Stories in Pictures

Gilbert S. Goeller
Ohio State University

Skills in electrical wiring are taught in the agriculture shop under the supervision of the teacher. (Photo by Paul Ilse)

The best of living conditions are provided for swine and litter by vocational agricultural students in Illinois. Hot water, heated concrete floor, infra-red lamp and guard rails provide protection to newborn pigs.

Guy Green, Route 1, Maryville, is pictured with his rotary lawn trimmer that he made in Vocational Agriculture Mechanics. Shown on the rear of the vehicle is the "Safety Reflector Guard" required on all lawn mowers when being transported on the highway at night.

Robert Peterson and Ezra Frederick, seniors at Minneapolis Senior High School, receiving instructions in use of landscape equipment, recently purchased for use in the horticulture work experience program initiated by the Minneapolis school this year. In the background is a part of the greenhouse that serves as a laboratory facility for instruction in the horticulture program conducted by Mr. Luke.

Featuring

Work Experience Programs
Work Experience for What?

Again, we are faced with the problem of making effective use of an old idea in a new setting. One of the oldest recognized ways of learning has been "work experience." This approach to learning proceeded from formal schoolwork, as we now know it, by thousands of years. Even in the early days of this country, very recent in terms of time span, apprenticeship was a major means of education.

The idea of "doing" as part of the learning experience has been closely associated with the development of vocational education. So much so that the term "learn to do by doing" became a slogan for vocational education. In addition to shops, and other types of laboratory experiences, the idea developed that "this doing" would be even better if it occurred in "a real life situation." So, the supervised practice in vocational agriculture became the supervised farm program on the home farm. In later years Distributive Education programs included a similar idea in placing students in real work settings.

For these and other reasons, then, it was suggested at the beginning of this editorial that renewed interest in Work Experience as part of the learning experience is making use of an old idea in a new setting. However, in studying reports and hearing discussions of Work Experience Programs, there seems to be a lack of common understanding of the basic purpose of these programs. Some see these programs only for the boys who do not live on a farm. Others see these programs as replacing supervised farm. Still others see work experience as essential for all those enrolled in vocational programs. Although it is not necessary that everyone view work experience in exactly the same way it would seem to be helpful if we could agree on some basic purposes sought for an educational program involving work experience.

First, any program including work experience should see at least one major purpose to that of exploration for the individual. That is, in the sense that the person sees the work experience as an opportunity to test himself in relation to this experience. If this is a fruitful experience in this manner, the person must be helped to understand himself in three different situations in relation to this experience. That is, (1) Prior to the experience, (2) During the experience, (3) After the experience. Now how do I feel about this experience? Better than I thought? Not so good? About the same? And (3) After the experience. How do I feel about this experience? The same as before? In what ways do I see things differently having this experience? This feeling and attitude of exploration, then, should be built into any work experience program in any area of study. It should be clearly understood that an experience may not be, and frequently is not, exploratory, but may simply be an act with little educational meaning.

When we are considering the phase of work experience in vocational education programs, there are some additional guidelines needed. In other words, what makes an exploratory experience vocational? Although this is a difficult question to answer, we can reach some conclusions based upon research in this area. Two kinds of activities are considered when speaking of vocational exploration. As indicated earlier in this discussion, the first is the matter of exploration of work in a real-life situation by working in this situation as a regular employee, or at any rate as possible. The other type of activities would be those not directly job-oriented, but are thought to have relevance to vocational development. It is the latter type of activities that make it difficult for us to defend some of the exploratory activities seen in some educational programs. The matter of reimbursement?
Theological and Practice
(Continued from page 147)
These are not original with me, but are the result of much dis- cussion with colleagues and graduate students. Your ideas and reactions are welcomed.

Two farmers farm side by side. They put in the same number of hours in the field. One makes a third to half again as much income as the other. What makes the difference? Management and a willingness to keep up with improvements in educational preparation. The Farm Index, September, 1965.

Letters to the Editor
Dear Dr. Scarsborough,
I am sending you under separate cover the various materials that we have developed in our pilot programs--training for agricultural occupations other than farm work.

Regulations and evaluation of farmer's share in our programs at this time. I am convinced that we need to expand our program in agricultural education. I am sure, however, I think education is the most important element of our programs is that in the past we have not understood the full potential of our programs. When it comes to cooperative programs in training young men for agricultural occupations other than farming, I believe we have a lot to learn in developing these programs. We have been making some progress, though not as rapid as we would like. Our current evaluation has succeeded only in a small way. However, as programs are under way and teachers begin to plan for the upcoming school year, we hope to make more rapid progress in the future.

Sincerely,

Sincerely yours,

Sincerely yours,

Sincerely yours,

Sincerely yours,

Sincerely yours,

Sincerely yours,

Sincerely yours,

Sincerely yours,
Some Criteria for Work Experience

DAVID G. CRAIG, Teacher Education, Cornell University

A common assertion among vocational educators is that vocational education should be designed to provide opportunity for all individuals to participate in earning activities concerning some occupation in which they are interested at the same time. The most of the readers are familiar with the legal definitions of vocational education in the United States. This definition indicates that vocational education is designed to fit individuals for gainful employment.

This Work Experience possesses such intimate relationship with the concept and overall aim of vocational education. Work experience is a necessary condition for individuals to learn skills, knowledge, and attitudes for living a successful and advancing in an occupation. If Work Experience is so critical, what then should be the criteria for Work Experience Program? An analysis of these terms, Work, Experience, and Work Experience, should provide some suggestions.

What is Work?
The first step in analyzing the work process is a concept of work. Webster defines work as the development of some conception of work. Webster provides some definitions of the meaning of work. Work is the activity in which one exerts strength or faculties to do or perform:

1. sustained physical or mental effort aimed at overcoming obstacles and achieving an object or result;
2. the labor, task, duty, that affords one his accustomed means of livelihood;
3. strenuous activity marked by the presence of difficulty and exertion and absence of pleasure.

What Is Experience?
Experience may be defined in a number of ways. In each way there is evident some common and yet different ideas. Webster defines experience several meanings as follows:

From these statements it is evident that work is a mental and physical activity, it is goal directed and it takes place in a life context with other activities.

Another approach to the concept of work is when taken from work as a value point of view. Being committed to an occupation, having a job, being busy a number of hours each day are work activities which have high value in our American society. In the past work was considered as an end in itself. For the individual involved had a high degree of interest, it provided social recognition, and it related closely to the individual's ethical life.

Today work is considered more as a means to an end. Although work retains some of its earlier connotations, it is now more of a means to status in a social structure, to personal achievement, and success.

What is Work Experience?
Work experience may be defined in a number of ways. To say that work experience is a stream of experience is to say that there is continuity in work experience. The individual in his daily experience is aware of high points and that he is somehow related one another.

The continuity of experience is apparent when it is discovered that results in some kind of behavioral change. Every experience modifies one's degree of the past experience and the individual's action.

From these statements it is apparent that whoever is having or going to have an experience must be directly involved, interested, and participate in under-going, doing, experiencing. Experience is specific to an activity or event. It is also apparent that involvement in an activity is something.

Finally, there is the indication that such a phenomenon is an entity in time.

From Dewey it is evident that experience is a matter of the interaction of an organism with its environment, and that environment is both as physical, that includes the materials of tradition and institutions as well as local surroundings. More specifically he believed that experience consists of interactions that are continuous in the life of individuals and in the social groups to which they belong. These interactions and continuity constitute the basic features or dimensions of experience.

Although interaction may be considered broadly, as interaction among things in general as they take place in the course of time; a feeling resulting from such interaction; an entity in itself; an interaction between a subject and a situation; a feeling frequently in time; having reciprocal influence on previous experience.

Why Work Experience?

For what value or worth then is work experience is vocational education in any way? There are several approaches to answering this question. The following is a tentative one. For Dewey, "the aim of education is to enable individuals to continue their education—or the object and reward of learning is continuous capacity for growth." This definition assumes a democratic environment where a natural man-to-man relationship exists. The natural man and an aim is systematic and implies an intelligent act.

In a democratic work experience situation, an individual needs and wants to have the opportunity to be expressive of and in, influence and individual and group goals. These goals are compared with available work experiences. The teacher of agriculture, agriculture business employer and student then establish the kind of means needed to attain the goal. Value is placed upon the interaction and continuity of interaction of the elements in the work experience as well as the amount of growth exhibited by the individual. It is in this way that Work Experience can be an educational experience.
Work Experience for Boys—Service for Farmers

WILLIAM URBAN, Vo Ag Instructor, Brillon, Wisconsin

The Brillon Future Farmers of America Chapter has launched a unique project—the Brillon FFA Chore Service. The chore service is designed to provide the farmers with competent help, so that he can take a vacation or leave the farm in case of emergency, as well as provide responsible work experience for boys.

The farmers in the Brillon School District have been tied to their farms because of the difficulty in acquiring competent hired help to do the daily farm chores of milking and feeding livestock. The members of the Brillon Chapter decided to organize the chore service after an adult farmer suggested a need for the service.

The idea was brought to the Brillon Agriculture Council for further suggestions and ideas. The Agriculture Council assisted the Vo-Ag Instructors and members of the FFA Chapter in organizing the project. Rules, outlining the chore service, were constructed by the chapter members with assistance from the Ag Council and professional people in Brillon. Dependability and conscientious work were considered important, and the council was to be highly important if the project was to succeed.

Workshop

To develop this competency and responsibility, the Vo-Ag Instructor held several workshops and demonstrations to ensure the use of proper procedures when milking cows. The consequences of failing to follow proven and accepted methods of milking cows were highly stressed.

Since the amount of milk produced by a cow is a function of her age, the older the cow the less milk she produces. Thus, a person can assume increases with age, the younger ninth and tenth grade Vo-Ag boys were paired with the older, second and third grade students.

Farmers desiring the service must contact the Vo-Ag Instructor who will make a preliminary visit to the farm. The instructor will preview service. These students will make a visit to the farm in question a day in advance to learn the proper procedure of doing the chore. To the instruction, the farmer must fill out a chore procedure form which was left by the instructor. This chore procedure form contains special instructions and emergency phone numbers such as; a veterinarian, electrician, mechanic, plumber, and a farm friend who can be called.

(Continued on next page)

**LABOR CONTRACT**

THIS AGREEMENT made this 19 day of January, between the parties of the first part; Brillon High School, Brillon, Wisconsin, and the parties of the second part; J and L Farms, Inc., Brillon, Wisconsin.

The parties of the first part do hereby agree to employ the parties of the second part as described below: J and L Farms, Inc., shall employ the parties of the second part to perform all necessary work on the farm for which compensation shall be paid as hereinafter specified.

The parties of the second part do hereby agree to perform all work as required and as described in the 19 day of January, Brillon, Wisconsin, 1969.

This contract is valid during the following days:

WITNESSETH, that the said parties of the first part, in consideration of the agreements of the parties of the second part, hereby agrees to employ the said parties of the first part to perform all necessary work on the farm for which compensation shall be paid as hereinafter specified.

It being understood by the parties of the first part that he is employing a miner, with a minimum wage of $15.00 per hour and the said parties of the first part agrees to carry adequate liability insurance covering said miner employees with limits of not less than $5,000,000. Said party of the first part further agrees that he shall assume full responsibility for said miner employees.

To Be Completed By Farmer

CHORE PROCEDURE

Time to Start Chore: AM, PM
Milling Time: AM, PM
Dairy Time: AM, PM
Emergency Phone Numbers: 

Veterinarian: 
Electrician: 
Plumber: 

Feeding Directions: Yes or No

To Be Completed By FFA Members

COMMENT SHEET

FFA Members Name: 
Phone Number: 

FACULTY SIGNATURES:

Superintendent: 
Party of First Part: 
F.F.A. Member: 

Practice What We Preach

Surely there is no one left in our field who still believes vocational agriculture should enrol only those who are farm. Even so, our parents and we, in general feel that preparation for farming is our sole purpose. Perhaps they are more keenly aware of what we do than what we say. We say there are many opportunities in agriculture. Yet we gear our teaching only to farming. We leave it up to the students to find out what the other educational opportunities are.

-Earl T. Carpenter, Vo Ag Teaching TIPS, University of Minnesota
Utilizing Outside Resources In Agricultural Education

O. E. THOMPSON, Agricultural Education, University of California, Davis

Until recently the teaching of vocational agriculture, the teacher educator, the supervisor, and the researcher in agricultural education could operate more or less independently from professional education. However, this time of complete independence—indeed, often of complete disassociation—has now passed. No longer can this group enjoy the luxury of the closed fraternity, the comfort of the circular view, or the indifference from the outside world.

In the early days of vocational education in agriculture, this position could be justified and, undoubtedly, the building of a closely knit empire has contributed substantially to the success and reputation of vocational agriculture which has earned it for itself. But with the development of a self-contained empire, agricultural education started to acquire the characteristics of certain other institutions. Members become complacent with success, obtaining glory from the past and remaining oblivious to the present and impending threats to redirect their efforts toward the future. As a result, forces closely allied with vocational agriculture are now suggesting that no longer can this group solve all its own problems from within its own ranks. The industrial and commercial world has advanced at a more rapid rate than has programs designed to prepare workers to serve this great enterprise. Thus, it is forcibly demonstrated that vocational agriculture must change—and to do so it must go outside its ranks for assistance in solving its problems.

Contents

Economic

O. E. Thompson

Youth Committee. A southwestern state received $2000 from a small Chamber of Commerce for an area occupational study. The committee had to seek outside sources of aid and development funds from a Federal Land Bank, a Rural Electric Association, and the Department of Agriculture. Other resources used by states included funds from the National Defense Education Act, the McNary-Saltus Act for the western states, and research grants from two facilities. One of the fundamental resources of many states is the teachers that have been trained in these fields. Vocational education in agriculture is deeper in the personality of the individual than most vocational education in other fields. Perhaps the vocational education in agriculture can contribute by identifying the basic problems, by providing solutions, and by finding his experimental studies and, finally, by helping the researcher in interpreting his findings for application in new curriculums.

Farm Machinery Survey Results Prompted Summer School Course

W. Forrest Bear and A. K. Saltzard, Agricultural Engineering Department, University of Minnesota

Agricultural machinery and equipment are tools of the trade for the Minnesota farmer who lives on an average sized farm of 225 acres. Value of this machinery would be difficult to estimate due to varied farming enterprises but it would range between 15 and 50 thousand dollars. This equipment is used to harvest crops with an average per acre income of $63.00 for corn, $80.00 for oats, $50.00 for wheat, and $50.00 for soybeans. This investment, in the farm income, is dependent upon machinery being in perfect working order. If an individual is prepared to buy new machinery, it should be adjusted properly before the use of the machine. In this way the machinery is properly adjusted for maximum efficiency. This is not the case reported by vocational agriculture teachers completing special problem assignments for Professor A. K. Saltzard.

Flows Checked

Twenty pupils were checked for a number of standard adjustments. Results were as follows: (1) Most shares and bottomed had either too much suction or too little. Less than 20% had the correct amount. (2) Rear furrow wheels were correctly adjusted in 50% of the cases, but this was contributed to back as few plows indicated any signs of adjustment following original setup. (3) Rolling couplings had been removed by 35% of the operators and of those remaining, 95% were too high while 95% were set too far to the land side. (4) The coulter was all dull or only one third of the operators had ever sharpened it. (5) The point on the plow was too high in 90% of the cases and the same percentage were improperly hitched in width from the land or furrow. (6) The hitch point on the tractor was incorrect in three-fourths of the cases. This did not appear to be a correlation between makers of type of plows, but rather personal adjustment of the operator and his mechanical ability.

Mowers Studied

Nineteen mowers were studied and with regard to lack of the cutters, the blades were all dull and 10% leading. One-half of the mowers had correct reg. and proper adjustment of the
A Rationale—
State Programs of Research and Development

ROBERT E. TAYLOR, Director, Center for Research and Leadership Development, in Vocational and Technical Education, Ohio State University

We all recognize the need for the continued improvement of agricultural education, for a constant effort to increase its efficiency and effectiveness, and for providing a dynamic "growing edge" of knowledge and practice.

Probably, too, we are all aware of the limitations of our existing institutional or organizational structure to provide a visible means of assuring this growing edge. As John W. Gardner so ably points out in his book, Self-Renewal, "When organization and scenery are young, they are flexible, fluid, not yet paralysed by rigid specialization and wanting to try anything once. As the organization grows in age, its stability and inertia give way to rigidity, creativity fades, and there is a loss of capacity to meet challenges from unexpected directions. . . . Similarly, the infant is a model of openness to new experience—receptive, curious, eager, unafraid, willing to try anything and a world not inhibited by fixed habits and attitudes. As the years pass he loses these priceless qualities. Inevitably, habits, attitudes, opinions. If he did not, he would remain inflexible and wholly incapable of coping with his environment. But each acquired attitude or habit, useful though it may be, makes him a little less receptive to alternative ways of thinking and acting. (emphasis added) He becomes more competent to function in his own environment, less adaptive to change."

Fortunately, Gardner does not delegate a "maturing" organization or program to the grave. He proposes hope in his attack on the problem of keeping a society or an organization young and in itsoultry and functioning. "A society whose maturating consists simply of acquiring more firmly established ways of doing things is bound for decay—even if it learns to do these things with greater and greater skill. In the ever-renewing society what matters is a system or framework within which continuous innovation, renewal and rebirth can occur." (emphasis added) Gardner's comments on society seem to have application to our programs of agricultural education.

Key Problem

The central problem, then, may be, how can we provide for self-renewal in agricultural education? How can we provide the system or framework for continuous renewal? How can we maintain the best of the old and yet continuously seek out the new and improved methods? How can we respect, but not worship tradition or historical accidents? How can we systematically and deliberately make agricultural education and vocational education self-renewing? Perhaps the two keys to the answer are: the words, systematically and deliberately; to me, these words, along with Gardner's words, system and framework, imply an administrative policy, an organizational structure, and commitment to implement a comprehensive program of research and development. They imply permissive policies, adequate funding, capable personnel, and other resources needed to focus on this critical area.

State Program May Be the Answer

In the minds of many, an organized program of research and development provides one of the best approaches to self-renewal. It seems to me that, for obvious reasons, a state is the logical unit of organization. Individual teachers and districts may make a substantial contribution to developing and refining innovations in agricultural education, but we shouldn't rely solely on this "tinkling up" process. States have a responsibility for financing a systematic, continuing program of research and development. Typically, this involves the development of a program that is designed to identify and evaluate new teaching methods and to determine the type of organized continuing program needed to identify, test, and accelerate desired changes.

What is implied in a comprehensive state program of research and development? What are its dimensions? Perhaps it can best be described as a series of research projects ranging from original discovery of new knowledge to its application and use in school settings. Let's look at the major stages in this sequence and describe some of the activities associated with these stages.

Regardless of whether one agrees with the above description of the sequence, he should accept the multi-dimensionality of the process. The important point here is the need for comprehensive programs to develop a healthy portion of our society's resources toward this purpose. The programs of research and development should not only provide new, continuing development, but they also maintain constant vigilance over the "quality" and "current utility" aspects of their present products.

How Different Are We?

By contrast, agricultural education literally has no systematic, organized programs of research and development. The state programs of research and development. Too long we have viewed research as a formal ritualistic activity with the end being the administrative program. We lack, and desperately need, a deliberate procedure for initiating needed research and identifying, developing, testing, and disseminating educational innovations, a mechanism built into and coordinated with our state administrative organizational structure. Typically, we have made little investment in this area. We have not provided the needed organizational structure for research, and consequently, in our instances we rely on individual initiative. We have long lamented the lack and slow change in our system but have not created the type of organized continuing program needed to identify, test, and accelerate desired changes.

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Visitation is Still Important

J. C. Atherton, Teacher Education, Louisiana State University

A successful teacher reports that his most rewarding experience is that of visiting and working with students in their homes, on their farms, or in other establishments where they are employed. This would probably be true for many others. Teachers of vocational agriculture have much experience of home visitation.

The ultimate aim of all visitation should be of an educational nature. It usually involves the teaching of skills, the promotion of interest in some phase of the program, or the building of relationships so that the teaching program will be enhanced. Often of these is accomplished to a measure during the trip to the home of a student. Some visits are made for the purpose of building confidence and securing support so that later educational ventures will bear fruit. Misinformation, prejudice, lack of interest, and vigilance attitudes toward vocational agriculture may be counteracted through this approach.

Purpose

One of the prime things the teacher attempts to accomplish through the visits is mutual understanding and to secure the confidence of those contacted. A personal interest in the student, his family, and the vocational program is a means of developing wholesome relationships. Teachers have won the friendship and cooperation of families through evidence in such things as showing offerings of the student, the beauty of the African violet in the home, a well-kept yard, improved livestock.

If there is an earnest and sincere desire to carry teaching to the door, it will require the teacher to develop a disposition to the home of students with supervised farming programs and to the business establishments with a program of supervision. Here the opportunities present themselves for the dispelling of misunderstandings, hesitation, apathy, and indifference. Some teachers feel that the job can be accomplished through the day-by-day classroom contacts and teaching with a little encouragement and a couple times each month during scheduled FFA meetings. While not depreciating these activities, it should be emphasized that the intimate relationship developed through home visitation can be catalytic which bring about the fulfillment of things taught in the classroom, the shop, and on the job.

Share with Other Teachers

It should be pointed out that some of the needs discovered by the teacher through visitation can be met better by other faculty members. In these instances the information gleaned by the instructor of vocational agriculture should be shared with fellow workers so that they may act intelligently in their relationships with the student and his family. This may be a means of generating mutual good will toward the teacher, the programs of education in vocational agriculture and the entire school in general.

Educational needs of the student and his family may be uncovered during home visits. Follow-up can mean much to the lives of these individuals and to the instructional program as a whole. There is an excellent opportunity to explain the educational program, its objectives and requirements. The teacher should utilize the occasion at times to close-up misconceptions or vague understandings concerning other school policies.

Represent the School

At a recent conference of high school administrators during a discussion one superintendent told the group that his teacher of agriculture should be a boy who did not teach a formal class. This instructor is the prime contact between the school and the rural people. He is the key to the school when it comes to school-community relationships.

Visitation is a means of extending the school to the farms and to agricultural businesses in the local community. Some visits may be for special purposes, but visits should be educational in nature. Home contacts are made with all students to give them instruction, to win their confidence, to offer encouragement, and to lead them into a comprehensive program of vocational agriculture.

Schedule and Purpose

Prior to a home visit the teacher should determine the needs of the student and his family. This will dictate to a great degree the conduct of the teacher while on the trip. The needs of the student, the type of supervision of the farm, and the type of supervised experience program in progress are all factors to be considered when planning the visit. Although the purpose of the visit has been established and the trip designed to accomplish this purpose, it should be remembered that consonant values should not be overlooked.

Schedule visits. Determine when it will be convenient to visit and thus let the student know the time to expect you and what you plan to do while there. Prior to the trip, review the background of the individual. Refresh your memory about the home conditions of the pupil, his likes and aversions, his needs, and his supervised experience program.

Visit is important and essential. It should not be neglected to chance or spare time. It is an integral part of the program that will aid in the development of the teacher in the occupational agriculture. It is a continuous activity and must be practiced during the teaching career.

Summary

Effective visitation involves a series of steps or procedures. These include:

1. Deciding upon whom to visit at this time
2. Clarifying the reason for the visit
3. Scheduling the visit
4. Reviewing the background of the individual
5. Making the visit, being a good observer and a good listener. Following through on the implications of the visit
6. Summarization of the visit and the recording of pertinent information
7. Using the things learned from the visit

Since he will be working with the individual throughout the year and possibly for years each teacher should develop a technique for securing and preserving information relating to these visits. Periodically, at least once a year, there should be an evaluation of the visitation program with appropriate planning of it.

Visitation is important and essential. It should not be neglected to chance or spare time. It is an integral part of the teaching program and the acquisition of skill in teaching effectively.

Following through on Instruction

Howard Peake, Teacher of Agriculture at Old Kentucky Home High School, Bardstown, Kentucky

Many boys act as if classroom, shop, and on-farm activities are three different facets of learning. Actually they go together as hand in glove. Too many teachers and students know all the answers in the classroom, but make no use of this knowledge on the home farm. This is unfortunate, because in the classroom we learn what we practice. A boy who makes no use of his knowledge and skills will never revert to ignorance of knowledge and skill. This problem can be alleviated by a well-planned course of instruction in which the classroom, shop, and on-farm activities supplement each other.

A boy in his freshman year in a community where beef cattle is important starts planning his farming program and decides his farm situation is best suited to beef cattle. He cannot wait until his sophomore year to learn how to treat for foot rot, castration, dehorn, or learn what to do when the calf only takes two teats; because these problems will confront him in his first year. The boy can study these things in class on individual problem days under the guidance of the teacher, if these problems do not just group teaching.

His next problem may be how to restrain a 1000-pound cow with two teats which have never been touched by human hands. Most farms have a rope somewhere if it has not been loaned to a neighbor. However, not being a cowboy many farm boys will let this situation develop into mattsis resulting in the loss of two teats.

Shop and Farm

The answer to this situation is a cattle catcher built in shops as the student's first wood project. This catcher will cost approximately $5.00. One needs only nine bolts six and one-half inch long, a set of two

Jeep, Mr. Peake with a freshmen boy showing the cattle catcher he built in the shop. This is one of 10 built in the shop during the year.

For by which four are eight feet long. This catcher is simple to make out of rough lumber and will last a lifetime. It is custom made to fit any specific stall door, having a two inch extension on the top to keep it from being pulled toward the stall, and a chain to keep it from being pulled out. To keep the gate from being raised off the hinges, a hole is bored in the post above the top hinges and a bolt inserted when in use.

Dismounting, vacuination, and castration are handled in a similar manner. The calf is caught in the catcher the boy has built and a nozzle is placed in the nose.

We have all heard the story that the old way to teach swimming was to throw a person in the water and let him sink or swim. Let us not give our boys the sink-or-swim treatment in regard to on-farm supervision. Let us provide them with an understanding of the problem, the right tools to tackle it, and then spend the time and have the patience necessary to see the boy has acquired the skill himself.
O. E. Thompson (Continued from page 154) for development is that of vocational employment counseling. Counseling cannot be carried out in the present. Programs for determining future employment opportunities in agriculture and related industries must be developed. Will agricultural labor be replaced entirely by the machine or the technician? What competencies will the technician need? Will ownership of farm machinery eventually be in the hands of leasing firms? What employment opportunities would this move create? Will other food preparation industries decentralize as the most industry has done? Will maintenance programs on farm machinery be undertaken, as is presently the case with office and business machines? Those and many other pertinent problems need to be studied with the use of outside resources.

Problems Too

Involving outside resources in the area of vocational education offers another prospect of substantial benefit. However, it also raises certain problems:

1. Not all persons in the basic agricultural education program now have the chance to gain experience directly in these fields. Many students who plan to major in agriculture will have to ask themselves what these limitations mean. Will their limitations mean that their major will have to be changed? Will this mean that they will not be able to find jobs in agriculture?

2. Expanded programs in vocational education will have to be designed in order to meet the needs of students. This means that the vocational education program must be able to accommodate the needs of students who want to major in agriculture.

3. Outside money for research and development should be obtained in order to provide the necessary research and development funds to carry on the work. This money should be obtained from outside sources through government grants, private foundations, and other sources.

The Challenge

Certainly both the utilization of outside resources and the development of new programs for students who wish to major in agriculture will require a great deal of effort and time. However, it is the only way in which the vocational education program can be successful. Only by making use of outside resources can we ensure that the program will be able to meet the needs of students who wish to major in agriculture.
**Safety Depends Upon You**

VAN H. BURNS, Teacher of Vocational Agriculture, Soline, Louisiana

When you get this point over to everyone, that safety depends upon you, accidents will be greatly reduced. Most people really do want to be safe with themselves and others. The lack of safety consciousness and know-how is the key to many of our safety problems. Through education we must provide our youth and adults with greater knowledge of safety and safety practices and make them aware of their responsibilities in this.

The National Safety Council as published in the Farm Safety Review, the 1161 accident death rate shows a rise as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Accident Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>11,000</td>
</tr>
<tr>
<td>1952</td>
<td>11,500</td>
</tr>
<tr>
<td>1953</td>
<td>12,000</td>
</tr>
</tbody>
</table>

Recent estimates show that the 1951 death (accident) rate was about 100,000 or four percent more than it was in 1953. Disabling injuries numbered about 10,000,000, 10,500,000 which resulted in some degree of permanent impairment—ranging from partial loss of limb to blindness or complete crippling.

9. Did I call on the many sources of outside help to impress the students with safety?
10. Did I dwell on the importance of the manufacturer’s instructions while operating and maintaining machinery and equipment?

Van H. Burns

The National Safety Council reported that disabling injury totals were: motor-vehicle 1,700,000; public non-motor vehicle 2,000,000; work 2,500,000 and duplication of motor vehicles with other classes numbered 100,000.

Accident costs amounted to about $2,500,000, industrial expenses about $2,500,000, insurance 3,250,000, property damage in motor-vehicle accidents 2,250,000, and disability loss in lives of $1,250,000, and the so-called “indirect” costs of work accidents of about $3,250,000.

What are we doing as Vocational Agriculture Teachers to help prevent accidents that cause injuries and deaths to our farm people every day? Are we responsible for many of these accidents because we have failed to teach our future adult farmers the safety and safety practices they need to know? Think back on the farm accidents that have occurred in your community and apply some of those questions for your thinking:

1. Did I have the individual or individuals in my class?
2. Was safety ever mentioned?
3. Was the accident possibility brought up and discussed?
4. Did I include safety in all units and lessons taught?
5. How much stress was put on safety?
6. Were the safety practices defined and pointed out to the student?
7. Was safety involved in the units demonstrated?
8. Was there a follow-up of safety in the field?

Raymond M. Clark
Michigan State University
Making Vocational Agriculture a Truly Community Program

SELZ C. MAYO, Head, Sociology and Rural Sociology, North Carolina State University

(Topic)*

B. Research for problem solving. This concept is almost self-evident. Every man, woman, and child is in constant need of more practical information. He is not satisfied with what he has. His progress and success are measured by the extent to which he is in touch with the world about him. The only restriction is the lack of time to get it. Consequently, Vocational Agriculture teachers are continuously furnishing themselves with new facts. Thus research as conceived in this field is a long way in coming one of the major handicaps which are frequently the Vo-Ag teachers of Vocational Agriculture teachers -- the lack of data from secondary sources that apply to the community to which they have a responsibility.

Organizational Structure is a Basic Tool

The second basic tool, in my opinion, with which the Vocational Agriculture teachers can and should be organized is the community organization. In the first place, I believe that there is one basic organizational structure that each Vo-Ag teacher should know and understand. The second is the organization of which may emerge or develop other organizational structures. This basic or organizational structure is what I am calling a community communications committee.

Such a committee consists of representatives from each community structure through which there is a two-way flow of information and ideas. The Vo-Ag teacher is the information conduit or between the school district or urban school district or community and the community it serves. The teacher should have the role of developing and organizing the information. He should then use the information in the organization of the committee.

Several other purely organizational problems may be visualized very readily. There is, for example, the problem of how shall the representatives from these three communities within the district. Several problems must be foreseen and handled prior to the establishment of such a committee. First, there is the problem of delineating the neighborhoods -- the smaller community within the logical sense of "this" community. That is, this community is usually a very large community that is not visible, a very specific aspect of this school, i.e., that of a local community. Second, one would like to have at least a working knowledge of such natural areas within his school district. It is essential, however, that such areas be recognized and understood by all representatives, and at the same time, they should be recognized as parts of a larger whole. The more complete studies have shown that the neighborhood is not the same as a neighborhood of this community, and that the most complete studies have shown that the neighborhood of this community can be made to consist of neighborhoods in this community. These neighborhoods have been found to be related to a great extent to the type of improved practices in farming. My own students never cease to be amazed at the differences between a meeting held prior to the planting season, the representatives from each of the neighborhoods, smaller communities, and the smaller communities that are making a study of the children in his community. Such a study should have available the general information committee that is being conducted. The study should be completed in consultation with Vocational Agriculture teachers. It should consist of determining the yield of the various crops in his community and the various crops in his community, which yields are and are not related to the level of production in the local community.

These data would be presented to the communications committee for study and analysis. It should be possible to determine the specific types of problems that are not being met by the community. These would be reports of need, which are or are not thought to be related to the level of performance in some communities.

The educational job could be agreed upon for this committee. The community representatives, the Vo-Ag teachers and representatives of the community, could then take specific recommendations and a program back to the people of each community. The representatives from each community might establish a working committee within his own community. The local community committee should assist the representatives in determining the research data as well as the educational program. The committee would not be making a specific recommendation and a program to the people of each community. The local community committee should assist the representatives in determining the specific recommendation and a program to the people of each community. I am sure that this soil would affect my education. The educational job could be agreed upon for this committee. The community representatives, the Vo-Ag teachers and representatives of the community, could then take specific recommendations and a program back to the people of each community. The representatives from each community might establish a working committee within his own community. The local committee should assist the representatives in determining the research data as well as the educational program. The committee would not be making a specific recommendation and a program to the people of each community. I am sure that this soil would affect my education. The educational job could be agreed upon for this committee. The community representatives, the Vo-Ag teachers and representatives of the community, could then take specific recommendations and a program back to the people of each community.
Assistants Available For Graduate Study in Agricultural Education 1966-67

Following is a listing of assistantships, fellowships and part-time instructorships available for graduate study in agricultural education, 1966-67. This is based on a survey of all institutions offering programs of graduate study in agricultural education in the United States. However, not all institutions surveyed submitted reports. This survey was conducted under the auspices of the American Association of Teacher Educators in Agriculture (AATEA). The primary purpose of this listing is to help those who are interested in pursuing graduate study in agricultural education to become acquainted with assistantships and other aid available at institutions which offer programs of graduate study.

It should be pointed out that the survey requested institutions responding to list only aid available to agricultural education graduate students. General aid, available to all students in the institution, is not reported here.

Data provided are in the following order:

- Nature of assistantship (number available); number of months over which aid is paid; during year, beginning month; amount of work expected; monthly remuneration and other considerations such as remissions of fees; whether aid is for master's, advanced graduate program, or doctoral students; source of funds if other than university or state; and the 1966 deadline for application.

Slight variations in this pattern are due to the nature of the data provided by reporting institutions.

**University of Arizona**
- Research assistantships (1), 12 mos.; July; $5,000 per month; master's or doctoral students; apply by May 15.

**Cornell University**
- Research assistantships (10), 12 mos.; May; $325 per month; $225 per month; master's or doctoral students; apply on or before March 1.

**East Texas State University**
- Research assistantships (4), 12 mos.; August; $250 per month; master's or doctoral students; apply on or before March 1.

**Florida State University**
- Research assistantships (2), 12 mos.; September; $1,000 per month; master's or doctoral students; apply on or before March 1.

**Florida State University**
- Research assistantships (2), 12 mos.; September; $200 per month; master's or doctoral students; apply on or before March 1.

**Ohio State University**
- Research assistantships (8), 12 mos.; July; $300 per month; master's or doctoral students; apply on or before March 1.

**Pennsylvania State University**
- Research assistantships (6), 12 mos.; September; $250 per month; master's or doctoral students; apply on or before March 1.

**University of Wisconsin**
- Research assistantships (12), 12 mos.; September; $200 per month; master's or doctoral students; apply on or before March 1.
Stories in Pictures

Gilbert Guilar
Ohio State University

Experimental research is very much a part of the Vocational Agricultural Program at Kingsway Regional High School, Sewell, New Jersey. Direct seeding of spinach is being compared to the conventional method of planting green. The soil-farming group here consists of, from left to right, Fred Johnson, Rutgers' Vegetable Crop Specialist; Mr. George Longo, State Supervisor of Agricultural Education; and Raymond Warren, FFA Demonstration Chairman.

Robert Peterson and Glenn Frederickson, seniors at Minneapalissa Roosevelt High School, receiving instruction in use of landcrae equipment for use in the highschool's agriculture program initiated by the Minneapolis school this year. The program is conducted by Mr. Luke.

Bill Smith, Alabama's Farmer of the Year, is shown burning brush from 40 acres of land he cleared by hand. Most of the wood from this land was sold for firewood. Frank Hendrick is the vocational agriculture teacher.

Offering fertilizer to a customer. A thorough knowledge of fertilizer can be important.

Korean vocational agriculture teachers get in-service training in adjustment, care, and use of spray equipment. A sprayer was demonstrated, inspected, and calibrated. A field trip demonstrated the effects of poor sprayer operation on weed control. (Photo by Editorial)