**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.</td>
<td>Editiorial</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Letters to the Editor</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Training Provided in Agricultural Distribution</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>An Ag-Business Pilot Project</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Vocational Education for Tomorrow's Agriculture</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Learn from Others</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Teachers Must Work with Counselors</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Former Editor Retires</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Dimension Project Underway at Pipeman</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Competencies Needed in Landscape Gardening</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Experience Program Better Then Superintended Farming Program</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>A Work Experience Program Meets Two Needs</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Teaching Farm and Non-Farm Boys in Same Class</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Southern Region Plans for 1966 Conference</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Teachers Should Be Full Members of Leadership Team</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Yo Ag Teacher Gets National Honor</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>NYATA News and Views</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Teach Electric Wiring to Adults</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>New Programs in Agricultural Labor Relations</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>From U. S. Office of Education</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Book Review</td>
<td>72</td>
</tr>
</tbody>
</table>

**The New Occupational Mix**

Everyone (nearly) agrees that some changes are needed to help us "see" and develop programs for occupational education. Furthermore, everyone agrees that the old categories of vocational education—Ag, DED, III, etc., are no longer adequate. Furthermore, the traditional assignments of any one category needs some adjustment. In vocational agriculture, we are concerned with agricultural occupations including farming, but much more than farming. However, when each of the traditional areas of vocation begin to expand, there is likely to be overlapping. For example, Sales and Services for Agricultural Equipment is a large and growing occupational field. In this Ag or DED Of course, this question becomes more as more than it does the young man interested in securing the training he needs to succeed in this field. It is a real-life question to leaders in vocational education and must be answered.

Apparently, there are many answers to such questions of broadening and overlapping of traditional programs in vocational education. This writer would like to suggest a possible guiding principle the following statement in developing local programs of vocational education: Try to ascertain the vocational needs of the people in the local school district, at the level of those in schools. Begin (as the Vocational Education Act of 1965 suggests) with an analysis of the occupational education needs of "everybody." Then develop the program of vocational education which will come nearest meeting these needs. Such a program would likely be a combination of the traditional programs rather than trying to offer all of these separate programs. This means that in many situations a teacher of vocational agriculture (since he is frequently the only vocational teacher already there) may need to include areas other than agriculture. (Such as Sales and Services, as mentioned earlier.) However, it is extremely important that the teacher observe two points in developing such a program:

1. The broadened program overlaps each vocational field, official support should be made for securing a teacher in this field. (In D.E., in the example used above). Second, if the teacher in the related field, should be made available. Again using the example above, the teacher of vocational agriculture expected to handle the teaching for Sales and Services, and Ag teacher would receive in-service training from Ag and Sales people. Such a program is developing.

Unless such considerations are given to these broadened areas of teaching, we will have "everyone teaching everything." If this happens, this writer believes that vocational education will lose its greatest single asset—qualified teachers for specialized areas of education.

**Why Off-Farm Agricultural Occupations**

Much is heard these days about including Off-Farm Agricultural Occupations in vocational agriculture. National, regional and state conferences have been held. Many research projects have been planned and done. Reports have been written and distributed. Workshops and short courses have been held for teachers. Hundreds of man-hours have been devoted to the teaching of Off-Farm Agricultural Occupations. Why?

Apparently there is a general feeling among educators that the answer to this question of why is already in. In teaching the Farm club and discussing with as many interesting teachers as possible, there seem to be several rather different answers. This is possible, of course. If you are trying to sell something, it is good if the article for sale can actually meet many different needs. For example, if you are selling (Continued next page)
Letters to the Editor

To the Editor:

The editorial on “The Decline of Agriculture” by Thomas L. Devine (Agricultural Education, September, 1965) is a disturbing piece of writing. It is not clear why the author feels the need to attack agriculture and its practitioners. The editorial raises concerns about the decline of agricultural education and the perceived decline in the status of farmers and their role in society.

I believe that agriculture is an essential part of our economy and society. It provides food, fiber, and fuel for our nation and the world. Agriculture is a dynamic field that constantly adapts to meet the needs of a changing world. It is important for students to be educated about agriculture so that they can make informed decisions about their careers and the future of our food system.

I am concerned that the author’s tone and language may be off-putting to some readers and may not accurately reflect the diverse perspectives within the agricultural community. It is important to have open and honest discussions about the challenges and opportunities facing agriculture, but these conversations should be respectful and constructive.

I encourage the author to consider revising their editorial to reflect a more positive and inclusive perspective on agriculture.
In Virginia

Training Provided in Agricultural Distribution

Pilot Program

E. F. WILSON

MOBIS WITTEN

Distributive Education Coordinator

Wytheville, Virginia

Vocational training for agriculturally related-distributive occupations is a new venture in Virginia. A survey made in 1965 in the area served by the George Wythe High School, Wytheville, Virginia, revealed the need for such training. This survey had several unique characteristics. First, it was initiated by the Head of the Vocational Education Department, Virginia Polytechnic Institute, with the enthusiastic support of the state supervisors of agricultural education and distributive education. Second, those who participated in the planning and making of the survey included the Head of the Vocational Education Department, Virginia Polytechnic Institute; the Superintendent and Director of Instruction for the Wythe County School System, the principal, guidance counselors, and teachers of vocational agriculture and distributive education at the George Wythe High School; and members of the agricultural education and distributive education staffs at Virginia Polytechnic Institute.

Sixty-one agriculturally related-distributive businesses in the Wytheville, Virginia, area were interviewed by members of the agricultural education and distributive education staffs of Virginia Polytechnic Institute in cooperation with the administrative and teaching staffs of the George Wythe High School. Data were gathered by interviewing the manager of each of the firms. The 61 firms included in the survey employed 1,708 persons and needed 136 additional employees at the time the survey was made. Officials of these firms expected to increase the employment by 76 per cent in the next two years. The need was not being met by the regular high school vocational agriculture and/or distributive education courses.

Enrollment: Enrollment is limited to not more than 15 students per class.

Selection of Students: Eligibility is determined by a committee consisting of the guidance counselors, vocational agriculture teacher, and distributive education coordinator.

Supervised Practicum: Appropriate directed work experience or supervised practicum will be arranged for each student enrolled.

Content: The content of the course is designed to help the student gain the knowledge, skills, and attitudes needed for successful entrance into occupations in agriculturally related-distributive businesses.

(Continued page 69)

Three Years’ Experience

An Agri-Business Pilot Project

In Pennsylvania

NORMAN K. HOOVER, Teacher Education, The Pennsylvania State University; J. THOMAS WEYANT, Distributive Education, Pennsylvania Department of Public Instruction

Approximately 400 vocational agricultural students in 25 Pennsylvania high schools were introduced to agri-business ten-week pilot program to provide the kinds of training that the findings of the survey indicated were needed. The following is a brief description of the course:

Title: Agricultural Distribution.

Length: Two years.

Credit: One unit of credit each year.

Students: The first-year course is open to sophomores and juniors. The second-year course is open to seniors and seniors who have completed the first year of the two-year course.

Purpose: The course is designed to meet the vocational needs of students interested in preparing for career opportunities in agriculturally related-distributive business. It is for those individuals whose vocational needs are not being met by the regular high school vocational agriculture and/or distributive education courses.

Pilot Project Goals

1. To develop a cooperative Vo Ag—DE program.
2. To provide training opportunities in marketing and distribution for rural youth.
3. To determine the feasibility of creating a state-wide program of this type in rural areas.
4. To test a cooperative Vo Ag—DE program in an area vocational school.
5. To determine the amount and kind of training needed by local vocational agriculture instructors to enable them to prepare students for positions in marketing and distribution.

Getting the Project Underway

A productive agricultural area identified with active all-day and young-adult vocational agriculture programs was selected for the project. Three high schools with two teacher departments of vocational agriculture, well qualified instructors, and comprehensive programs were chosen. The schools selected were Chambersburg Area High School, Chambersburg; Juniata County High School, Mechanicsburg; and Shippenburg Area High School, Shippenburg. The teachers had special training in distributive education and were not expected to teach any agri-business subjects during the project. They were, however, expected to help with the project in an advisory capacity. J. Thomas Weyant, a teacher with experience in both business education and distributive education, was project director.

The project got underway, a survey was conducted to determine present opportunities and co-operating businesses. Students were interviewed to determine interest in this type of training program. Vocational agriculture students who expressed interest were selected on the basis of:

1. At least 16 years of age.
2. Completed high school grade 10 or 11.
3. Interest in the program.
4. Lacking means to enter production agriculture.
5. Demonstrated ability to profit from this kind of training.

The First and Second Years

The students selected for the pilot study attended scheduled vocational agriculture. Two of their 10 periods per week were taught by the project coordinator. They were also scheduled for a minimum of 15 hours of occupational experience per week outside of school time. During the first year, 11 boys were placed in feed and grain cooperatives, farm machinery dealerships, tractor dealers, packing plants, and greenhouses. An average of 11 hours of actual work experience was attained during the first year for which students were reimbursed at the minimum student-learner wage.

The instruction received within the school from the project coordinator included job seeking and interviewing, required records, a job training, and maintaining good human relations, functioning of selling, and a brief review of business English and arithmetic.

The curriculum for the second year was similar to that of the first year, but included information about agricultural occupations and the marketing of farm products. Enrollment for the second year was 17. The following report at the end of the second year reflected the opinion of the project coordinator, the teachers of agriculture, and school administrators in the three schools.

General Observations and Conclusions

1. In most cases grades in other subjects of students taking agri-business held steady or improved over previous years.
2. Disciplinary problems involving those students were greater than in previous years.

(Continued page 69)
Some Agree

Vocational Education
For Tomorrow's Agriculture

ROY E. HUFFMAN, Dean of Agriculture, Montana State College

Public education in the United States has been a highly successful educational program and has made major contributions to the economic development of the United States. The associated Future Farmers of America program has done much to develop leadership among young men in rural areas. The success of these programs has resulted in considerable agricultural education in the high schools.

We have never engaged in an activity that has been of more interest to other teachers, counselors, and parents. We were asked from the first questionnaire to the last one, working the past years that we have been a counselor, Lowe, counselor in our school, conducting such a study.

The purpose of the study was to establish a new educational program and to make changes needed to further prepare students to cope effectively with problems encountered after graduation from high school. Questionnaires were mailed to the 138 graduates of the 1959 graduating class. Many respondents took time to write letters commending the study for making the study and offering suggestions.

The major findings are summarized as follows.

1. Learning to get along with others was considered to be the most important experience gained in high school.

2. The value placed on subject matter was directly related to employment responsibilities. The students working as secretaries rated English higher than girls employed in occupations where language usage was required. Boys who completed vocational agriculture and were farming placed a higher value on the subject than those in non-farming occupations.

3. Girls placed a higher value on English than boys, however, the reverse was true for mathematics.

4. Bank in class would have been a reliable indicator for predicting which members of this group would attend and graduate from college.

5. Loss of interest was the major reason given by boys for dropping out of college. Marriage was the main reason given by girls.

6. Helping students solve educational problems was believed to be the greatest counseling need of students, vocational education was second and personal and third.

7. About one-half of the boys and two-thirds of the girls had definite ideas about a vocational choice while in high school.

8. Walking into a place of business and applying for a job would not have been comfortable for respondents received their first jobs after graduation from high school.

9. Girls tended to be better satisfied in their present jobs than boys.

10. It was generally believed by respondents that a vocational counseling service available when they were in school would have been helpful to them in the role of the more capable students.
Training Program  

Dimension Project Underway  

At Penn State  

Landscape  

W. J. Brown, Jr. and G. M. Love, Teacher Education,  
Pennsylvania State University  

Komansky  

Determining  

Competencies Needed in Landscape Gardening  

Instruction  

George E. Yerman, Head, Landscape Gardening Dept.,  
Norfolk County Agricultural High School  

Waltham, Massachusetts  

Traditionally, the curriculum of vocational agricultural schools has been oriented and heavily weighted in the animal sciences. For example, the typical program has not provided incentives on the State and National levels for recognition of achievements in animal husbandry and crop farming. 

This year, a new project is being designed to determine the opportunities for employment for vocational agricultural students, and the competencies employers thought essential for the student worker to obtain through occupational experience. The question was designed into a form of questionnaire. 

National and State surveys were mailed to nurserymen, landscape gardeners, and garden center operators. Forty replies were received within a period of four weeks. 

Thirty-six of the respondents replied that they would hire students of vocational agriculture under a cooperative training program. Relative to the number of students the firm employs, 60 percent replied that they would employ one or two; 25 percent stated three or four; 5 percent said five or six; and 10 percent were uncertain as to how many, if any, they might employ. Four of the forty respondents stated they would not hire a vocational agriculture student. 

Thirty of the firms had previously hired vocational agriculture students. 

Findings  

Sixteen competencies were listed including such nursery operations as pruning and shearing, identification of plants, and retail salesmanship. Employers were asked to check the degree of competency they expected before placement for occupational experience. 

Space was provided for comments and ratings of the importance they considered. 

Results of the survey revealed that there are many opportunities for students of vocational agriculture to receive on-the-job training throughout the year with landscape gardening, garden center and nursery firms in eastern Massachusetts. However, there is a definite trend toward hiring older students. The Child Labor Laws may be a factor. Employers prefer to hire students of years ago and older. This creates a problem in finding placement opportunites for freshmen and sopho- 

mores to gain occupational experience. 

Physical strength and endurance was considered a necessary characteristic by a large number of firms. Students with a farm background, especially those students with an urban background, are to find student workers to facilitate contact and materials are preferred. A large majority of employers desire part-time student workers. 

Trends in the practice of the operation of power cultivators and propagation of plants are very important in the preparation of a student for further training with horticultural firms. Most of the comments included tips and hints such as courtesy, willingness to learn, and interest as the most important factors expected in student employees. 

Much to my surprise, the study revealed that time and time should be devoted to plant propagation skills as has been my custom. This opinion, along with units being devoted to farm practices through contact with employers in the fields of ornamental horticulture, will influence me in adjusting the curriculum. 

As a result, knowledge and skills essential for gainful employment will be emphasized in my presentation of the training of landscape gardeners.
Experience Program Better Than Supervised Farming Program

FRANK C. PEARCE, University of California, Davis

Many supervised farming programs, as they exist, are inadequate to meet the needs of young people in agricultural programs today. Society is in a state of continual change, yet many programs are based on the assumption that things were twenty years ago. Too many have failed to take into account the implications of change, such as: the decreasing opportunity to begin and advance in the occupation of farming, the proportion of land used for purposes other than farming; the increased complexity of acquiring and operating farm equipment, which has sharply curtailed the project aspect of "growing into farming." This number of students in agricultural programs is increasing, but many of these individuals are not interested in farming as a vocation; changing technology and advancing automation, which has altered the make-up of the demand on the labor force; recent legislation providing a broader interpretation of the federal programs. The importance of agricultural training is not decreased by these changes. Rather, these changes indicate that agricultural training is more necessary than ever before. However, the present type of program does not reflect the importance of agriculture, but the need for changing emphasis from production to encompass the broader implications of the term agriculture. It seems evident that research is needed in the present concept of supervised farming programs. The problem is what changes should be made to fit today's programs to meet the needs of modern day youth?

1. Elimination of the phrase supervised farming program from today's agricultural programs. This phrase suggests a production oriented program, yet the experience program should encompass the total field of agriculture, not only farming, which is the common misconception of the current phrase. The term experience program is suggested as one which includes the broad nature of programs that are designed to provide experiences that are consistent with the needs of the individual.

2. Experience programs must be designed to meet the needs of all students in the agricultural program who: may enter some phase of agriculture as a vocation; may enter some phase of agriculture as a part-time occupation dependent upon agricultural training; seek advanced training in agriculture; seek an occupation not directly related to agriculture. The advancing program must be designed so that all interested youth may profit in accordance with their individual goals and abilities.

3. The outcomes of an experience program should be greater than the sum of separate units of experience programs. A project does not equal an experience program, nor does holding a job on a farm equal an experience program. In any case, the experience program includes one or more units of experience programs. Although these parts of the experience program are separate, the comprehensive experience program should include an opportunity to learn work habits and attitudes; serve as a source of motivation to learn about the total agricultural production operation; learn how to work effectively with other people; become familiar with the scope of the opportunities in agriculture.

4. The effective experience program should have a wider application than the local community. Communication and transportation technology, plus the mobility of today's society, demand that the experience program have application beyond the community to broad geographic areas.

5. An experience program is not derived from the curriculum, but rather supersedes the curriculum. In too many cases the experience program is simply an extension of the general curriculum. This in turn tends to perpetuate experience programs which are in flexibility and rigor narrow in scope, a basis which is inadequate for the effective experience program. The experience program should add to and expand upon the learning experiences provided in the curriculum.

6. The keeping of records per se is not a part of the experience program. Record keeping should be a meaningful educational experience that will contribute to the present and future needs of the student. Records kept simply for the sake of maintaining an illusion of time consuming and too often of little educational value. For many of our students we have emphasized the procedure and neglected the purpose. Record keeping should serve as a means to an end, rather than an end itself.

7. Planned supervision must be an integral part of the experience program. It is imperative that the experience program not be a haphazard experience. It must be organized with a clearly definable purpose and provide for continuity. It must be such that the teacher and the student will work together cooperatively, in order to determine and meet the needs of both. This means that supervision must be provided in order to direct, structure, and evaluate the progress of the student to the student of the experience.

8. There should be no limits on the nature of the agricultural experience programs offered to students. The same principles which should vary from program to project to job placement, to occupational location. The individual who with the supervision, may create his own experience program. The fact that experience is what is even more important, is that the experience program be an integral part of the curriculum as a whole.

The work experience program started with a single high school. One need was to put a strong school farm program on a completely educational basis. The other was to take care of a number of boys that had very little opportunity to work on the school farm, one of the younger boys was given the opportunity, under supervision, until he demonstrated that he could proceed on his own. The jobs were chosen to be done by the remaining boys was many and varied. We obtained a contract to build two very large machine trailers. Since the school had just completed a football stadium and football field we asked for the job of making and leveling two large parking lots, landscaping, and also building 2,800 feet of cyclone fence around the entire area.

We met each morning at the school to plan the day's work. If the boy who was working on the school farm had no problems, he proceeded to work. The teacher's aid gave the other boys any needed instructions before going to work for the day. He then worked with the boys until they had completed them for the rest of the day.

If any piece of farm equipment was required or overhauled during the day, the machinist was brought to the school shop for repairs. Because of this program, the shop was open some of each week and students came to see the school experience program, could come in to repair some of their home equipment. Several farm boys in our agriculture program utilized this opportunity.

The two boys that worked for fences were making a fence in the school yard. The other boys who worked on the school farm were paid by the F.F.A. We felt that agriculture was the school, the district paid them. Thus, besides the invaluable experience that fence workers received, the senior boys also earned wages for the work accomplished.

Evaluation

When the program was finished this fall, we evaluated it in several ways. How many boys did we use in the shop? What did they learn, and what was accomplished? Three boys became completely competent in complete machinery on the school farm; six boys worked in the shop, landscaping, and five in the field. The skills practiced and learned included welding, construction in metal and wood, transit work, land leveling, farm machinery and fence building which included lining up, building fence rows, pouring concrete, and putting up the fences.

The work accomplished included two large four-wheeled trailers, one which was the first piece of equipment on both county and state fair, 2,800 feet of cyclone fence constructed, two large lots leveled, one building completely razed, one combine overhauled, and a field topsoiled, moved, and recombined.
Teaching Farm And Non-Farm Boys In Same Class

R. W. CANADA, Teacher Education, Colorado State University

How may a vocational agriculture teacher in a one teacher department enroll and teach both farm and non-farm students with agricultural interests and aptitudes and carry them in the same classes through the senior (or junior) year? Such a plan shows promise of a possible organizational and scheduling plan. Adaptations should be made to conform to state plan requirements or be given prior review to see if such classes might be organized and conducted as a “pilot” program.

The emerging program of non-farm agricultural occupations brings a new challenge and opportunity to vocational agriculture teachers. They are faced with students having agricultural interests and aptitudes. Fitting programs into the daily teaching schedules presents a pressing problem to teachers of vocational agriculture in single teacher departments. A large majority of in-service agriculture teachers are already fully engaged teaching high school classes of vocational agriculture.

A teacher of vocational agriculture who expects to add a class or classes in non-farm agricultural occupations might well explore with his school administrators, the possibility of being relieved of teaching a part or all of any academic subjects for which he is responsible. A second step involves an appraisal of student interests and aptitudes, possible training stations for work experience, and administrative interest and support for the program.

It is recognized that the agricultural occupation classes in specialized training areas such as training nurserymen, tractor mechanics, machinery repairmen, and the like may be taught by a competent local specialist who may be interested in special vocational classes in these areas and not under the immediate supervision of a vocational agriculture teacher.

Suggested Four Year Curriculum Design Vocational Agriculture And Agricultural Occupations Classes

Vocational Agriculture I (Freshmen)

Minimum of 35 minutes daily for farm and non-farm students.

Teach: Agricultural Science, Farm Mechanics, FFA co-op for six months of supervised practice on home farm, farm placement, School Loan Laboratory or in April business.

Vocational Agriculture II (Sophomores)

Minimum of 35 minutes daily for farm and non-farm students.

Teach: Agricultural Science, Farm Mechanics, FFA and provide for six months of supervised practice on home farm, farm placement, School Loan Laboratory or in April business. During the second semester teach a six week unit on Careers in Agricultural Occupations.

Voc. Ag. III & IV (Juniors and Seniors combined in same class).

Subject matter alternated yearly.

For the first year of operation of the program

Teach: Farm and Home Planning, Farm Management, Machine Management, Livestock and Crop Management, Farm Mechanics, and FFA for 20 weeks of the school year, two periods daily, to both juniors and seniors in a combined class. For the last six weeks of the second semester the class for two periods daily Orientation to Agricultural Occupations, followed by summer cooperative work experience for the junior and possibly certain seniors.

The instruction in Orientation to Agricultural Occupations would provide the necessary background to enable students to secure summer employment on a cooperative work experience basis in Agricultural Occupations. Juniors would then be ready for the Special Class for Agricultural Occupations for the senior year.

For the second year and succeeding years of the operation of the program.

During the last six weeks of the second semester the Juniors and Seniors will meet together daily for a period, preferably the first period of the class on farm management, livestock and crop management, farm mechanics, machinery management, and FFA.

During the second period of the class the Juniors will be given instruction in Orientation to Agricultural Occupations followed by summer cooperative work experience in agriculture or on farm mechanics or other activities in agriculture or on a cooperative work experience basis in Agricultural Occupations. Seniors will be assigned to study at home (shop under supervision) to work on individual or group management problems related to their supervised farming programs of farm mechanics.

Special Class in Agricultural Occupations

This class may be comprised of seniors and early post high school students. The class may be organized (1) on a pre-placement basis for one or more 35 minute periods daily depending on the vocational interest of students or (2) on a cooperative work experience basis providing for at least 500 clock hours of cooperative work experience per year during the senior or junior year, or (3) on a cooperative work experience basis providing for at least 300 clock hours of cooperative work experience per year during the senior or junior year.

R. W. Canada (Continued from preceding page)

Southern Region Plans for 1966 Conference

Shown here are the plans for the Southern Régional Conference for 1966-67. They are, left to right: J. M. Baker, Vice President; G. C. Cope, Director; T. W. Thrasher, President; and R. S. Ewing, Secretary-Treasurer. These officers were elected at a business meeting in November and arranged to develop plans for the Annual Regional Conference for the Spring of 1966.

In 1966-67, the plans include a program Planners for High School Students to be presented to high school students in the region. This program will be developed with advice and guidance from the Conference Board of Directors. The plans also include a program for the development of a regional curriculum for vocational agricultural education.

The program for the 1966-67 Conference will focus on the development of a regional curriculum for vocational agricultural education. The program will be developed with advice and guidance from the Conference Board of Directors. The program will include a plenary session on the development of a regional curriculum for vocational agricultural education, followed by breakout sessions on specific curriculum topics. The program will conclude with a roundtable discussion on the future of vocational agricultural education in the region.
Teachers Should Be Full Members Of Leadership Team

LEO L. KNUTT, Teacher Education, Montana State University

What about making the agriculture teacher a full-fledged member of the team? He needs to be invited to become a member. He is already quite a grown boy.

He has a national organization founded in 1948 at the AVA Convention. In 1965, the AVA has a full-time Executive Secretary. The national organization is staffed with Regional Vice Presidents, each State has an Agricultural Teachers Association. Each level of organization has official on the district basis with a program of work, implemented by meetings, projects, and newsletter as well as an individual matter of responsibility. W e have both individual and corporate leadership in our cooperating teachers.

Leadership from our agriculture teachers is a going concern. In many respects it has been just the tip of the proverbial iceberg. It has proven to be "a mine of potential". It is true, it has always been invited to sit in on AVA meetings and the U.S. Office of Education and at the National Center for Vocational Technical Education. These" sit-ins" are fine—let them implement them more as full-fledged normal duties. Agricultural education has been at the crossroads, so to speak. It is embarking on a wider horizon of inclusion in agriculture and related occupations. Teachers can be a powerful force in making a success of the "New Image" for Agricultural Education.

There are distinguished leaders among the State Supervisors with names such as Hurl, Sutton, Faulkner, Walker, and McMah, Teacher educator names of distinction such as Haas, Hooker, Sutherland, Flipp, Peterson, and Bender, Local teacher-leader names heard often are Johnnes Wall, Darke, Howey, Page, Sten- zel, Dewey, and Widge. U. S. Of- ficials of the State Leaders Council include Hunscher, Gray, Nielsen, and Tenney. National Leadership leaders comprise a few such as Parvue, Howey, and Page.

Stevens. A number of "big" names escaped the above list.

The key role that teachers play is often not fully understood. If they develop a program, they can say, "This is the way it will be done. Let's get all behind it."

Supervisors, teacher educators, and agricultural education "handicap" the "New Image" and the "New Approach" so desperately needed in areas of Agricultural Education at all levels.

Yo Ag Administers National Honor

Mr. W. A. Frey
Yo Ag Instructor
Cousley, Minn.

Dear Mr. Frey:

Congratulations.

Your exceptional work in behalf of cooperative responsibilities and leadership, your American Way of Life has been singled out for recognition in Washington's Distinguished Awards Jury as an important, professional contribution to maintaining order in the land. This is a token of your achievement. It is my pleasure to inform you that you have been selected as one of the 1965 Valley Forge Teacher Medalists. I send these greetings in behalf of the Trojans and Offices of the Freedom Foundation at Valley Forge. Your personal and civic action will be carried out in your home community. The awards are being sent to you.

This is no call to America today. It is a call to the present and future. To the profession of our people based in the institutional Republic, now under assault by world communism. By virtue of your selection, Freedom Foundation is delighted to bestow this proper recognition on you. We feel it is the most outstanding service beyond the call of duty in helping our country. It is the most outstanding service beyond the call of duty in helping our country. It is the most outstanding service beyond the call of duty in helping our country.

One of the names on your list is Mr. John Waters, President of the United States, who has no name on the list. John has a number of traits to his liking, and if that is not the case, it is difficult to find a situation better suited to him by changing locations.

The Valley Forge Teacher Medalists are increasing in number and diversity, in number of multiple teacher departments, area-technical schools, and other types of school organizations. It is expected that each teacher may do more and better in the area of his greater capabilities. Opportunities of this type would be more prevalent in the more densely populated areas of the United States.

Another possibility for the further development of special interests is the type of "tea" or social meeting. With the group of teachers present, there should be a number of excellent ideas for new courses. In con- sideration of the fact that the teacher is expected to expect the type of changes in his local chapter, he should definitely have a voice in the planning. He can well do this. If he has a delegate, by helping the delegate understand the situation and informing him of the business to be conducted at the national meeting.

Even though it is too late for specific suggestions to be consid- ered at this year's convention, local advisors should be aware that the NVATA has an FFA Relations chairman who annually reviews suggestions from the state association as part of the NVATA Program of Work. Any member may submit them to the state and upon their acceptance, they will be forwarded to the FFA national association, the NVATA. This is a regularly established channel through which members may call their requests known to the National FFA staff.

It is appropriate to say it is the belief of many NVATA members that local advisors should have representation on the National FFA Board of Directors. It is hoped that this belief will soon become a reality.

The New Occupational Mix

A tremendous threat, and a chal- lenge for us all. In the limited time, there is no question that there may be problems with this plan. However, generally the outcomes are not as serious as perhaps the group has been operated on a full-fledged scale. This is because in the planning, there is no longer the need to have the use of facilities, the planning process may be taken care of in an efficient manner. It may be more efficient than previously. The plans may be developed to the point where the local teacher might not be able to offer his own services.

Many fine articles have been written, and many more will appear in this and other professional journals, on program development for varying situations. There can be no question that the teacher who is willing to read widely and to participate in the many fine professional improvement offerings of the state universities, the conference, the in-service classes, can well find a suitable place in the emerging new breed of agriculture teachers.

Reorganization of the FFA

Now that the time for another national FFA Convention is rapidly approaching, it is time to think of the changes being wrought by the reorganization of the FFA. It is very likely that by this time much information has been disseminated concerning the proposed changes. State occupational agriculture teachers associations have been informed of proposed changes and new officers made by the National FFA Study Committee and possibly these will be discussed at state and regional meetings.

The local advisor being at the head of the group must at least be interested and be able to direct and shape the group. He should have a number of excellent ideas for new courses. In con- sideration of the fact that he will be expected to present the situation and changes in his local chapter, he should definitely have a voice in these changes.

Teachers who have attended and are encouraged to plan to make the most of these training sessions. Those who have not attended are encouraged to plan to make the most of these training sessions. Those who have not attended are encouraged to plan to make the most of these training sessions. Those who have not attended are encouraged to plan to make the most of these training sessions. Those who have not attended are encouraged to plan to make the most of these training sessions. Those who have not attended are encouraged to plan to make the most of these training sessions. Those who have not attended are encouraged to plan to make the most of these training sessions. Those who have not attended are encouraged to plan to make the most of these training sessions. Those who have not attended are encouraged to plan to make the most of these training sessions.

The National NVATA Convention

The National NVATA Convention, in conjunction with the AVA annual convention, will be held in Madi-son, Wisconsin, from Monday, November 4 to 11. NVATA sessions will converge on Saturday, December 4, and will continue into the following week with Agriculture Division and AVA meetings scheduled in a number of locations.

National state officials and delegates will meet in early business sessions. The highlights of the NVATA conventions will be the presentations to the AVA and the AVA conventions with the AVA conventions to be held in Veere, Wisconsin, from Monday, November 4 to 11. NVATA sessions will converge on Saturday, December 4, and will continue into the following week with Agriculture Division and AVA meetings scheduled in a number of locations.

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Teach Electrical Wiring To Adults

John D. Todd

We are living in an extremely technical age. Adult farmers today must be acquainted with the fundamentals of livestock production; the principles and applications of good farm management; and procedures for planning, deciding, and actually constructing farm buildings and equipment.

So, as educational agriculturists, often neglect the latter phase of this needed instruction. Adult farmers are available sources of information about production and management, but there are few opportunities for learning about the technical phases of mechanics. Classes in these areas often stimulate more enthusiasm and interest than classes in the production and management phases of agriculture. After teaching classes in shop wiring and electrical wiring, I find that this type of instruction is great demand by adults.

I have just completed teaching fifteen adults a complete course in electrical wiring. The adults who were enrolled varied from large farm operators, who had no income from an off-farm source, to small part-time farmers. Each adult who attended wanted learning practical electrical wiring in order to maintain and repair the tractor, seeder, and other farm equipment.

Modern Trends Were Included

The instruction was kept up to date and even projected into the future. The practice of wiring in the future rather than for the past was emphasized in all of the instruction. This was brought out by using the latest in “code” requirements and implications and by making use of the most qualified resource personnel available.

To really project into future wiring, two classes were given the following: low-voltage and remote control wiring. With the coming of more labor saving machines around the farm and in the homes, this could truly be wiring for the future. There would be no simpler method of controlling and operating of such equipment than the use of low-voltage.

Because of this the class was given an insight into the problems involved and methods employed in wiring by low-voltage. They actually wired a demonstration panel using most of the low-voltage equipment available at this time. These low-voltage and conventional wiring were both compared in relation to each other. The course consisted of twelve hours. The course included the following areas of instruction.

1. Principles of electricity
2. Principles of wiring
3. Wiring simple circuits
4. Planning for house wiring
5. Wiring electrical home circuits
6. Troubleshooting circuits
7. Electrical problems
8. Low-voltage remote control wiring

Although some principles were taught, the instruction was carried beyond this level. Several demonstrations were given in teaching principles and also in actual practice. Each class member was given the opportunity to wire circuits and assisted in representing the actual situation. Each member studied the code requirements for wiring in his locality and often brought his problems to class for solutions.

Cost

The total cost of the class was equally divided with each member and the instructor paying one-half. In almost every case, the total came to $2.25 per person. This was primarily for consumable materials, such as a key to the local electrical supply establishment and the use of the qualified resource personnel.

Summary

Technical training areas such as electricity is a need and desire of our adult schoolers. The instruction should be kept practical and on the doing level. It should consist of actual wiring and constructing, demonstrating the use of this instruction can be furnished with personnel and equipment which are available in the community. The instruction can be kept to a minimum and still give quality instruction.

New Programs in Agricultural Labor Relations

JAMES W. RECKET, Specialist, Agricultural Education, University of California, Davis

“l appreciated this course very much. I drove 90 miles round-trip each time—never missed.”

How many times have you had this kind of response to an adult night school program? Maybe it would be better to ask, “How often do you have students who are as good or even better than the ones you teach?”

In a recent survey of 30 community colleges, 27 said they would enroll in a course similar to one you are about to take. This would indicate that there is much interest in this program.

The opportunity to visit a concrete pipe company, said after taking the course, “I think anyone having employees would want to take this course.”

A foreman of 15 years experience in the construction of irrigation systems, was also enrolled.

Even though all levels of management have been enrolled and benefits seem to accrue to all, one experience indicates that all from one organization should not be the same class. In spite of efforts to the contrary, one class started with the majority of the members from one farm. In almost every case, class members have been signed up either by a joint effort of the farm labor supervisor and the local agricultural association, or one or the other alone. The instructor has not had to do the recruiting.

Another unique feature of this program has been the recruitment pattern for the classes. Often every case, class members have been signed up either by a joint effort of the farm labor supervisor and the local agricultural association, or one or the other alone. The instructor has not had to do the recruiting.

This has been a source of pleasure for the instructors concerned. As one instructor put it, “For once we are not going to the public trying to sell a program—the public is coming to us.”

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Problem Area 4. Maintaining Good Relations with Employers, Co-Workers and Customers

Unit IV. How Businesses Are Organized

Problem Area 1. The American Enterprise System
Problem Area 2. Ownership and Control
Problem Area 3. Establishing a Business
Problem Area 4. Capitalization
Problem Area 5. Government Regulations

Unit V. How Businesses Are Operated

Problem Area 1. Duties of Employees in Primary Marketing and Selling
Problem Area 2. Duties of Employees in Secondary Marketing Functions.

Work Experience

Teachers are encouraged to plan and supervise work experience programs so that each student will gain a "real" experience. For example, teachers at the Garden Spot High School, New Holland, worked out schedules for 13 students who were placed with businesses. One of these schedules was as follows:

I. Proposed Work Experience Schedule for a Feed and Farm Supply Cooperative

A. Getting Acquainted with Business
1. Recognize how services fit into organization
2. What is sold
3. Who is served
4. Location of areas
5. Size of operations (manpower and dollars)

B. Warehouse Operations
1. Identification of goods
2. Customer service

C. Behind the Counter
1. Sales techniques (display)
2. Records (inventory)
3. Ordering

D. Deliveries
1. Truck maintenance and equipment service
2. Deliveries themselves

E. Field Service Man
1. Member and public relations
2. Demonstrations
3. Sales and complaints
4. Farm management guidance

II. Course Content in Distribution

Area: Personal Development
Units: Interests
Human Relations in Business
Leadership Development

Area: Selling
Unit: Organization for Selling
Elective: Selling
Mathematics of Distribution

Area: Merchandise Information
Unit: Merchandise Information I.
Standards, Grades and Labels

Area: Sales Promotion
Unit: Advertising as an Aid to Selling

Area: Management
Unit: Stockkeeping (10 hours)
Unit: Store Operation (20 hours)

Area: Marketing
Unit: Distribution in a Free Economy
Unit: Web and Channels of Distribution

Speech (15 hours plus integration with other units)

Total Hours in Distribution

Total Hours in Agriculture

New Program is Successful

The teacher of vocational agriculture and the distributive education coordinator began teaching the first year of the course in September, 1964. Each teacher instructs the class for 90 hours per academic year. Fifteen students are enrolled, and, in general, the content as listed in the course outline is being followed.

Interest on the part of the fifteen class members has been extremely high, and thirteen of the students have pre-registered for the second-year course. One of the class members is a graduating senior who was allowed to take the course by special permission, and one member chose not to re-enroll for the second year.

The course has been highly successful to date, and it is believed that this trend will continue. It was anticipated when the course was initiated that one of the results would be to qualify young people for employment locally who would seek work elsewhere. It is now believed that this is being accomplished and that the entire community will thereby benefit.
Several levels in one class will work if the individuals are from different organizations.

7. Top management must believe in the worth of the program and convey this feeling to their own employees. Several employers have paid their own to attend.

8. Faster development of the program can take place when someone can see programs in operation and pass on ideas and suggestions.

Robert Jibben (Continued from page 56)

Working with the different organizations in the community can be frustrating if the farmer is not acquainted with the area. This is especially true for teachers who move, or for new teachers entering the profession. Learn the best yielding crops, pasture carrying capacities, marketing channels, commercial or custom rates for work, soil problems in certain areas, and the like. Some of the leading growers may be useful aids in helping the teacher set up a program for instruction. Much can be done to assist the teacher and effort for these resources can be saved if he seeks help rather than research these things out for himself or learn them from experience.

Sitting down with the other agricultural leaders in the communities in which we live, whether it is a commercial or a non-profit organization, can be rewarding and enlightening. Their views may often be much different from ours and it is our job to carefully evaluate their points of view and accept them before rejecting or accepting them. If we are going to steer the young people that we send into agricultural jobs, we must know the demands of business and the qualifications of people whom they are looking at. That is, what qualifications are needed to compete in agribusiness, whether as farmers or marketers? Knowing the requirements that a bank agricultural representative looks for in a farmer before making a loan, how much service he can offer the farmer in management, or being able to tell the student what the market is needed to qualify for such jobs could all be of interest to the student.

ECONOMICS FOR MODERN AGRICULTURE

W. L. Dornes and J. R. Rehberg, Editors

This text provides a book that would embrace all phases of economics studied by high school students. The book offers a clear and simple explanation of the significance of current problems affecting the entire agricultural industry (1) to give beginning college students in agriculture a broad-based understanding of the problems (2) to help students develop a scientific attitude toward the study of economic problems.

The book consists of 25 chapters, grouped in four sections as follows:

1. Agriculture: Its Place in the Economic System
2. Managing the Farm
3. Farm Economics: Buying and Selling Agricultural Commodities
4. Credit in Agriculture

The authors have made application of economic principles to the modern agriculture industry. The applications should help students to better understand, not only the principles, but also the application of economic principles to the solution of a problem. This book should be a valuable reference for advanced classes or in the high school curriculum. The book should be a valuable reference to all students enrolled in agriculture.

1. The Concept to Change is an appropriate title for this book it takes the initiative to change from established ways of doing things to new ways, and it takes courage to make the major investment required for many of the new kinds of structures and equipment which modern farming demands. This book can be a valuable reference to the teacher and for advanced students in vocational agriculture.

Dr. Dornes is associate professor of agricultural economics, East Texas State University, and a former assistant economic consultant to the A. O. Smith Harvestore Products Corporation.

Raymond M. Clark
Michigan State University

TRYING DAYS

Squirrels in the timber stand
Bustling their nest
Robbers all around the place
Dating you to shoot.

Refrain all around the camp
Classroom on each side the hall
Together in the corner
Teacher most won't found.

Just remember last year, too
Whispers of your name
Then your thoughts turned the tide
In a democracy.

Dorothy Pasch (Retired)
University of Tennessee
NEWS AND VIEWS

M. G. McCreight
University of Nebraska

Byron J. McMahon, Chief of Agricultural Education, State Department of Education, Sacramento, California, retired June 30, 1965. He has served vocational agriculture for 43 years as a teacher, supervisor, coordinator, teacher trainer, and chief. He is a member of many honorary organizations and vocational associations and holds many honorary awards.

Irving Cross, Assistant Professor of Agricultural Education, returned to Colorado State University following one year's leave of absence for graduate study at Ohio State University.

Harold Anderson, is on leave from Colorado State University for graduate study at Ohio State University.

Dr. James T. Horner, was appointed chairman of the Department of Agricultural Education, University of Nebraska, July 1, 1965. He will be on leave of absence for nine months beginning September 1965 to participate in a new American Council on Education Program known as the Academic Administration Internship at Michigan State University.

Dr. H. W. Dosea, retired as Chairman of the Agricultural Education Department, University of Nebraska, June 30, 1963. He had served as chairman since 1950.

Roland Peterson, consultant in the State Department of Education, Vocational Education Division, joined the Department of Agricultural Education, University of Nebraska in April 1965 as a research associate and instructor.

Edward C. Henderson, Vocational Agriculture Instructor, Schuyler, Nebraska, joined the Department of Agricultural Education, University of Nebraska, in May 1965 as a research associate and instructor.

Thomas Lyons, joined the Department of Agricultural Education, University of Nebraska, in June 1965 as a research associate and instructor.

Glenn Nicklas, teacher of Vocational Agriculture at the University School of Agriculture at Curtis, Nebraska, joined the Division of Vocational Education, Nebraska State Department of Education as a consultant.

Leo Herndon, becomes Teacher Educator at the University of Nebraska in July 1965. He received his D.E. at Cornell University. Previously he was a teacher trainer in the Agricultural Education Department of the California Polytechnic Institute at San Luis Obispo.

Howard Christianson, is on leave 1965-66 as Teacher Educator from the University of Nevada to complete his Ph.D. degree at Ohio State University.

Neil A. Andrews will return in September, 1965, to the State Department of Education in New Hampshire to resume his duties as director of Agricultural Education following a leave for Ph.D. study in Agricultural Education at Ohio State University.

Martin Mitchell, teacher of Agriculture from Dover, New Hampshire, served as acting director for Agricultural Education during the leave of Mr. Andrews.

Dr. Hilding Gaddis, Associate Professor of Agricultural Education at South Dakota State University at Brookings was promoted to professor effective July 1, 1965.

Denise E. Hotson, on July 1, succeeded Roy W. Roberts as Head of the Department of Agricultural Education at the University of Arkansas.

Dr. Hotson, a native of Arkansas, taught vocational agriculture in the state and was appointed to the agricultural education staff, University of Arkansas, in 1948. In 1955-56 he served as Specialist in Vocational Agriculture and Advisor to National Institute of Agricultural, Republic of Panama.

Hotson received a Master's degree from the University of Arkansas and the E.D. degree from the University of Missouri. He has been quite active in professional organizations including Alpha Tau Alpha in which he served as a National officer.

Roy W. Roberts has been in public school work since 1928. He organized the Department of Vocational Teacher Education at the University of Arkansas in 1944 and has headed this department for the past 21 years. He earned the Master's degree from the University of Arkansas and was awarded the Ph.D. from Cornell University. He also attended the University of Toulouse, France; George Peabody College; and Louisiana State University.

The Department of Vocational Teacher Education at the University of Arkansas offers work leading to the Doctor of Education. Fields of specialization include Agricultural Education, Counsellor Education, Distributive Education, Home Economics Education, Industrial Education, and Office Education.

Remote control farming at the midsum of the world was part of the "ride into tomorrow" at the General Motors Futurama exhibit at the New York World's Fair. A remote-controlled field receives stubble from the rear of two small workhorses which cultivate the fields. Varying climate conditions can be created for segments of the fields to test the effectiveness of the various farming methods. (Photo courtesy General Motors)