News and Views

M. C. Mccright
University of Nebraska

Byron J. McMahon, Chief of Agricultural Education, State Depart-
ment of Education, Sacramento, California, retired June 30, 1965. He has served vocational agriculture for 45 years as a teacher, supervisor, coordinator, teacher trainer, and chief. He is a member of many honorary organizations 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 from 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. Donea, retired as Chairman of the Agricultural Edu-
cation Department, University of Nebraska, June 30, 1965. He had served as chairman since 1950.

Roland Peterson, consultant in the State Department of Educa-
tion, 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.

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

Neal D. 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 Hamp-
shire, 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 B. Hanson, on July 1, succeeded Roy W. Roberts as Head Teacher, St. Mary’s Agricultural School, St. Mary’s, Ohio.

Teacher Education at the University of Arkansas.

Dr. Hutson, a native of Arkansas, taught vocational agriculture in the state and was appointed to the agricultural education staff, University of Arkansas, in 1948. In 1955-57 he served as Specialist in Agricultural Education and Advi-
cer to National Institute of Agriculture, Republic of Panama.

Hutson received a Master’s degree from the University of Arkans
sas and the Ed.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 1918. 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, Counselor Education, Distributive Education, Home Economics Education, Industrial Education, and Office Education.

REMOTE CONTROL FARMING of the arid areas of the world was part of the “ride into tomorrow” of the General Motors Futurama exhibit at the New York World’s Fair. Automatic odd machines should be developed to water which irrigate the fields. Varying climatic conditions can be created for segments of the fields to spread or reduce moisture of the crops as market conditions demand.

Featuring

Using Resources
The professional journal of Agricultural Education. A monthly, managed by an editorial board chosen by the Agricultural Education Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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Caye Scabrough

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Number 4

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Definitions or Concepts?

Many of us seem concerned with defining terms. Some of these are new terms to us. However, there also seems to be interest in defining or redefining some of the terms we have been using for many years. Modular and Vocational-Agricultural Occupations would be examples of the "new" terms. Some of the old terms being reconsidered include Vocational Education and Teacher of Vocational Agriculture.

Why are we so concerned with definitions? Why don't we look in the dictionary (Webster's that is), in Handbook of Vocational Agriculture, in AYVA booklet on definitions of terms, or some other similar source? We probably have, and still feel that more needs to be said.

May I suggest that perhaps our concern is more in the nature of clarifying a concept than in giving a definition. Sources such as those listed above can indeed be used to secure definitions of all but the newest words, and any of these finding common usage will be included in the next revised edition of the dictionary. So, it would seem that our problem is one of clarifying a concept. Of course, a definition may be a concrete statement of a concept. However, this is not necessarily so. A person can memorize a definition which will even be "the right answer" in the right place, yet not hold a clear concept of the basic idea involved. Much of our pencil and paper testing is concerned with definitions rather than concepts. Good test makers may not be good concept makers.

It would seem that our discussions would be more fruitful on these matters if we try to clarify our concepts before worrying about a definition. If our concepts are not very similar, then there is no chance of arriving at a meaningful definition. Also, if we work on concepts rather than definitions, they can be examined in view of a particular situation. For example, a definition of Vocational Education can be found in many places, most of them in fair agreement. However, when you ask what recent high school education in a given state went into the area of concept where a definition for the term Vocational Education is inadequate. (Our Great Editor speaks to this point.) Likewise, in arriving at a definition for a Teacher of Vocational Agriculture, perhaps we are meaning that we want a definition for a 3906 Model Vo Ag Teacher.

I am not suggesting that dealing with concepts will be easier than definitions. On the contrary, it is far more complicated. For example, if we are in the new definition of a teacher, are you talking about the teacher in a 1-man department or the specialist who teaches 5 classes of Ag Mechanics in two schools? It would seem that a dictionary-type definition calls for too much concreteness and concentration at this time. It occurs to this writer that this is a time for flexibility in job descriptions and broadening of our concepts of our responsibility as teachers. As we find our way in new and revised educational programs. It is our view that a strict definition is a short-cut we cannot afford to take, in my opinion. Perhaps no better use can be made of this magazine than to help clarify these matters. Your participation will be welcome.

Caye Scabrough
Theory and Practice
(Continued from page 75)
will ever be able to attain a state leadership position. Why?
Sure, there is some risk involved.
Takes one of those follow-in's in and he might become head of the outfit!
He might make a good one. Even if he doesn't, I regret to say that this is a risk we must take. I believe that we need all of the help that we can get to improve old programs and develop new ones for our changing times.

Wm. D. Bingham
Guest Editorial— What Is Vocational Education

Perhaps this would not be an unusual question if raised by someone unfamiliar with educational programs. But for a rural educator engaged in vocational education it might seem a perplexing situation and a result that it might be raised in a professional journal devoted to one of the sections of vocational education.

However, in view of developments in recent months and years an individual's concept of what vocational education is may have become a bit fuzzy. Maybe it would be safer to practice self-restraint and not admit that we are confused unless we actually attempt to clear up our concept will be even worse.

Nothing most workers in regular vocational programs today enter our organization because of the situation in which they find themselves. They were looking for a job in which they could use their background and training in a worthwhile service. They then joined an on-going program that was involved in such service. The new worker usually had limited understanding of the original development of the program and the concept on which it was based. It was only after being in the program that he became intimately familiar with the real purposes of vocational education. It was then only natural that the concept he developed was in terms of the program or segment of a program in which he worked. (This has been true in the case of the writer.)

In recent months new definitions of vocational education have been given. One that is receiving a lot of attention would limit it to the provision of education or training that results in gainful employment in a specific job. One consultant further defined it as education that would result in putting the individual in a pay job.

Training for a job, and carrying out the necessary educational work in a pay job is of course a very important part of the program. But vocational training is definitely a much broader concept.

This need is even more acute in the face of automation and the great influx of young workers into the labor market. We should share with Congress this concern to develop new programs and develop new ways to help serve possible emergency in the world of work.

However, if I may be so bold, I would suggest that factors other than placing people on payrolls should be considered when we form our concept. I like the lack of vocational education as education that provides knowledge, skill, and understanding for a practical or useful situation. A situation that normally involves working with "things," as will be concerned with the production or use of material items for the improvement of the individual or his family.

Another personal illustration will help present this idea. My wife is not on a payroll. She merely from my shirt, cooks our meals, do the sewing for our family when we have company, rests our children, and cleans the house, and cares for the house and other tasks of a homemaker. Now after having been involved in vocational education for a number of years I find that many people believe that the development of such abilities to be used by a mother in her home should not be considered vocational education. However, my wife could receive vocational education in cooking to work in a local restaurant where some other woman could receive vocational education in child care to be hired by us to rear our children.

I quote from Adult Education in Canada by J. R. Kidd, "The primary tasks of education are to awaken the people to the possibilities and dangers of modern life, to help them with knowledge and leadership, and to provide channels of communications between different cultural, occupational, and social groups so that the solution of human problems may be sought against the knowledge and understanding and in the interests of all."

Personal note: Your letters are appreciated. Every one received has been helpful. THANKS!

Cayce Scarborough

Letters to the Editor

Dear Cayce:

Congratulations on your normal issue of THE AGRICULTURAL EDUCATION MAGAZINE. The July issue was certainly a bountiful one. I have read it from cover to cover thoroughly enjoyed it. You certainly made a good selection of the articles for this first issue. I have been much com from others about it and am sure much interest will be just as good.

Sincerely yours
T. L. Pakhover
State Supervisor

Dear Cayce:

I agree with your comment on your last issue. It is one which I hope our readers will file and use as a reference. It certainly demonstrates your ability to get at the heart of important professional problems.

Sincerely yours
Ralph J. Wood
Ohio State University

Fair Exhibits Are Resources

CLARENCE ROBIN, Yo-Ag Teacher — Hesmer, Louisiana

Favorable publicity is desirable for any department of vocational agriculture and for the livestock products at the parish, area and state fairs have been a means of accomplishment. Young men are members of the local agrarian program. Over the years established at the parish, the area, and the state fairs have been an important means for the local department. Since sweet potatoes and cotton are the major sources of income for this community, these two crops receive considerable attention by the boys participating. Although we are not as the same to the degree as the primary cash crops, livestock showing, although less popular, is not neglected. Several students have entries in dairy cattle, beef cattle, swine, and poultry.

The local Imperial of Future Farmers of America through its annual program of work encourages participation in exhibiting at fairs. Long before show time the boys begin preparing their animals for the fair exhibits.

William R. Bingham

Educational Side

The educational side of showing animals is overlooked. It is doubtful if this activity could be justified as a part of the program of work if student growth were not stressed. The production of top quality products, appropriate selection, preparation, arrangement, and exhibition are activities which should be taught. To a large degree, the competition is a good motivator of service.

Following the fairs appropriate publicity should be given to the results and plans laid for participation in the event the next year.

An exhibitor with his championship sweat ponies. Pigs, swine, and livestock are the exhibits at State Fair by having placed first in parade of colors on opening day. Joe Wallace was crowned President of the Louisiana Agricultural PTA and is currently serving as LSU to be a teacher at Lake Charles High School.
In Rural Area – Off-Farm Work Experience as a Resource

JAMES HUBBELL and W.P. BLANCHARD, Teachers of Vocational Agriculture
Assumption High School, Noppleville, Louisiana

This article is prepared by two Vo-Ag teachers in a high school that has had one year’s experience in establishing Off-Farm Farm program provided by the Vo-Ag Department of the State Department of Education of Louisi-
ana and the Department of Vocational Education of Louisiana State University.

On the Spring and Summer of 1964, pilot schools were selected.

One of the five schools chosen was Assumption High School, at Noppleville, Louisiana. This rural school is located in the sugar cane area but is surrounded by few non-related farm industries nearby. In our area many students have opportunity for off-farm work. The department was limited in its choice of places to use in training centers of off-farm training available for farms, hotels, shops, machine shops, implement dealers, lumber yards, small engineering, chemical and agriculture suppliers.

The two vocational agriculture teachers in our survey of agricultural businesses within a thirty mile radius of the school. These surveys were used as the basis for placement of students interested in off-farm occupations. Many of the Vo-Ag students in these placements, such as the availability or nearness to the home, interest in occupations already listed in this area. In our placements, the student was offered an opportunity to develop an interest and to become a successful trained off-farm employee.

While off-farm work provides an opportunity for students to develop an understanding of the value of agriculture and the agricultural industry, it also provides an opportunity for students to develop the skills needed in this work. This includes a special program in electricity and machinery repair and sales.

In another case we encouraged a senior in the first hour Vo-Ag class to attend a three hour small engine class also in order to assist him in his off-farm training. We hope to broaden this phase of the program.

We have little difficulty with the employer about insurance for our students, since each student is offered insurance through the school that covers him for twenty-four hours in any school related activity. In selecting students we request that they have either this insurance or a personal policy to relieve the employer from liability.

Two of these are now in college studying agriculture, one is employed in a steel fabrication shop, where he was trained, but in a job that he has not been able to find a position.

The Agricultural Education Magazine, October, 1965

First National Fellowship Goes To State Supervisor

Max L. Anderson

Max L. Anderson, state supervisor of agricultural education in Montana since 1961, has been selected as a $5,000 First National Bank and Trust Company, State Bank of Montana Foundation Fellowship for graduate study in agricultural education at Ohio State University.

Providing for a 12-month period of study at the center, the fellowship is designed to improve agricultural education throughout the United States by giving financial assistance to persons having demonstrated professional leadership and intellectual promise.

In establishing the award earlier this year, Roger Fritz, secretary and director of the John Deere Foundation, Moline, Ill., said his organization was impressed with Anderson’s stated interest in top level leadership in vocational education and by the development of the center program.

A native of Helena, Anderson was selected from among a number of applications by the Center’s Agricultural Education Advisory Committee comprised of state supervisors and teacher educators from all regions of the nation.

He is a 1955 graduate of Montana State College, where he majored in agriculture education.

will be a senior in high school this year.

We feel that the first year in this off-farm program has had limited success. The managers of the businesses were enthusiastic about the work done and are anxious to train more students. The students were pleased with the knowledge and skills gained.

From our experience we plan to offer each student an opportunity for either on-farm or off-farm work. We have a very concise written agreement for next year, to include specific requirements.
Nationally Known Teacher Dies

Dr. William H. Lancot, a former head of the Department of Education, Iowa State University, died March 11, 1965.

Dr. Lancot received the Bachelor of Science degree in Agriculture Education at Iowa State University in 1917 and did graduate work at Iowa State University, Columbia University, and the University of Chicago. He received the honorary Doctor of Education degree from Miami University in 1933.

Dr. Lancot was a member of the American Vocational Association and the Iowa Vocational Association. He was a member of various national organizations and was a contributor to the writing of the widely used Professional Learning. Dr. Lancot’s contributions to the advancement of education and to education are remembered and honored by many.

THE AGRICULTURAL EDUCATION MAGAZINE, October, 1965

The FFA as a Resource in Teaching

JIM WILLIAMS, Yo Ag Teacher, San Luis Obispo, California

Along with the passage of the National Vocational Education Act, a new opportunity for the FFA has been created. The national organization of vo-ag students has been hailed by lay citizens, school administrators and vo-ag educational leaders as one of the greatest youth organizations in existence. Whether or not a high school student chooses to manage the FFA or not, it must be recognized that the FFA has had a tremendous impact on the growth and success of educational agriculture.

The national leadership of the FFA has the responsibility to develop the FFA into a major force in the educational process. The FFA offers an all-out effort for sound and valid research to develop the FFA as a teaching method and learning device should be undertaken. At present there is a shortage of research to serve as guidelines for the future development of the FFA.

The FFA now has the framework with which to accomplish the purposes for which it exists. The FFA is accepted and well woven into the fabric of our total educational system. With this status, the FFA could secure position it can withstand the necessary innovations to meet the needs of our changing world of work and the ultimate needs of the student, without threatening its place and status as a teaching device.

Summary: The FFA has the potential to be a powerful tool in the development of educational agriculture. The FFA offers a unique opportunity for students to learn and apply the concepts of educational agriculture in a practical and meaningful way. The FFA can be a valuable resource in teaching educational agriculture.

FOUR TEACHERS SEEK FURTHER TRAINING

Four teachers of vocational agriculture have been awarded National FFA Fellowships for study at the University of Maryland during 1965-66. They are: Mr. R. L. Ayers (Newbury, Ohio), Mr. R. W. B. McQuire (Mansfield, Ohio), Mr. R. Watters (Plymouth, Ohio), and Mr. W. D. Kellogg (Bethlehem, Ohio). In addition to participation in the regular curriculum, they will attend and participate in the National FFA convention at Kansas City, Mo., in October, and at least one of them will visit Washington, D.C., and other states. Each of the teachers was chosen for his outstanding work in vocational agriculture.

"Many Americans have a sentimental and undisciplined view of change. They see it as good. But death is a form of change. So is deterioration. A society must change to survive. The change must be gradual and efficient. To whom do you offer the FFA as a resource in teaching educational agriculture?"
Livestock Shows an Educational Resource

EDMANN SMITH, Yo Ag Instructor, Emerson, Arkansas

Vocational agriculture is built upon the foundation of "learning to do by doing." Through participation in livestock shows, young people gain an understanding of the types of livestock and the management involved. All youth who participate in livestock shows benefit from the experience. They learn much about handling and judging livestock. Specialists at the shows enable the youth to learn about livestock and their care. They develop good habits for the future, and they become more aware of livestock agriculture.

Students develop a competitive spirit which is so much a part of our economic system. A pride is manifested in winning honors from the county fair and school fairs. It is a source of great pride to them in their development and in preparation for adult life.

The "New Idea" column on page 83 is devoted to newspapers and other media which are helpful to livestock shows.

New Ideas

BETT AND FRANCES STROUSEM, The Viking Press, Inc. Revised 1959. 154 pp. $5.95

The Book: New Ways to Better Livestock Shows discussion about the development of livestock shows and the importance of exhibiting livestock. The book covers the selection of livestock, the care and feeding, and the judging of livestock.

The book is divided into four parts:

1. The Selection of Livestock: This section covers the selection of livestock for shows.
2. The Care, Feeding, and Management of Livestock: This section covers the care and feeding of livestock.
3. The Judging of Livestock: This section covers the judging of livestock during shows.
4. The Showmanship: This section covers the showmanship of livestock during shows.

The book is well organized and easy to read. The authors provide many tips and tricks for improving livestock exhibits. The book is a valuable resource for anyone who is interested in improving their livestock exhibits.

The Book Reviews

The Metropolitan area is one of the largest in the nation. The metropolitan area includes the cities of New York, Chicago, and Los Angeles. The metropolitan area is home to millions of people. The metropolitan area is also home to many famous landmarks.

The city of New York is one of the largest cities in the world. It is home to millions of people and is known for its iconic landmarks such as the Statue of Liberty, Times Square, and Central Park.

The city of Chicago is another large city in the metropolitan area. It is known for its beautiful architecture and its famous landmarks such as the Sears Tower and Millennium Park.

The city of Los Angeles is also a major city in the metropolitan area. It is known for its beautiful beaches and its famous landmarks such as the Hollywood Sign and the Getty Center.

The metropolitan area is a popular destination for tourists from all over the world. Many people visit the city to experience its culture, history, and landmarks.

The metropolitan area is also home to many famous landmarks. The city of New York is home to the Statue of Liberty, Times Square, and Central Park. The city of Chicago is known for its beautiful architecture and its famous landmarks such as the Sears Tower and Millennium Park. The city of Los Angeles is also a major city in the metropolitan area. It is known for its beautiful beaches and its famous landmarks such as the Hollywood Sign and the Getty Center.

The metropolitan area is a popular destination for tourists from all over the world. Many people visit the city to experience its culture, history, and landmarks.
Updating Vocational Agriculture To Meet Present And Future Needs

T. L. Faulkner, State Supervisor, Alabama

If the vocational agriculture program in any school or state is of the 1945 vintage, it is exactly twenty years old. Agriculture today is not what it used to be. There have been basic changes, geographical changes, social and economic changes, statistical changes, and political changes. In fact, no agricultural change and progress have been made during the past twenty years than were made in the previous 200 years.

The experiences of the past, crystallized into tradition, exercise a powerful and conservative influence on educational programs as it does on all human affairs. Tradition carries much that earlier generations have found workable and rewarding, but in Vocational Agriculture the patterns of the past are inadequate for the new conditions and new knowledge in agriculture. The ability to cut away from the obsolete even though it is familiar and comfortable is a requisite for the development of programs of Vocational Agriculture that are adequate for the late 1960's and early 70's.

The patterns of agriculture programs and changes in national scope and design. Thus, innovations in the program of Vocational Agriculture are national in scope. Mobility of the population and the modern methods of communication and transportation make the curriculum in Vocational Agriculture a national concern. Twenty years ago, a priority basis for planning programs of Vocational Agriculture was local needs related to local patterns of farming. Today, the needs are where the jobs are. Today the jobs will be found locally, statewide, and nationwide.

There are no well-defined orderly or documented rules to follow in initiating change. When a changed program becomes an accepted concept, “teamwork” can take over in deciding on the goals to be achieved, and smooth the way.

Many states are now in the process of initiating changes and updating through research, pilot projects, and experimentation. Some patterns are already evolving. The exact and final instructional program for each Vocational Agriculture department is a responsibility of the teacher. He should seek guidance and assistance from many sources in planning the program, and it should be based on the present and future needs of the students enrolled.

It is generally accepted that the first two years of vocational agriculture should be basic or preparatory in nature. The structure of course offerings for the third and fourth years varies by states. Some states and schools offer courses the third and fourth years in specific areas such as Production Farming, Farm Management, Forestry, Agriculture, Agricultural Mechanics, etc. The courses usually cover a block of time for either a semester or a full year. This plan would seem to be practiced in multiple teacher departments. Another pattern being initiated is shown in Figure 1.

One Teacher Departments

You may ask, is it possible in a one-teacher department to conduct a practical instructional program allowing students to choose and study any off-farm agricultural occupation from the Agricultural Business option? Here is how it may be done.

The agricultural employment complex has two distinct divisions: On-Farm or Production Agriculture, and Off-Farm Agriculture Occupations.

We will consider only the off-farm division indicated in Figure 2. This division shows there are at least 17 off-farm employment job categories. When these 17 categories there are approximately 300 different agricultural occupations for which students may want education and training.

Figure 3 illustrates the relationship of the 17 categories of off-farm agriculture employment job categories.

Due to the fact that most agricultural occupations are basically related, structure and organization of these categories should be placed with this in mind. By clustering the related basics, the body of knowledge and skill conceptions may be taught the entire class as shown in the shaded area. The arrows and tables illustrate that portion requiring individualized instruction and on-the-job work experience.

Out of the Vocational Agriculture past, one identified pattern has been the supervised-farming program. The concept of applying knowledge and skills learned in class to real situations on the job, and serving as a basis for class instruction, continues to be a sound approach to learning. The kinds of supervised work experiences and how these may be scheduled are now under study in many states. Through experimentation and evaluation, practical work experiences may be provided in school facilities through placement of students in business, observation through field trips, work experience as aids to professional workers in agriculture, etc.

In order for these experiences to be meaningful, it will be necessary to provide them as an established part of the course and not as a “chance” or “helpful” incident. These experiences under the supervision of the teachers can be the “vital blood” of occupational training in agriculture where such experiences are coordinated with the required knowledge and skills of the course. The permanence and grasp of a concept is reinforced through application under supervision.

In Vocational Agriculture today we have a target—a goal to update the field through providing the needed educational training in off-farm agricultural occupations. This is a creative and challenging venture. As we dream, accumulate data, experiment, evaluate, try something different, and update, our ultimate target will be reached when our efforts are founded on any research performance.
How Is Your State Association Doing?

WENROY SMITH, Special Editor NVATA, Salzburg, Pa.

Jim Williams (Continued from page 81) able youngster can, through humble beginning, become limited in the way he can use his superior ability as a means of enriching or substituting失效. In its supreme forms, the lot-the-best-can- philosopdy, it boils down to something close to the law of the jungle: let those who can, and should, go under.

Teachers must be aware of and sensitive to the way the students perceive the FFA's com- plementary to the new concept of education. It is interesting to see the different response of high school students to the FFA. Each student selected his individual star (unfortunately with little or no thought of a minimum of forethought) and began the post high school phase of the FFA program.

A recent check on the lives of this group indicated varying degrees of success. Of the individual, one is a successful businessman, several are successful housewives, one is a minister and two have been addicted to narcotics. One is an ex-convict.

In order to impose the desired re- sults, the person being considered for the work of an executive secre- tary should definitely meet the follow- ing requirements: (1) have a desire to be a teacher of vocational agriculture; (2) served and showed leadership in officer positions in the state association; experience in a national office or activities of a national scope; (3) be a member in other educational organizations; (5) participate in all regional and national meetings of NVATA and AVA; (6) should exhibit a continuing interest in as- sociation work and a definite goal and program in agricultural education and the professional obliga- tions accompanying it.

Our challenge is to develop for the fullest the FFA's potential as a teaching and learning institution. We should strive to give the necessary research, pilot studies and initiative to meet "that" inspiring task and bring that dedicated teacher with the desire to move ahead.

Living waters are full of life and death; only in the still waters is stagnation and death.
In West Virginia

Occupational Options Available

H. E. EDWARDS and J. K. BAILEY, Supervision, West Virginia

The Vocational Education Act of 1963 laid down the following ultimatum that vocational agriculture must be enriched, expanded and extended to serve the labor force desiring of entering non-farm agricultural occupations as well as those preparing for farming.

After the initial sting of the Act had subsisted, the agricultural educators in West Virginia endeavored to take a rational look at the demands and opportunities inherent in the Act. The general consensus was that in order to stimulate new programs and provide a basis upon which to plan and implement new, enriched and extended programs some guidelines were imperative. The following is a condensation of staff consideration of guidelines pertinent to future programs of vocational agriculture.

Statement of Belief

Agriculture today is more than farming. It includes the agrucultural aspects of technical, professional and business occupations that provide services for farmers and for those procuring and distributing farm products.

Vocational education in agriculture serves students preparing to farm, students preparing to enter non-farm agricultural occupations and those who will take additional technical training, students planning advanced study in agricultural colleges, and provides specialized career opportunities in occupations or occupational areas.

Vocational agriculture at the secondary level provides additional courses for students preparing for farming, other scientific agricultural occupations, or specialized career opportunities in agriculture in the agricultural sciences.

At the post-high school level, vocational agriculture provides specialized courses for young men or women preparing to enter the field of agriculture.

AgroECONOMY (Crass) by W. Ed- wards Beal, and published by The En- couragement and Research Foundation of Montana State University, Bozeman, Montana, 1904, 225 pages, price $4.00, available through the Bookroom, Mont- ana State University.

A valuable reference book on such an important subject as grains. Must up-to- date information.


Scientific—yes—but readable. Well- illustrated. Finding by Lithograph, Ed- wards Beal. Author is a competent farmer, Ph.D., University of Kansas.

As we in secondary education—agri- cultural education—provide to instruction in depth, a knowledge of plant structure and physiology could be a fascinating subject for both teaching and learning.

One copy of AGROECONOMY is suggested as a reference in most high school agriculture education libraries.

Leon E. Kemm, Head
Agricultural Education Department
Montana State University

(Raymond M. Clark is Michigan State University

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(Other Book Reviews are on Pages 52 and 93)

H. E. Edwards and J. K. Bailey

primarily with basic knowledge and skills concerning these areas.

Agricultural Mechanics II—To include advanced instruction in the areas of farm shop, farm power and machinery, and soil and water management, engineering, and soil utilization.

Agricultural Mechanics III—To provide further specialization in one area of agricultural mechanical sciences.

Forestry I—Orientation to forest occupations, botany and tree identification, land classification, forest practices, surveying, drafting, and grading, drafting and mapping, forest protection, harvesting and marketing, timber management, and wood utilization.

Forestry II—The second year course is designed for study in depth on one or more segments of the forest curriculum.

Omnipotential Horticulture I—This course offers some of the basic skills, knowledge, and understandings of the principal principles relating to ornamental horticulture, floriculture, and landscaping.

Omnipotential Horticulture II—This course is concerned with the more advanced concepts, principles, practices, and skills essential to the production, management, merchandising, and marketing of the plants used in ornamental horticulture, floriculture, and landscaping. Opportunities are provided for the development of specialization in such areas as nursery production, greenhouse production, plant propagation, and management and landscaping.

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Astronauts Or Agriculturists 
Both Need Exploratory Experiences

Textor R. Miller, Teacher Education, N. C. State University

Teaching Poultry The Easy Way

Leo Sankoff, Poultry Industry Department, California Polytechnic State University

On July 15 Dr. John J. H. Rodgers, associate professor of agricultural education at Clemson University, died at the age of 51. Rodgers was a leading expert in agricultural education at Virginia Polytechnic Institute. He served the college in a variety of capacities, including director of agricultural education, and was a member of the poultry judging team. He was also a well-respected teacher and mentor to many students.

New Dep't Head At VPI

John J. Rodgers

...
Disadvantaged Youth Need Vocational Agriculture

LOUIS GOEN, Vo Ag Teacher, Fabeen, Texas

The high school counselor then, should capitalize on the active one of the Latin toward the farming industry. Statistics show that the Latin youth who come from two or three of the two years or four years of Vocational Agriculture of high school, rarely drop out of school. This includes youth with a low I.Q.

The American Council on Education warns educators of the urgent need to provide far more and far better education for the semi-professional, technical and skilled levels. Education, specifically Vocational Agriculture is the answer to preparing our Latin youth to fulfill the ever increasing demands of Agriculture, and by so doing, step into the world of better living. Young farmers today have a need for skilled mechanics and farm machine operators. They declare that if for some reason their employees left the jobs they now have on the farm, and they (the farmers) had opportunity to hire all new employees, they would replace their old farm laborers with skilled mechanics who could perform many jobs. Their great need is to obtain employees who not only can operate farm machinery, but can repair the machinery as well. Besides, the farmers, out of feeling of loyalty to their "old employees," keep them on, instead of replacing them with the much needed skilled workers.

Vocational Agriculture today should be geared so that it will turn out youth who have sufficient training not only in farm machinery, use of fertilizers, and soil conditions, but the program must train the 60,000 other skilled farm workers needed annually in the United States.

Would it not be possible for the local Vocational Agriculture teacher to have a well round-up program of training in those much needed skilled occupations, such as farm mechanics, creamery mechanics, and other skills? The farm industry stands waiting for youth who are not burdened with just "mechanical" skills. They want men who not only can save them the expense of "outside repair work," but also the delay in operations while the machine sits in the out of the way.

The disadvantaged Latin youth is very interested in farm machinery and its maintenance. If it would be for Vocational Agriculture teachers to train these youth in skills in demand in the farming industry.

Can We Meet the Challenge?

JAMES F. HALE, Voc. Ag Instructor, Fredericksburg, Iowa

How many of us have heard this question recently? Can you justify your program in vocational agriculture with the vast number of people who are not interested? The answer to this question is up to us as instructors. Are we fulfiling the need with a practical vocational agriculture related to the subject? This should be beneficial in reducing blind spots in the thinking of the individual student.

Planning makes it possible to determine and follow the will of people in highest positions in government, from the general public or their selected representatives broaden the thinking of the "how." The thing to be accomplished becomes the motivating factor that leads to a guide in the construction of desired institutional programs.

Planning can bring about programs that have been in the forefront of our thinking. Insightful thought is brought to bear upon certain selected educational problem areas. A critical examination of the situation may reveal points of weakness or need. Once these are determined and action taken to solve the problem, the intelligence and energies of the group can be concentrated at these vital points.

People are motivated to implement plans they help formulate. The attitude of the local community is quite different when the program instituted is theirs by birth and construction. There is a much greater willingness to exert effort for "our work" than there will be for goals and suggested activities handed down or imposed from above.

(Continued on next page)

Clyde Sharp, a student teacher at the University of Arizona selects a range plant specimen from the collection, for study use. This complete set of Primary Range Plants is one of the many teaching aids which increase in Agriculture Education for their use in helping their teachers.

(Photograph by W. C. Cole)
This Special Study Committee met to review programs and activities of the Future Farmers of America and to make suggestions for possible changes, particularly in view of the expanded role of vocational education in agriculture to train for non-farm agricultural occupations. The results of their study was presented as recommendations to the National FFA Board of Student Officers and Board of Directors for consideration at their annual joint meeting in July.

Committee members, seated around the table, are (left to right) Walter Bemel, Bangor, Michigan, past president of the National Vocational Agriculture Teachers' Association; Dr. E. M. Norris, head teacher trainer, Prairie View A. & M. College, Texas; Kenneth Kennedy, Cadiz, Kentucky, national FFA president; Dr. Ralph E. Beaulier, Chairman, Department of Agricultural Education, Ohio State University; Nel Anderson, Wexford, Indiana, 1963-64 national FFA president; T. L. Faulkner, State Supervisor of Agricultural Education, Montgomery, Alabama; Phillip Alampl, Secretary of the New Jersey State Department of Agriculture; A. G. Bullard, State Supervisor of Agricultural Education, Raleigh, North Carolina; Ronald Andrews, as leave as State Supervisor of Vocational Education for New Hampshire, and Elvin Downs, State Supervisor of Vocational Education, Salt Lake City, Utah. Mr. Faulkner served as Chairman of the Committee.

U.S. Office of Education personnel who served as consultants to the group are left to right, standing, Malcolm C. Caar, A. W. Tenney, H. N. Huescher, E. H. Edmondson, and W. F. Gray.

Harris Named FFA Executive Secretary

C. Coleman Harris has been named State FFA Executive Secretary in Indiana. He was formerly a teacher of vocational agriculture in Cass County, Indiana.

During the past year, Harris was a National FFA Fellow at the University of Maryland. In addition to graduate study, his year included experience in the National FFA Office where he worked closely with National FFA Executive Secretary, Wm. F. Gray, to gain understanding of the organization and functioning of the FFA.

Harris holds the B.S. degree in agricultural education and the M.S. degree in educational administration from Purdue University. While at the University of Maryland he continued study in agricultural education and educational administration and supervision.