not have the authority to enforce the law in schools. Schools have been lax in recognizing the hazards in chemistry classes, carpentry, welding, metal and automobile shops as well as other vocational shops. The hazards are present and an accident could cause permanent eye injury.

The National Society for the Prevention of Blindness contends that at least one-half of all blindness could have been prevented (1). Four percent of all on-the-job injuries claimed under the Workmen's Compensation Law in the State of Minnesota in 1964 were eye injuries. The average medical cost and wage compensation alone amounted to over $400.00 per case and over $2,000.00 for a permanent disability. With a high incidence of permanent injury, eye injury cases proved to be among the most costly of all disabilities (2). A recent study by Schaefer (5) and Brown (6) under the direction of Act No. 116 of the General Assembly of Pennsylvania passed on July 15, 1962, has emphasized the need for proper eye protection devices in schools. This study was conducted in 1962. It was reported that the cost of proper eye protection devices must be borne by students, teachers and visitors to the shops, and the cost of proper eye protection devices must be borne by schools as hazardous by the new law:

1. Use of hot, caustic, or explosive materials.
2. Working solids involving milling, drilling, cutting, grinding, etc.
3. Tempering, heat treatment, or hardening of metals or other materials.

Guidelines for Planning and Conducting Cooperative Work Experience Programs

HAROLD ANDERSON, Assistant State Supervisor, Colorado

The value of adequate and realistic occupational experience has long been recognized by agricultural educators. The increase in the number of school-age children entering small agricultural occupations has created many problems as to how to provide occupational experience for these children. Many school agricultural experience programs are now being provided by means of cooperative work experience programs. The philosophy underlying concepts of cooperative work experience are similar to those of the traditional work experience programs. However, the placement of students in agricultural businesses and industries is made more effective because the student's experience involves some facet which are not common to the experience of students on farms or ranches.

The Study

With the above considerations in mind, the writer undertook a study to identify guidelines for local teachers and administrators to use in planning and conducting cooperative work experience programs. The study was conducted at the University of Minnesota. In the study, the writer used three instruments:

1. A written local policy statement should be developed to help in administrating cooperative work experiences.
2. An advisory committee should be organized to give guidance and direction to the teacher-coordinator.
3. A survey of the agricultural businesses and firms in the community should be conducted before students are placed in training stations.
4. Systematic and comprehensive efforts should be made to promote the program to school personnel and the public.
5. A well planned and systematic method of selecting training stations which will consider the specific responsibilities of the program and ensure the best possible training environment for the student.
6. The school should have a definite plan for recruiting and selecting students that conform to local school policy and satisfies cooperating employers and meets student needs.
7. A concerted effort should be made to instruct the teacher-coordinator in the important aspects of the program and the employer and the student are considered when a student is placed for employment in a training station.
8. A written training plan which lists the responsibilities of the student, the employer, and the teacher should be developed for students placed in cooperative work experience programs.
9. Adequate and appropriate facilities should be available in schools conducting vocational cooperative work experience programs.
10. The school should provide sufficient instructional materials to supplement the teaching of related classroom instruction and reference material related to the area of work in which students are being trained.
11. The related classroom instruction should be organized and planned so as to provide the information and experience which is not taught on the job. The program should include the practical and theoretical aspects of the various activities and programs associated with planning and conducting cooperative work experience programs.
12. Distributive Education teachers from 20 states and Tenure and Induction in 1967 should be involved in developing cooperative programs in 17 states were also included in the study. The results of the study were substantiated by non-parametric statistics and correspondence to the questionnaire. This represented 83 percent of the teachers who responded to the questionnaire. The conclusion was that the importance of the tentative list of guidelines that were developed by a review of the literature and

(Continued on page 251)

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(Continued on page 251)
What Adjustments Should Vocational Agriculture Make to Better Serve Adults Under The Vocational Act of 1963?

G. S. Zimmermann, Flossmoor, Illinois, vocational agriculture teacher, is one of those who have put into practice the broader opportunities and responsibilities given to vocational agriculture education under the Vocational Act of 1963. This year he had the good fortune to teach his first adult class for business and professional men of the Flora area who have an interest and need for agricultural knowledge.

The Act gives vocational agriculture the opportunity to provide needed knowledge and skills in agriculture in their work rather than just instruction in a classroom. Much of the time and effort in planning new programs to serve this broader objective has been directed toward the high school and post-high school programs of vocational agriculture. Adults have had few suggestions for broadening what has been one of vocational agriculture's most efficient programs of instruction—the adult education program. This phase has been more efficient because the classes have been almost each year and have been nearly 100 percent employed in agriculture.

In March, the Township High School, located in Clay County, Southern Illinois, serves Flossmoor, which has a population of 5,000 and 157 square miles of the farming community. The high school enrollment is about 500 students and 37 enrolled in the high school phase of vocational agriculture. Zimmermann, a vocational agriculture instructor for 23 years, has taught the high school classes and tried to serve the needs of adults. In the fall, he found it was possible to attend adult classes each year.

New Course

The new course Mr. Zimmermann is now teaching is a plan for adult education in agriculture for one or more reasons.

Winter has traditionally been the season for adult education classes in vocational agriculture to avoid the rush work seasons of farmers. Although this class was offered in the fall, it was well attended. It appears these business and professional men also prefer winter as the time most convenient for attending classes. If vocational agriculture is to serve the needs of all adults in the area, skilled knowledge and skill in agriculture, it appears these special teachers, in addition to the vocational agriculture teacher, will be needed for adult classes in the winter.

Mix Classes

There are also opportunities to conduct classes in a variety of agricultural courses. When asked what type of classes these men preferred, they were divided about the 16 to 12. Most preferred classes which included an average attendance of 17 members. At the ninth class meeting, Zimmermann gave an information from the newspaper to the 17 members to evaluate the class and to be used as a guide to planning future classes for the following year. An advisory committee was used in planning and recruiting class members. Ten of the class members were contacted by this group. The other six found out about the course through the newspaper or the agriculture teacher. In the past, advisory committees for adult classes have been used with good results. It would appear that there are an even greater need for this type of help when classes are planned to serve persons other than farmers, who need instruction in agriculture.

Reason for Attending

When the sixteen class members were asked the reason they attended this class, eleven indicated that their reason was for personal or professional benefit. In the business, they represent a high percentage of farmers. Eight of the farmers were owners of farm land, and twelve of them learned various aspects of farming. Eight of the farmers were owners of farm land, and twelve of them learned various aspects of farming.

A young teacher of vocational agriculture can assume the responsibility for furthering adult education in the community where he is located. The Superintendent of Schools is not the person who should initiate the adult education effort. Sincerely wishing to see a realistic plan for the adults (who had been interested in agricultural education) graduate and work with the students at the college, they thought the school Superintendent was in favor of adult education. Each of these persons realized that the ‘old gentlemen’ was in favor of adult education. Each of these persons realized that the ‘old gentlemen’ was in favor of adult education. Each of these persons realized that the ‘old gentlemen’ was in favor of adult education. Each of these persons realized that the ‘old gentlemen’ was in favor of adult education. Each of these persons realized that the ‘old gentlemen’ was in favor of adult education.

Therefore, the teachers were faced with a problem, and they could be faced with a problem of this type. The problem came to the attention of the school Superintendent, who then attempted to make the best of it. A number of efforts were made to have six members from the community who were commercial livestock feeders, join the group. This was not successful, after trying for several years, the group decided to call four other persons, the teachers, and make the services of a district sales representative for commercial livestock feeders, who told the teachers he had a good idea on ‘something’ which he would do. The group was sometimes relieved to have a speaker, but were not sure that the presentation would be interesting even though he knew of few people in the community who were commercial livestock feeders. However, this was the highest class.

Another rather small group of people who came out to the meeting could be expected to be interested. Rain, or was also a good ‘television’ night, in fact only two people attended. The speaker explained the virtues of having an extended office hours, and the next meeting.
Meeting Camp Liability Insurance Needs

J. M. CARTER, Director, New York State F.F.A. Camp, Lyons Falls, New York

Those of us connected with a camp are well aware of the various kinds of insurance available for the protection of the organization, for the protection of the individuals connected with the camp in various capacities; and to meet the needs of the campers. These kinds of insurance are:

1. Workmen's Compensation
2. Fire (also extended coverage, including wind and earthquake)
3. Federal Insurance Contribution Act (Social Security)
4. Sickness and Accident, including in-patient care
5. Comprehensive General Liability, including vehicles

This article will be concerned primarily with Liability Insurance, which is the most expensive and, possibly, the most misunderstood. Webster defines "liability" as "the state of being responsible for a loss." In today's world, we are all aware of the needs for this kind of insurance.

Most business organizations are incorporated under the laws of their own state, or some other state. It is my understanding that one of the main reasons for incorporating is to prevent one or all members of the board that controls the organization from being personally responsible individually, or collectively, responsible for any eventual losses, whether they be from debts, or from a negligent act. However, a legally incorporated business, such as an FFA Camp, may be sued by a camper, parent, or the general public. Therefore, Comprehensive General Liability Insurance is needed to protect—

1. The organization
2. The directors or members of the governing board
3. The employees

Negligence must be evident or proved before an insurance company will pay a liability claim. The important thing is that the insurance company will protect your interest by making their own investigation of a claim if made, provide legal advice, and pay claims as justified.

1. The first, and probably the most important, is premises and operations. This covers all premises owned, rented, leased, or controlled by the assured, including automobiles on the premises. It covers all camp operations, including hiking, hunting, fishing, boating, games, swimming, etc.—whether on or off the premises. Additional charges are made for some of these activities.

The premium is based on per hundred camper days; number of boats or canoes, number of outboard motors; etc. For our New York Camp, the annual cost is approximately $60.00 for each 150 camper days; $60.00 for each boat or canoe, and $60.00 for each outboard motor. We do not have any riding horses, the liability insurance for each animal would be about $60.00 annually, with a maximum $500 charge for a part of a season...

2. Elephants—Most camps do not have elevators, but the word "if any" shall appear on the policy, and in case we have an installation that in a year an audit made by the Carrier would show the cost to charge for such, and the assurance would be protected under the conditions mentioned above.

3. Independent contractors—Here again this item should appear on the policy in the proper place on an "if any" basis. For example:

A contractor is hired and paid $50.00 for each building or any part thereof built off the main camp. The employer party probably would sue both the contractor and the camp insurance as the assured. The premium would be determined by the assured.

On all, the Carrier would charge a premium, if any, and the camp would be protected. It is highly recommended that all persons hired to perform service by the Carrier, like cobblers, carpenters, etc, have their own insurance and furnish you with a certificate of same, both liability-wise and compensation-wise.

4. Products coverage—Chains for claims are remote, but there should be placed in the policy, as the premium charge is about $100.00 per year. This protects camps from claims arising out of service or purchase arising after the camp has left the premises, or from anything made at camp and taken home. It also contains an injury—such as wood chips, etc. Most Carrier's will not put this on a basis. Either a premium is charged for it, or it is excluded.

5. Coverage of a policy on an "if any" basis. For example, this would cover the following classes of contracts—a lease of premises, easement agreement, and elevator maintenance agreement. It is always a good idea to inform your insurance carrier of any written contracts. Usually there is no charge for the bond if they are listed in the above mentioned category, there would be no coverage even on an "if any" basis if the premium was not charged for them. It is important to remember that if the word "if any" appears on the policy to cover elevators, and independent contractors, protection is in force as the cost would be billed when the policy was written.

The limits of the liability are becoming increasingly important. Additional coverage is not too costly, and I would suggest that bodily injury, whether by automobile or not, should be at least $100,000 per person. And from $300,000 to $500,000 for each accident.

As of May 1, 1936, policies will be written to state per occurrence, instead of per accident. This is a good idea, as the court would no longer be divided in awarding damages.
Factors Related to the Enrollment of High-School Boys in Vocational Agriculture

HERBERT H. BRUCE, Teacher Education, University of Kentucky

A study "Factors Related to the Enrollment of High School Boys in Vocational Agriculture" made in Kentucky in 1965 revealed some interesting information.

A total of 242 enrolled agricultural enrollment in Kentucky has been increasing each year, the study revealed that some boys who had an opportunity for supervised practice were not enrolling. The study also revealed some boys who did not have an opportunity for supervised practice were enrolling. (Supervised practice in this study was used to designate the practice in farming carried out under the supervision of the teacher of agriculture.)

J. M. Carter

(Continued from page 253)

Both of these coversages can be related to government's need for an approximate $30,000 annual minimum premium, and it proved invaluable.

Conclusions
1. Comprehensiveness General Insurance Liability in as a "must". At-date school insurance for each sex has no real market, thus there is no real demand for this type of insurance.
2. Be sure to list the limits of liability are high.
3. Have one Carter write all of your liability insurance in one policy. If you have a large operation, it may be cheaper, but more important, there is less chance of canceling an important item of coverage.
4. Insurance Laws are not the same for all states.
5. Work closely with your local insurance agent. He knows your needs. State Insurance Law allows.
6. Also, many insurance companies have safety engineers who will visit your farm, to advise you on how best to eliminate hazards, though even protection is important, it is especially important that we operate our crop in such a manner that the caretakers are insured. The caretakers are insured, to be sure to have an insurance policy that will cover an adequate amount of insurance.

Vocational Agriculture Enrollment in Kentucky, by Years

<table>
<thead>
<tr>
<th>Year</th>
<th>High School</th>
<th>Young Farmers</th>
<th>Adult Farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>131</td>
<td>3,409</td>
<td>3,679</td>
</tr>
<tr>
<td>1969</td>
<td>131</td>
<td>3,677</td>
<td>3,806</td>
</tr>
<tr>
<td>1970</td>
<td>131</td>
<td>3,808</td>
<td>4,006</td>
</tr>
<tr>
<td>1971</td>
<td>131</td>
<td>3,999</td>
<td>4,100</td>
</tr>
<tr>
<td>1972</td>
<td>131</td>
<td>4,000</td>
<td>4,200</td>
</tr>
<tr>
<td>1973</td>
<td>131</td>
<td>4,100</td>
<td>4,300</td>
</tr>
<tr>
<td>1974</td>
<td>131</td>
<td>4,200</td>
<td>4,400</td>
</tr>
<tr>
<td>1975</td>
<td>131</td>
<td>4,300</td>
<td>4,500</td>
</tr>
<tr>
<td>1976</td>
<td>131</td>
<td>4,500</td>
<td>4,700</td>
</tr>
</tbody>
</table>

Factors Which Influenced Boys to Enroll in Vocational Agriculture

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>3,409</td>
</tr>
<tr>
<td>1969</td>
<td>3,677</td>
</tr>
<tr>
<td>1970</td>
<td>3,808</td>
</tr>
<tr>
<td>1971</td>
<td>3,999</td>
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<tr>
<td>1972</td>
<td>4,000</td>
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<tr>
<td>1973</td>
<td>4,100</td>
</tr>
<tr>
<td>1974</td>
<td>4,200</td>
</tr>
<tr>
<td>1975</td>
<td>4,300</td>
</tr>
<tr>
<td>1976</td>
<td>4,500</td>
</tr>
</tbody>
</table>

Agriculture in Community and Junior Colleges

A Layman's Point of View

JAMES W. SELMAN, Associate Professor, Voc., Tech. & Practical Arts Education, Auburn University, Auburn, Alabama

Can those of us interested in quality programs of agriculture look to the community or junior college as an institution in which such programs are likely to flourish? If your answer is affirmative, what are some of the major problems that must be solved before quality programs of agriculture can be expected to develop?

Advantages of Junior College Programs

Snep and Woodin, in a recent study of 1965, made a study of 101 programs in the state of Alabama. Of these, 30 percent of the public junior college argued that the junior college was the only college that could offer a curricular offering. Since many states, such as Alabama, are beginning their junior college programs as well, will probably offer additional courses in agriculture—what are these programs offering agronomic programs in the community or junior college?

1. Many states have, or are in the process of establishing, community or junior colleges throughout their states. These institutions are recognized as institutions of learning, and are offering college level work in many curriculum areas.
2. One of the great advantages of community or junior colleges is their ability to offer courses for both the taxpayer and student. These institutions are usually less expensive for the taxpayer than are other colleges and universities, because the state or federal government normally provides dormitories, research facilities, and expensive, professional and graduate programs.
3. Junior colleges are usually located in small towns, where the tuition fees are lower, and because students can live at home, expenses in food, clothing, and other expenses are about $2,500.
4. Junior colleges offer a variety of opportunities to students with diversified interests and aspirations.
Supporting Education Among Vocational Programs

GLENN Z. STEVENSON, Teacher Education, Penn State University

The recent state studies of competencies needed by persons to enter and advance in agriculture have brought about many changes in how training in agriculture is provided. The changes in business, office, and trade areas for retail sales are dealt with in another article which is now in press. The state studies identified three core areas as follows:

1. Agriculture and related occupations
2. Business, office, and sales areas
3. Home economics and related occupations

In several states the competencies that employers were asked to rate included general and applied skills in agriculture and business, as well as in sales and marketing. The competencies that were rated in the three states included:

- Understanding of general and applied agriculture
- Understanding of general and applied business
- Understanding of general and applied sales
- Understanding of general and applied business and sales

The competencies were rated on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. The ratings were then used to develop a model for training programs in agriculture and related occupations.

Factor Analysis of Competencies

Factor analysis was used to determine the number of factors that could be identified from the competencies that were rated. The analysis resulted in the identification of four factors:

1. Agriculture
2. Business
3. Sales and Marketing
4. Home Economics

The factors were then used to develop a model for training programs in agriculture and related occupations.

The Educational Mix and Its Teaching

It is likely that educational programs in agriculture and related occupations are more closely related to the concept of an educational program than to an occupational field. Occupational guidance must be given in the company of a classroom teacher who can put the student in touch with appropriate educational programs and institutions.

References


Problems which need to be Considered

What are some of the major problems which need to be considered and solved? What are the potential benefits of successful agricultural programs? These are the questions that need to be addressed in order to ensure the success of agricultural programs.

TABLE 1

<table>
<thead>
<tr>
<th>Competency Factor</th>
<th>Business</th>
<th>Agriculture</th>
<th>Sales and Marketing</th>
<th>Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td>high</td>
<td>high</td>
<td>high</td>
<td>high</td>
</tr>
<tr>
<td>Salesman</td>
<td>low</td>
<td>low</td>
<td>low</td>
<td>low</td>
</tr>
<tr>
<td>Buyer</td>
<td>low</td>
<td>low</td>
<td>low</td>
<td>low</td>
</tr>
</tbody>
</table>

Note: High indicates a greater need for training; medium indicates a medium need for training; low indicates a lower need for training.

James W. Selman

(Continued from page 299)

rhaps good to be associated in common activities—general education courses, cultural activities, and recreational activities.

America's need for personnel trained in agriculture and related occupations in the future may be met by programs to be developed in several types of institutions: colleges, junior colleges, or vocational schools.

The community and junior colleges have been important in the development of agricultural programs. The community and junior colleges have been able to develop a strong agricultural program by attracting students from the local area. This has been a significant factor in the success of agricultural programs.

Problems which need to be Considered

What are some of the major problems which need to be considered and solved? What are the potential benefits of successful agricultural programs? These are the questions that need to be addressed in order to ensure the success of agricultural programs.

TABLE 2

<table>
<thead>
<tr>
<th>Group</th>
<th>Needs of Employees in Agricultural Machinery Sales and Service</th>
<th>Average Rating by Occupational Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: High indicates a greater need for training; medium indicates a medium need for training; low indicates a lower need for training.

(Continued on page 339)
When You Write That Article for the Agricultural Education Magazine

RALPH J. WOODIN, Teacher Education, Ohio State University

There are good reasons why each issue of The Agricultural Education Magazine should contain articles by teachers, and not just authors or teachers, representing the first hand experience for which there is no substitute, in agriculture or teaching. Such articles also represent new and recent experiences. We are all interested in what happened last week, last month, and last year, and articles and periodicals are usually more timely and up-to-date than reference books.

Writing offers advantages to the writer. Each issue of the magazine reaches the few thousand teachers of the field of Agricultural Education thereby permitting a wide distribution of new and important ideas. Professional teachers can take a concrete step in improving their profession. If he presents an idea to the editor of this magazine and other teachers across the nation, the profession will benefit. The teacher who writes also has the advantage of clarifying his own thinking and his ideas. Anytime that we write we present our ideas more accurately and precisely than in an oral presentation.

Why Not More Articles?

At the Miami NYATA convention, the question was raised, "Why aren't there more articles in the magazine which have been written by teachers?" The answers which were given should be helpful to those teachers who may wish to write for the magazine. The first reason that a limited number of teacher articles are used is that relatively small number can be handled by the Editor. Teachers just don't write as many articles as others. A second reason seems to be that some articles by teachers have submitted graduate papers, carbon copies of novellas to such for local papers or even clipping off some teacher articles have had publication only in one community or one state. Some teacher articles have repeated other articles which have appeared in previous issues. On the other hand it was pointed out that some of our most interesting articles have been written by teachers and that there is a very real need for articles by teachers in each issue.

Another observation was that some of the teachers who have the most versatile and interesting programs of vocational agriculture feel too busy to write about them in and if talk about them unless they receive specific encouragement from someone else. Perhaps the answer to this difficulty lies in the teacher himself, perhaps a small committee of public duty, singling out the members who are making news and helping them in preparing suitable articles.

Getting Started

Assuming that the teacher has decided to write an article, there are certain forms and procedures which can help him to get his article published. Here are some suggestions to writers for The Agricultural Education Magazine.

These suggestions to writers, although not part of the magazine which is the most useful and practical advice on the subject of writing and producing will occur approximately as follows:

1. Write articles which will have interest and value to the reader, a great many of whom have never read these articles before.

2. Avoid a "pastiche" or "mimosa" point of view. Remember you are writing on an important subject to which our 50 states as well as readers in most foreign countries.

3. Your article may be read by as far north as Alaska, so far as you may be so far as California, and as far east as Maine.

4. Write your articles especially for the Agricultural Education Magazine. Graduate papers, speeches, departmental bulletins, research publications, and articles from state publications should be rewritten in order to be appropriate.

5. Unless you are writing an editorial, keep your own personal opinion in the background, concentrating on what, where, when, who, why, and how.

6. Document your ideas. References to research, to books and periodical articles should be a necessary and pertinent part of your own ideas. Check back issues for the past four or five years and make sure that you are not repeating a previous article.

7. Whenever possible, relate your article to a theme. Themes are appropriate in the April issue for each coming year and in other issues throughout the year.

8. Provide appropriate pictures to illustrate your ideas. Pictures should be sharp and 5 x 7 inch glossy enlargements of professional workmanship. Captions must be correct and accompanied by the proper captions but do not post a caption that is or has been done so. Pictures need not be publication ready unless the first crop is submitted.

9. Include titles, numbers, and line drawings if appropriate.

10. Keep your articles brief and to the point. A good article should range from two to six double spaced pages. A good typewriter should space in one line with only one line of space and headings over approximately two times the length of the article. A four column article is a desirable length.

11. Use the upper 8 x 10 inch frame for the text, using 3 inches for the first row, say one inch for the first row, and about 3 inches for the first row, say one inch for the first row. The size of the article is doubled, and there is no limit to the size of the article. The size of the article is doubled, and there is no limit to the size of the article.

12. The background of the article should be one of the most important factors to be noted. The background of the article should be one of the most important factors to be noted. The background of the article should be one of the most important factors to be noted. The background of the article should be one of the most important factors to be noted.

13. Articles should be typewritten and double spaced. This should also be true of figures and other information. Figures should be of high quality and should be double spaced.

Suggestions on Pictures for Illustrating Articles

Pictures are important because they get the reader's attention and direct it toward an idea. The following suggestions will get your pictures published.

1. The picture should be an idea well chosen. The reader will get the point with a minimum of irritation in the cut line.

2. Teachers, students, and others should be shown in action rather than posed. An appropriate cutout of interest such as a bulletin of even, a social life, or a boy saving a classmate in school is instructive. Pictures of people doing things and getting involved is more important than pictures of people looking at pictures or being photographed.

3. Outdoor pictures are preferable to inside pictures. When pictures are taken indoors, however, the flash is often too strong, the color too strong, and the color too strong.

4. A limited number of people should be included in the picture. For most pictures, not even three to four people should be shown so that facial expressions can be seen. This suggests that close-ups taken from life are particularly important. When including three or four people, the head of the group may be more effective than showing the entire group.

5. The background of the picture should show some agricultural characteristics such as the land, for example, animal, small animal, vegetable, and home animal. Pictures from the south might show such regional characteristics as hedges, apple trees, Spanish moss, and cotton.
What’s Happening in Ag Ed Across the Ocean?

Have U.S. Agricultural Educators Been too Busy at Home to Look for New Ideas and Innovations Abroad?

Theodore Bulla

A look into the foreign journals to which U. S. agricultural educators contribute little or no effort may be a perfect score. Zero It is nearly this when it comes to reporting the agricultural educational scene in other countries.

For too many years agricultural educators have acted as if they not only invented agricultural education, but also owned the patent.

Communication simply does not exist between United States and foreign programs. Good, sound, honest questions need to be leveled at college advisors and the inhabitants of the “think tanks” of vocational education across the ocean. It is a period that has been left virtually untouched by research. Why haven’t you felt a need for creating the communications networks for a mutual exchange of ideas between our country’s programs and others? Why?

De Tooneaville, to my knowledge, did not mention words on describing agricultural education. However, the interplay Frenchmen of the 1800’s did paint a word picture which elicits the present situation and can be applied to agricultural education. He went on to say:

“An American should never be led to speak of Europe, for he will then probably display presumption and very foolish pride. He will take up these crude and vague notions that are so useful to the ignorant all the world over. But question him about his own country, and the cloud that dimmed his intelligence will immediately dispense...”

De Tocqueville

Vol. 1, page 318

A dynamic agriculture simply cannot support patrician attitudes when it comes to the training of its personnel.

Quality European Programs

The agricultural education programs in foreign countries are increasing. Map-in-hand, a few adventurous agricultural educators are starting off on their own. The impression must be made even from Europe is one which would be graded “lucky.” European agricultural industry is clothed in quality from Cyprus to Oslo. From Austria’s Le Hanle, extra fancy peaches from Berlin, the veal on the white marble counters of Copenhagen and Liechtenstein—all are a sign of the specialty of what Europe has been up to for the past 40 years.

These dynamic programs are devoted to the United States by an ocean. Even the smallest constructive effort is to be aimed at that some of this program was made without U. S. knowledge and assistance.

Upon closer study one often finds almost entirely different systems operating within the same country; this compounds the number of problems.

Problems in Documentation

With a large hole exists in the documentation available on current European programs. What does exist often times only consists of statistical tables. Most agricultural programs are extremely similar in nature, but not always the same. The reader is faced with his own judgment as the sole source in construction programs; a dangerous and unfair proposition for researcher and country in question.

European researchers are not as hesitant as their American counterparts to publishing results of program success. The result is an absence of important data.

Most of the studies reported are the combined result of several years. Often times these reports are published by editors without personal observation. On other reports have been filed after short visits. This places the reader at a distinct disadvantage. Not only is he forced to scratch

TABLE 1

Selected Pictures of Secondary Agricultural Schools and Enrollment in 1949

<table>
<thead>
<tr>
<th>Country</th>
<th>Full-Time Enrollment</th>
<th>Including Resident Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>5,516</td>
<td>68</td>
</tr>
<tr>
<td>Norway</td>
<td>2,240</td>
<td>2</td>
</tr>
<tr>
<td>France</td>
<td>4,600</td>
<td>223</td>
</tr>
<tr>
<td>Germany</td>
<td>200,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Netherlands</td>
<td>9,900</td>
<td>136</td>
</tr>
<tr>
<td>Sweden</td>
<td>2,251</td>
<td>77</td>
</tr>
<tr>
<td>Yugoslavia</td>
<td>15,523</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: In the year counted, 1949, there were over 300,000 students attending short courses in the listed countries plus Greece and Italy.

(1) Includes winter courses.
(2) Programs lasting from one to four years.
(3) Including 34 mobile units, not included 14,000 students obtaining vocational training in agriculture as apprentices.

Speaking of Numbers

A glance at Table 1 gives an indication of the magnitude of the European agricultural education on the secondary level. What it does not show is the immense number of short courses fitted to local needs. Each country has a different program. Each program has its own course.

For glumness but he is initially rob filing for program and experimental programs.

Informal questioning of European educators (Continued on next page)


The Educational Organization of the United Nations (UNESCO) is a division, headed by Mr. Nicholas, which deals with agricultural education around the world. The problem with UNESCO’s material is that much of this material is internal and not available for general circulation. Personal visits and conferences with staff members of UNESCO are sug-

Elementary Horticultural Schools—Senior Dutch agricultural schools for students attending six years of elementary education have substantial enrollments of girls. All students live at home and receive daily meals in the school laboratory.
to our problems needs an elite. An awakening is being called for. It is suggested that mistakes could be avoided which would have been numerous months if this avenue of study would be pursued. Certainly this step can be written into pro-
grum. The lack of manpower and the money is not the problem it once might have been. Let us get started.

Summary

In closing, let us turn our attention to the ideas, innovations, and practices that are currently used in European agricultural education with success. By glossing over a few of the areas of interest it is hoped that the reader will feel free to develop or provoke the thought which he can focus on for further investigation.

1. Residential Schools. All but one country listed in Table I carry agricultural secondary schools which are residential. Direct inquiries and personal visits can provide valuable information in the planning of U.S. residential agricultural schools.

2. Job Profiles—Job Analysis. Yugoslavia is one of several countries with agricultural schools offering several course options based on job analysis. Job profiles have been in preparation for about four years. Much of this work closely parallels what is being done here at Michigan State University.

3. Pilot School Farms. The Nether-
lands has developed a series of practical school farms which provide a broad view of directed work experience in special areas for students. These farms serve several schools with extension personnel teaching the coursework in some instances.

4. Teacher-Farm Adviser. In Lux-
emburg, Sweden, Austria, et al., the teacher at some point in his teaching career displays the farm adviser from a period of several months each year to once every three years. This dual role serves in-service education and "breaks up the routine." The Netherlands experience is being followed.

FERA OFFICIALS

For teachers only

Only a few $3 left for best letters on "What I Expect from My Professional Magazine.

Send directly to the Editor.

BOOK REVIEWS

RAYMOND M. CLARK

Michigan State University

BRAUNER, Joseph S., Programmed Teaching: A Symposium on Auto-

Book review: Mr. Braun has drawn upon the experience and knowledge of thirteen educators in two areas: developing and editing an informative, compre-
hensive book about one type of automation in education. The book is not a series of articles outlining the virtues of programmed instruction, but is a serious, well written overview of the advantages and disadvantages. A sampling of the thirteen different chapter head-
titles are as follows:

Teaching Machines: Six Donkeys and Two Ax Handles

Teacher Education and Teach-
ing Machines

The Programmed Textbook or the Teaching Machine?

Automation and Culturally Deprived Children

Instructional Television

Each chapter has a selected bibli-
ography and many of the essays have a short annotation.

This book should be welcomed by individuals developing educational edu-
cation research projects utilizing program-
med instruction as it provides a theoretical base for programmed ins-
struction as well as practical examples and needs of previous work. How-
ever, it is not limited to researchers in education and vocational personnel at all levels of education. This book can benefit from its timely and partic-
ular statements relative to program-
med instruction.

Jim Hammerschmidt

Michigan State University


"Foreign Agricultural Trade" is a collection of the writings of leading academic thinkers and trade practi-
tioners. These writings give an overall description of current trade agreements and the theoretical framework and how it may be used. Now, new viewpoints on foreign policy, the past and costs of various trade programs, trade restric-
tions, trade stabilization agreements, the effectiveness of the General Agree-
ment on Tariffs and Trade in regard to the expansion.

The book is designed to acquaint students, teachers, and interested lay persons with a variety of opinions con-
cerning our country's foreign trade policies. Writings were selected in the basis of their significance relating to actual problems, present and future; their representation of the scholarly progress of the past, and their coverage of most viewpoints in the major areas of foreign agricultural trade. Over 80% of the content was originally published since 1960. "Foreign Agricultural Trade," sub-
title being "Selected Readings," should be a valuable reference source for any-
one with a basic knowledge of econo-

ics who wishes to learn more about the all-important field of im-
ports and exports.

Robert L. Tooze is Chief of the Trade Statistics and Analysis, the Agricultural Development and Trade Division, U.S. Department of Agri-
culture. He has spent many years in research of foreign agricultural trade, and he has traveled exten-
sively viewing U.S. trade policies in action.

—Guy E. Thums

Michigan State University

Editor's Note: While Ray Clark is on leave to develop curriculum materials, Guy Thums and Jim Hammerschmidt have been assuming responsibility for Book Reviews. Thanks—CUS
Stories
In Pictures
GILBERT S. GUINER
Ohio State University

Gothembourg, Maryland Vocational Agr. students complete a landscaping unit and planting underway on the school grounds.
photo—J. Pepe

Michigan Vo-Ag teachers learn cherry tree propagation, fuchsia, and mechanical harvesting as a part of a recent seminar.
photo by Tomem

Rhode Island teachers of Agriculture are shown erecting the frame for a plant greenhouse at their annual convention. The completed exhibit effectively pointed out the rapidly increasing importance of plant science in the agricultural education programs of the Northeast. Left to Right John T. Sawyer, Schenectady High School, Saltville; John H. Bull and Albert

Montana Vocational Agriculture teachers and supervisors evaluate the total program of Vocational Agriculture in a community.

EVALUATING THE YEAR'S WORK

Featuring—