Students participate in welding skills contest sponsored by the Ap. Ed. Club of the University of Illinois.

New officers and future teachers of the Ohio Agricultural Education Society being congratulated by their advisor, Willard Wolf.

Talking over their duties for the school year are leaders of the Southern Illinois University Collegiate chapter of Agricultural Education Majors. From left are: (front row) James M. Davis, Pekin, secretary; Albert Korn, West Frankfort, president; Richard Bros, Peoria, vice president; Stanley L. White, faculty advisor; William Bradley, Biggins, treasurer; and Thomas Welker, Ashland, reporter. The organization is for college students interested in making agriculture education a career.

Agricultural Education... Education

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Featuring—
GRADUATE STUDY
1917 .......................... 50th ANNIVERSARY ......... 1967
1st National Vocational Education Act
Graduate Study

Many of the issues in graduate study are directly explored by Ray Cardoner in his feature article this month. He speaks plainly of many problems, as well as teachers and others concerned. It would be a professional service, I believe, if you would read this article carefully, reacting directly to this or bringing a follow-up article to this magazine. Surely, we must come to grips with some of these issues.

My purpose here will be to examine the issues of Graduate Study in a little different setting. That is, how do we in Agricultural Education see study for ourselves? How does our attitude and action toward graduate study compare with other educational groups?

It seems clear that the greatest increase in graduate study in recent years has come from people in Cooperative Extension. From apathy and lack of concern for graduate study on the part of the college student, they have moved into a very active role (some even suggest a "latent-sleeping" role), participating in graduate study. This applies to state-level personnel as well as county leaders. In some states the changes in attitude and in amount of participation involved in graduate study have been phenomenal. A recent survey of State Extension Directors about the future of graduate study revealed that all Extension Personnel would be expected to hold graduate degrees in the near future.

There has also been a noticeable change in the interest and subject matter in many of the graduate programs, particularly at the master’s level. This is, a shift from the "problem-solving" type of graduate program to an "immediate-need-to-my-problem" type of course to program designed to develop understanding of theories and principles underlying an individual's primary problem. Such a change does not always come easy, especially to those who have made a major issue of having everything practical and of immediate use.

This gets us into philosophy of education and cannot be pursued here, except to state once more that to overdo the practical in study is to short-change the educational process. The graduate student is already oriented toward helping solve present problems made as much as ever today: the study of agriculture to what is coming along in the local community. In fact, he is not really practical in his study, because the same local problem is greatly affected by influences outside the community, whether this be a personal problem or one in farm management. Similarly, concentration on your present job as a basis for graduate study is a limiting. So, the teacher who goes into a graduate program expecting to get material that he can use while teaching program will be disappointed. Any worthwhile graduate program must have higher aims.

Why doesn’t a larger percentage of teachers of vocational agriculture do graduate study? Many very good people can be given the reasons. And many teachers have shown that they are of questionable validity by going abroad to graduate school in spite of perfectly "good" reasons for not doing so.

What about the supervisor and teacher education? Well, the teacher educator doesn’t really have much choice. At his college and university his importance is less in the actual student and more in the aggregate student. And the same goes for the students. They have pointed out that many programs do not meet their needs as supervisors.

The suggestion here is this: Every person in Agricultural Extension should do graduate study as a continuing basis. Not necessarily on a degree basis, that’s another matter. Of course, this must be on a part-time basis most of the time, while the work goes on. However, it is strongly believed that by doing graduate study for a degree that most of the program should be done in residence at the college or university. To get a master’s degree by driving in for classes all of the time is a mistake much of the value of graduate study.

The availability of many more graduate assistants, as indicated in this listing of this month, will help make full-time study available to more teachers. The statement by Richard Cobb is in this issue.

How long has it been since you were in a graduate course?

Caye Scarborough

The editors in The Progressive Farmer are on the evolving role of the county agent have been very interesting. One of these, "Do Farmer Want to Know?" wondered if they received a lot of letters of protest from county agents. And, I wonder what our response will be when the editors raise similar questions about the role of the teacher of vocational agriculture.

Speaking of the PP, I too have been suggesting that our terminology may need updating. Note the following:

Do Farmers Need a New Title?

E Everybody is getting new titles these days. "Tedders" are now "conditioners." "Red" and "saltmen" are now "salt consultants." "Representatives" are now "sales consultants." Truck drivers have become "manufacturers' representatives." These "people" who do on the farm and live on the farm are not the same anymore.

Perhaps a different title should be in the act. Cattleman, feedlot, and milker could be introduced themselves as "cattle producers." A nuclear or feedlot man could call himself a "food animal producer." Those who depend on grain or forage could dub themselves "soil producers." All of these people call themselves "pork producers." It’s something to think about.

Driver Educators are suggesting that teachers need to have experience in the areas of teaching. "Too many driver educators have to tell students how to pull out of a stop without ever having done it successfully themselves," says Our Whitebrief of the National Safety Council, O.K. O.K. We have been advocating this sort of teaching of teachers for a long time. However, there must be a limit to this idea somewhere, for teachers as well as preachers.
An interesting story, "Woodlands Classroom" is Union Camp's quarterly Contact published last summer. It tells of the forestry program operating in 45 Georgia schools, as well as the school nursery.etc.

Did you see the recent announcement from Cornell that EDUCATION DEPARTMENT DROPS "RURAL" TITLE? So, an old landmark disappears. The announcement stated, in part, "The new name reflects the present scope of the department. Emphasis has been shifting from the training of teachers for agriculture, science and elementary grades, to research on educational problems."

It was noted that training of teachers would continue, and recognition of a changing agriculture was indicated by stating, "In the field of agriculture, secondary school courses have been expanded from farm operation and management to include others serving the large portion of the agricultural industry which is not on the farm."

The topic is not one in which everyone is vitally interested. Yet, to someonePare the facts and figures presented in the latest news, with the present need for educational research and development.

It is not the purpose here to present the "correct" view concerning any aspect. However, there are no current views existing on an issue. The purpose is to identify the issues and to present different points of view, with the rationale underlying each. This discussion deals largely with graduate study leading to the master's degree.

Orville Thompson is completing his term on the Board of The Agricultural Education Magazine. As chairman for the past three years, he has kept the members of the Board in becoming more active in the affairs of the magazine. During his term of office the magazine has improved in appearance as well as in the financial situation. Operating policies of the Board have been revised and updated.

Dr. Thompson is head of the Department of Agricultural Education, University of California, Davis.

I hope that 1967 will be the best year yet for you and your students.

Fred Lay

TEACHERS OF AGRICULTURE

W. HAROLD HUGHES

Department Of Agricultural Education

The AGRICULTURAL EDUCATION MAGAZINE, January, 1967

ISSUES IN GRADUATE STUDY

For Teachers

V. R. CARDOZO, Teacher Education, University of Maryland

As teachers began to return to college for further education, they developed an opposing point of view which views the master's program from the standpoint of professional improvement of the teacher for his job, rather than mastery of a body of knowledge.

This was stimulated by certification requirements and state policies. While research has not yet established how to implement the new requirements between graduate study and teaching performance, most people accept the proposition that teachers who pursue further study are likely to become more effective than those who do not. Boards of education, in a desire to reward improved competence, but lacking adequate measures of teaching effectiveness, chose to reward additionally those teachers who complete a master's degree or equivalent.

The implication that studying in the master's degree would qualify the teacher for improved job of teaching, and to some extent, the job of teaching, plus the extra pressure for graduate study placed on teachers, caused some graduate faculty members in education to view the master's degree and the program leading to it differently from their colleagues in the basic arts and sciences.

What is the difference between in-service training and postgraduate education? The difference is not always precise; however, most professors would probably accept the premise that in-service training is usually largely with operational problems faced by teachers in their own classroom and teaching situations, while post-graduate education is based on an understanding of the principles and theories of the discipline and may or may not involve field work which teachers currently face in the classroom.

Some professors of education consider in-service training as the best type of study for teachers. Further, that if this is what is needed most by teachers, this should be the content of master's programs. On the other hand, some professors say that the courses and study should be intellectually beyond what is expected at the undergraduate level.

(Continued on page 130)
Many teachers of agriculture major in guidance, administration, and other non-agriculture subjects. These teachers, because of the need to prepare for a position in guidance or administration and not necessarily to improve their competence in teaching agriculture, declare degrees in these non-agriculture subjects. This statement is objective and outside the purview of this discussion.

What Degree?

Historically, Master of Arts and Master of Science degrees have been offered by graduate schools. These were usually referred to as scholarly or research degrees.

As more teachers began pursuing master's degrees, some institutions decided that other kinds of programs leading to master's degrees would be more helpful to professional practitioners. Among the best known ones are the Master of Education, Master of Arts in Teaching, Master of Vocational Education, Master of Education in Agricultural Education and more recently the Master of Arts in Teaching.

At most institutions, M.A. and M.S. degrees require a minimum of 30 semester hours, including a thesis. The M.Ed., M.V.Ed., M.A.G., and M.A.T. generally require 30 semester hours, including a thesis. However, at some institutions, they require a field study, essay or seminar paper. The M.A.T. program, once famous at many schools, is not widely available in agricultural education. The first M.A.T. program was established in 1928 and was a pre-professional in character and designed for graduates in liberal arts who wanted to become teachers. They went immediately following graduation into the high school classroom where they spent a year or more taking education courses and student teaching. The M.A.T. programs differ little from typical M.Ed. programs and are primarily designed for teachers and the M.Ed. for supervisors, administrators and staff specialists.

Thesis or Non-Thesis?

More master's degrees in education, including those in agricultural education, are awarded without, than with, the thesis. In many schools of education, the thesis is not as important as it is in many masters programs. Many prospective thesis-programs must merely meet needs of teachers who do not have the time to undertake the regular study required to complete a thesis. Teachers tackle problems found in their schools, and these are their teaching problems. In studying agriculture, the only degree teachers need solve is the problem of the teacher who does not know enough to undertake a teaching problem. They point out that the teacher is not a research scientist or a professional teacher and, as such, they are not trained in writing scientific reports, and that the teacher is not a professional teacher and, as such, they are not trained in writing scientific reports.

Who seeks "special problem" courses argues that they are frequently poor substitutes for the regular teaching. However, some courses do not have the burden of library study that he should demand when faced with practical problems.

Those who seek "special problem" courses argue that because of the limited number of courses that they are limited in graduate courses, it is simply a way to "gain" graduate credits. This is a service of the kind of activity which a good teacher should do part of his school work. Frequently, the learning the basic tasks of the college is not to be learned in one semesfer, non-existent, or limited to findings which have ephemeral value.

What Institution?

Should one pursue the master's degree at the same institution where he received the bachelor's degree or at another institution? Most professors advise going to another institution which is not too far away and a part of state for most teachers, but not necessarily right next door. It should be a place that the individual take at least part of his work at some other institutions.

Many teachers do not feel that the state of study to state for the master's degree, particularly in financial resources. Often feel that they know the faculty of their own state university and feel more secure there, while others state what to expect at another institution.

Some professors argue that there will be no reason for such distinctions as pointing out that by doing so, the teacher will gain further understanding of the philosophy underlying in agricultural education as program as it is done in that state, and is able to work in great confidence.

Other professors argue that by attending another institution, the teacher will gain the advantage of being able to learn about and absorb the masters of educational administration. In addition, he will gain much from association with teachers from other states.

Paid Leave for Graduate Study

In some states, teachers are required to earn a master's degree or equivalent in advanced undergraduate study within a period of years following their entrance into teaching. For the teacher on a 10-months appointment, the problem is not great. For those on a 12-months appointment, it creates a problem.

The system is reluctant to permit him to leave the community and pursue graduate study in the summer months. Besides, the periods of 10 months pay basis do not go. It is not a matter of summer income by taking leave without pay. In addition, as some teachers have pointed out, the Teachers Retirement for Administrators and teachers in rural education cannot justify whether spending the summer months in graduate school is essential to the conduct of an effective vocational agriculture program.

For teachers who take leave from the school to pursue the master's degree, in some states graduate assistantships have been established specifically to offset the cost for the leave and pursue graduate study. Many teachers feel that the difference between the stipends for the graduate assistantships and their salaries are too great to justify accepting a graduate assistantship,

Many school systems include in their pay scale provision for salary increases to teachers who complete a program of 30 semester hours beyond the master's degree. To meet this need, some schools have added master's degree programs with requirements appropriate to the professional needs of these educators.

Advanced Degree in Education (Ed. A.), Advanced Master of Education (A.M.A.), Advanced Specialist in Education (A.S.G.), Advanced Master of Arts in Education (A.M.A.E.), and other programs.

Since they are not recognized degrees of graduate schools, the graduate faculty is not as much concerned about the quality of standard and length of time programs. Most of the issues faced in the master's program, however, also apply to the "Specialist" program.

The Doctorate

Should a master's degree be the doctorate? Evidently, as is known, no institution offers a doctoral program specifically designed for the teacher in agricultural education.
FROM A GRADUATE ASSISTANT

RICHARD A. COBB, Graduate Assistant
Department of Agricultural & Extension Education
New Mexico State University
Formerly Agricultural Teacher, Zephyrhills, Florida

The graduate assistant holds a unique position in the university environment. He is in the mainstream in the two-score framework of student and faculty. As seen by undergraduate, the Grad. Ass. in an, all-day, all-time lecturer, whose radical grading system and instability to answer even the most rudimentary problem, has become a major nemesis (along with audiotextual television and standardized exams) in the machinery of a university.

Most professors picture the grad assistant as a hybrid: college student, one-fourth secretary, and the rest a mixture of delivery boy, card catalog, cleaning man, test grader, and occasionally, a teacher.

The graduate assistant witnesses a dimension of the college and his major department not experienced by other students. He absorbs the "backstage philosophy" involved and integrated into the planning, preparation and presentation of course material.

The assimilation of teaching approaches was utilized in more effective classroom presentations through the innovation of overhead projection materials, teaching devices, and improved duplicating machines graduate assistant to experiences applicable to the major's specific area of interest.

Further benefit is gained through participation in the development and defining of research problems pertinent to the graduate's major area of interest. Exposure to new disciplines of thought and theories of teaching established by used projects accentuate present and future challenges to be realized.

Finally, the graduate assistant maintains an informal working contact with professors within the college department and gains new insight into the thoughts and feelings of educational leaders.

"BETTER MOUSE TRAP"--Micro Pipet of 1969 holds a new ultrasonic device developed for ziddling food handling plants, warehouses and storages of rodents. Successfully tested in grain warehouses, the unit is now being marketed in the U.S. and Canada by Hart-Carter Co., Mississippi, Miss. Weighting only 12 pounds, the device passively generates an intense pulsating, high frequency sound not audible to rodents. Those portable units, operating on 115 Volts, are placed at points where rodents are apt to enter. This sets up a "sound barrier" preventing the rate and noise from entering. Hart-Carter says tests prove 85% to 100% effective. The company points out that government figures place the annual food-stuff losses in the U.S. by rodent damage at over two billion dollars.

University of Kentucky
\[\text{Research assistantships (9), } 5,000 \times 12 \text{ mo. }\]
University of Maryland
\[\text{Research assistantships (4), } 12 \text{ mo. }\]
                
\[\text{University of Minnesota} \]
\[\text{Research assistantships (2), } 12 \text{ mo. }\]

\[\text{University of North Carolina} \]
\[\text{Research assistantships (2), } 12 \text{ mo. }\]

\[\text{University of Wisconsin} \]
\[\text{Research assistantships (3), } 9 \text{ mo. }\]

\[\text{University of Wyoming} \]
\[\text{Research assistantships (4), } 12 \text{ mo. }\]
\[\text{University of Missouri} \]
\[\text{Research assistantships (3), } 9 \text{ mo. }\]
THE AGRICULTURAL EDUCATION MAGAZINE, January, 1967

Program Planning – A Basic in Vo Ag.

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

"There's no vision, the people perish" (Proverbs 20:18) is an ancient truth, but it has current application in the field of Vocational Agricultural Education.

Technological advancement and accelerated sociological change require that vocational education programs be updated. The 1965 Vocational Act is a result of this change and recognizes it as it embarks on a period of planning for the future.

There is a demand by the key players that there be more rational planning of the educational program. There is an urgency derived from a core of problems as well as those of the future.

This should be followed with a variety of ideas on methods for solving them.

Now, Present, Future

Every phase of the educational program needs to be examined and planned. All activities should be sched- uled with the means of implementation set forth. This is, or should be, an organized effort whereby the planner attempts to look into the future, to anticipate needs, and then makes decisions relating to the care for these needs. This facilitates a comparison of the task to be accomplished and of how the various facets of it contribute to the overall educational objective. Immediate and long-range effects of various activities are given considerable attention.

It has been said that a program succeeds or fails in proportion to the thoroughness of the planning and preparation that has gone into it. It is easy to drift into situations and find oneself largely at the mercy of circumstances. Determining what to do prior to doing it will eliminate this problem to a remarkable degree.

The vocational department is continually venturing into the future. As it makes its decisions day by day it is forming and building that tomorrow which will come. From a lack of planning influences the future. Where there has been no planning, considerable resources and personnel will be wasted. From a lack of planning an efficient structure is not possible.

When the vocational department has formulated a program projecting ahead several years, it is in a position to better focus all its energy and efforts on the implementation of its chosen course of action. The day-to-day activities are attuned to these plans which act as a guide for all short range decisions.

Teacher's Role

The teacher should have a degree of latitude in the development of the individual educational program, however, the local community has the right to expect that the work in vocational agriculture is planned and that it is updated periodically on an academic basis.

The teacher with the assistance of others should think through his program and then be able to outline it in a clear manner. He should examine the facts, visualize what they mean, and then plan a course of action based upon this information. Detailed planning permits the individual to examine alternative courses of action and to anticipate problems prior to the time they manifest themselves. In the long run, selecting the elements of the program can be made on an informed basis.

J. C. ATKERTON

Suggestions and activities should be able to stand the scrutiny of critical procedures. Objectives and programs should be probed to determine if results in a careful analysis of the operations. Through this process there is opportunity to clarify and possibly to throw new light on the situation. Consideration should be given to the opinions of each member of the planning group. All points of view may be given due consideration prior to a final decision being evolved. It is essential to think through prior to proceeding full speed ahead.

Planning for the future of planning is of no great value. It can be a means through of keeping a program viable and preventing the teacher from becoming complacent. It gives one a vision of things as they might be or as it is desired that they be.

(Continued, page 101)
A Look at Some Who Quit Teaching

JOHN F. THOMPSON, Teacher Education, University of Wisconsin

Hughes (1959) has stated that a career is a "sort of running adjustment between man and the various facts of life and his professional world." Such a concept of a career with its 'running adjustment' suggests that a career is dynamic rather than static, that actions are sometimes inappropriate rather than always being obvious, and that career is continuous through time. This running adjustment is not ambiguous behavior, but is a series of interrelated actions which may be analyzed.

This study was designed to discern these factors which influence career development of a selected group of former vocational agriculture teachers who graduated from Michigan State University in 1952, 1956, 1958, 1960 and 1961, who began to teach agriculture immediately after college graduation; who taught for one or more years; but who were not teaching in the fall of 1965. Longitudinal type career information was gathered in the following categories: (1) Background and personal information, (2) career choice and educational history, (3) work values, and (4) employment history.

During the five selected years, Michigan State University graduated 208 persons qualified to teach vocational agriculture, 129 or 62 percent of which began to teach immediately. Forty-seven (56 percent) of the 82 are still teaching and 11 (9 percent) were deceased for which reason, 72 careers being analyzed.

Background and Personal Information

Approximately three-fourths of the respondents were born to rural parents while 24 percent were born to suburban or city parents. A general shift in residence occurred during the time span from birth to high school attendance, as 94 percent attended high school while living in a rural area. The mothers of the former agriculture teachers possessed a much higher degree of educational attainment than did the fathers. Forty percent of the mothers, but over 62 percent of the fathers had more than a high school education. Nearly all (80 percent) of the agriculture teachers came from families who engaged in blue collar work.

Career Choice and Educational History

Teaching was the first occupational choice of 27 percent of the former agriculture teachers. Only 24 percent had decided to definitely become a teacher by the time of high school graduation. The typical former agriculture teacher did not enter a teacher education program until the third year of college. The reasons that the respondents gave for choosing teaching as a profession were characterized as being for a reward that teaching afforded them or for a demand that it would make upon them (Moir, 1961). Six sources of the demand or reward were identified. Nearly all (92 percent) of the former agriculture teachers chose teaching for the rewards that it would offer them. The source of the rewards was interpersonal for 50 percent and physical for 17 percent of the former agriculture teachers. Eighty percent of the respondents started a Master's Degree program before the end of their first year of teaching, and 40 (50 percent) completed the program before they left teaching.

Work Values

The respondents were given ten statements which represented four different sets of job values (Mason, 1961). These sets of values were self-expression (use special talents and abilities, be creative and original), people-oriented (help people, be helpful, exercise leadership), extrinsic (earn money, provide status and prestige, provide security future), and other values (provide adventure, be relative free of supervision). The former agriculture teachers were asked to what extent any job or career would have to satisfy each of the ten statements in order for it to be an ideal job requirement. Following this, they were asked if these ideal job requirements were met in teaching.

The former agriculture teachers were found to have high self-expression and people-oriented values, the extrinsic values were somewhat lower and the other values were very low. People-oriented values were rated highest for teaching, followed very closely by the self-expression values. There was some doubt on the part of the former agriculture teachers if these extrinsic values could be met in teaching, but there was no doubt that the other values could not be met in teaching.

Employment History

The complete set of career data on the former agriculture teachers is shown in Table 1. Following these data horizontally, it can be seen that: (1) after teaching one year, 25 of the former agriculture teachers changed jobs; (2) the peak exit rate was after four years of teaching; (3) nearly all had left by the time they had obtained 6 years of teaching experience; and (4) 60 percent of the agriculture teachers had all of their experience in one school.

One may also check down the columns to see what happened to those who left teaching. For example, of the 23 who changed jobs after one year of teaching, only 14 had left teaching. Nine had simply changed to teaching agriculture in middle school. Four had entered a business or sales job, three had returned to college, etc.

Job mobility for this group was also limited. Figure 1 indicates that nearly all of the former agriculture teachers hold three or less jobs (including teaching). The typical pattern was to retain the job that was taken at the person's last job. There were no occupations of the respondents as they exited teaching. About equal numbers were attracted to school administration, business, and professional agriculture jobs. A much lower percent entered similar school teaching as they left agricultural teaching.

(Continued, page 158)
BOOK REVIEWS

TEICH, FREDERICK AND PALMER, ROBERT

The manual is intended for laboratory use in college courses in basic and soil sciences. Contexts covered give the student an opportunity to determine, for example, how much soil can be held, how much is needed for erosion and conservation. These men, and their families, are frequently termed the "bound-to" rural residents.

On the basis of 1969 data, it was estimated that 3,4.8 mill. low-income rural family heads were born in 1951 million or more. The first group was born in 1951, and the second in 1961.

In 1964 Congress passed the Economic Opportunity Act which provided grants up to $1,000 per family to help this group boost incomes. These grants can be used to (1) acquire or improve real estate or reduce mortgage indebtedness, (2) operate or improve the education of a farm, (3) participate in cooperative enterprises, and (4) finance non-agricultural activities. Loans up to $2,500 per family are also available for financing medical needs.

The authors indicate that this is a beginning text for college students in the field of plant physiology. As such, it should be a valuable reference book for post-high-school students who are preparing for work in farm crops, greenhouse work, nursery work, or in horticulture, at the technician level.

The book is divided into 17 chapters and arranged in 7 parts as follows: Introduction, Water Relation, Carbohydrate Metabolism, Plant Nutrition, Plant Growth Hormones, and Growth and Development. The text in each chapter is followed by a list of references, and some charts. At the end of each chapter there is a reading list for the student. The book is well written, and the material is well organized. It is highly recommended for undergraduate and graduate students in plant physiology.

The切s reported by the graduates were scored by the use of an occupational prestige scale developed by the National Opinion Research Center. On this scale, the upper fourth of the graduates scored above 75 and were included below this level. These graduates had worked in full-time employment for 40 weeks or more. The results were more likely to be distinctive to their father's occupation than was the case with graduates who had completed four or less years of college. These graduates also had fathers who were employed in full-time employment for 40 weeks or more. Furthermore, the data revealed that graduates who had completed 497 three or less years of high school had higher scores, as compared to students who had completed four or more years of high school education.

The graduates who had completed one or less high school educational program were more likely to have been employed for over 40 weeks more than the group who had completed four years or more high school education.

Employment Satisfaction

In comparison to graduates who had more than 4 years of experience, the graduates who had completed one year or less of high school educational program were more likely to have been employed for over 40 weeks more than the group who had completed four years or more high school education program.

Job Advancement

As was the case with their initial employment, graduates who had completed three or less years of high school education generally had more employment with higher prestige scores. Furthermore, this employment was more likely to be distinctive to their father's occupation than was the case with graduates who had completed four or less years of college. These graduates also had fathers who were employed in full-time employment for 40 weeks or more. Furthermore, the data revealed that graduates who had completed three or less years of high school had higher scores, as compared to students who had completed four or more years of high school education.

Job Satisfaction

Graduates who had completed one or less high school educational program were more likely to have been employed for over 40 weeks more than the group who had completed four years or more high school education.

Concluding Remarks

Generally, the number of units of high school educational program completed had little influence on the graduates' post-high school educational employment experience. This finding was supported by the fact that all but seven of the graduates had completed one or less units of high school educational program. Therefore, the comparison of the employment experiences of graduates who had completed four or more units of high school educational program indicated that the students who had completed one or less units of high school educational program were more likely to have been employed for over 40 weeks more than the group who had completed four or more years of high school education.
Much has been written and spoken about the need for quality educational programs. Modern buildings, fine equipment, exciting instructional tools and materials, imaginative and innovative programs do not guarantee the attainment. The need and the importance for understanding what constitutes a good teacher have long been axiomatic in teacher education. The need for such understanding, however, is beginning to take on new current aspects of supply and teacher. It is now realized that all that may be technically competent and more qualities of professional leadership, in the trainees, to get the job done properly. This is the purpose of the present study — to magnify the teacher training problem to overwhelming proportions.

Role Perception Important

In spite of the diverse complexities of the teaching profession, there are at least two knowledgeable "technical and professional men," one of the leading forms of success for the beginning teacher of vocational agriculture may hinge upon his role perception for the teacher's position. "Especially cogent are the reports of situations in which the absence of the opportunities for learning to act reflects appropriate to defined positions leads to discrimination. Indeed, it seems logical to assume that if a beginning teacher holds a role perception greatly varying from that of the successful experienced teacher of vocational agriculture, he may have a position or area within which the teacher performs, he will need additional assistance to compensate for this difference in role perception. If such a relationship is found, the training or teacher instruction training would be rendered fruitless data needed to derive from the beginning teacher; the teacher's experiences which carry many promising prospective teachers to withdraw from the profession after the first year."

TABLE 1

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<th>Program Planning</th>
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<tr>
<td>1. Determine the problems to attack</td>
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<td>2. Assess the facts relevant to a specific need</td>
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<td>3. Outline and visualize the information</td>
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<td>4. Identify possible solutions</td>
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<td>5. Determine a logical course of action</td>
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<td>6. Plan steps to be implemented</td>
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<td>7. Implement the plan</td>
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Action Must Be Planned Too

Deciding a course of action through planning does much to ensure the success of the institutional understanding. It is a means of outlining the program so that it may be visualized in its entirety and so that measures may be taken to sustain its fulfillment. Through this process it is possible to build an executable thoroughness through decision and direction on the one hand and realization. A course is charted outlining the objectives and the ways and means for reaching those objectives.

Long range planning includes a variety of activities. It begins with an idea or desire on the part of the vocational teacher or a member of the school system or the community. Someone has to capture the idea. Once it has been captured it is decided to project the program, or evaluation should be made of the vocational activities and the needs of the community. Tasks should not be overlooked. Then major purposes of the vocational program need be set forth. Plans for implementation or the full filling of these objectives need be made. It is essential that a means be derived for monitoring progress toward the objectives.

The major problem is one of seeing the need, defining objectives and then making decisions based upon those goals. To keep current it is essential that planning be continuous with modifications and adjustments in operations resulting when better ways are discerned for fulfilling the mission.

Attention should be given to the resources available — their potentials and limitations.

Projections of several years duration include much more than just depicting a plan. There must be a continuous and continuous plan of implementation and updating of the plan. This incorporates planning, evaluating, and replanning with modifications and adjustments as dictated by the circumstances.

Stages to observe in program development include:

1. Determine the problems to attack
2. Assess the facts relevant to a specific need
3. Outline and visualize the information
4. Identify possible solutions
5. Determine a logical course of action
6. Plan steps to be implemented
7. Implement the plan

The current status of the program must be understood as it is at the present time and how it may be projected. Then once the destination or goals have been formulated, it becomes a question of bridging the gap between the current situation and what is desired.

Calls to effective committee work in planning:

1. One member for each group of members.
2. Each member is an expert on the subject for which they are sought and respected.
3. Agenda for committee meetings is announced prior to the committee meetings.

The committee meetings follow specific methods of parliamentary law. Important matters are frequently decided at informal ad hoc meetings taken by the chair.

The chairperson for the committee is open and in charge of the meeting.

Subcommittees are set up to investigate an individual item.

The actions of the council are accepted and reported by all members.

Council meetings may be dynamic, lively and interesting or they may be dull, drab, and apparently at the point of death. The group makes the difference. The chairman and the executive secretary (usually composed of the council officers) have the major responsibility of providing guidance and enthusiasm.

Summary

Teaching deserves and demands adequate training and recognition. Long-range planning is essential for best results from the educational program in vocational agriculture. Long-range planning is essential for best results from the educational program in vocational agriculture.
PILOT PROGRAMS IN AGRICULTURAL OCCUPATIONS

The design and use lessons learned in Kentucky for use in program development

HAROLD BINSLEY, Teacher Educator, University of Kentucky

W. C. MONTGOMERY, Assistant Director of Agricultural Education, Kentucky

W. C. Montgomery

Kentucky has had many capable students year after year who did not, for one reason or another, attempt to go into farming or dairy farming. Likewise, there have been many farm boys who did not take vocational agriculture, who should have, because, after all, their parents, school people and others thought that the training would be only for farming.

The people in vocational agriculture and the people in agricultural business in Kentucky have known for a long time that skills in farming developed through training in vocational agriculture are definite assets to those who enter other agricultural occupations. In addition, there has been a very keen need felt for training programs in agricultural education, or other programs, to train the job staff in agricultural education and the need felt for pilot programs to point the way to developing better programs under the 1943 Act.

General Design of the Pilot Programs

It was decided to limit the pilot program to 125 students of vocational agriculture for "Job entry" in agricultural-supply businesses which sell seed, feeds, fertilizers, farm chemicals, etc. If an agricultural business sold one or more of these supplies, and if the business had certain requirements of a training situation, the more it sold the better.

The major accomplishment of the program was the development of a class work followed by supervised practicums in agricultural-supply businesses.

The class included included these units: (1) opportunities in agricultural occupations, (2) educational experiences included farm, 3) opportunities in vocational agriculture, 4) agricultural growth program, 5) agricultural education, 6) human relations and cooperation, 7) consumer behavior, 8) management of agricultural-supply businesses, 9) organization of distribution businesses, and (10) supervision.

Two hundred and one out of agricultural programs were set up as the minimum for each student to succeed during the school year.

Determining the Competition Needed

Agricultural business consists in selling seeds, fertilizers, agricultural chemicals, and other agricultural supplies were visited and studied to determine the competencies needed. The managers or assistant managers of the companies were asked and were given the terms of the competencies needed by individual employees in the businesses. These basic questions were asked regarding each kind of employee:

What does this man do in the business?
What would you like him to do better then he is now doing?
What would you like him to do, which he cannot now do?

As these questions were asked, notes were made of the jobs named and guided. Leading questions were asked to get at certain areas of competencies that needed to be overhauled by the managers. A survey instrument was developed from the comprehensive list of competencies by those interested in the program.

The instrument consisted of 19 major areas with 6 competencies in each area as follows:

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Number of Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeds</td>
<td>60</td>
</tr>
<tr>
<td>Fertilizers</td>
<td>40</td>
</tr>
<tr>
<td>Agricultural chemicals</td>
<td>40</td>
</tr>
<tr>
<td>Seeds</td>
<td>36</td>
</tr>
<tr>
<td>General</td>
<td>36</td>
</tr>
</tbody>
</table>

- In the areas of feeds, seeds, fertilizers, agricultural chemicals, and business, the competencies were broken down into: (1) understandings, (2) knowledge, and (3) abilities. The general competencies were broken down into: (1) work habits, (2) methods, (3) oral and written expression, (4) personal appearance, (5) of the three areas, (6) proficiency in selling, (7) customer relations, (8) development of the individual, (9) the most important was (10) people ability to sell.

In the areas of sales, salesmen were broken down into: (1) understanding, (2) knowledge, and (3) abilities. Each competency was evaluated by each salesmen as: "very helpful," "helpful," or "of little value."

Each staff member (supervisor and teacher) evaluated five or six businesses which sold seed and/or rendered service in seeds, soils, feeds, fertilizers, or agricultural chemicals, and the salesmen. A survey was completed on each sale.

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The general competencies were broken down into: (1) work habits, (2) methods, (3) oral and written expression, (4) personal appearance, (5) the three areas, (6) proficiency in selling, (7) customer relations, (8) development of the individual, (9) the most important was (10) people ability to sell.

Most of these competencies can be instructed in teachers in their instruction program by placing emphasis on some matters in the class at school followed by supervised practice in the place of business.

Teacher Evaluation

The factors that were very important in the program of preparing students for "Job entry" in agricultural-supply businesses are the need for "Job entry" in agricultural-supply businesses. The teachers felt that a student should have a good understanding of the need for "Job entry" in agricultural-supply businesses. The teachers felt that a student should be able to understand the need for "Job entry" in agricultural-supply businesses.
Pilot Programs (Continued from page 163)

busy. The student came back to class the next day and said to the teacher, "There is no job at the store," to which the teacher analyzed what happened and they staff all over.

One student was placed in an excellent agricultural business. His parents bought an extra car so he would have transportation. When he got the car, he got a girl; when he got the girl, he felt obligated to take her to the school every day. This was against school policy, he got expelled. In order to get back in school he had to ride the bus to school, then go to class and go to work and his new girlfriend. The teacher contacted the cooperating employer and asked if he could use the student the next week, "I believe so," Thus the loss of a good training station.

One Saturday in another store the assistant manager was in charge. He told a student to load a truck. The student said, "I won't do it, you didn't hire me." Thus, the training station was lost.

One teacher let three students enroll in his special class who had good farming programs and who seemed to be good operators of large farms. He felt the training was a success, but when the students got a job they left the farm work and went to work instead. He felt it was a disservice to the cooperating employers and hurt the teacher's relationship with these cooperators.

Additional Things Learned

Cooperators desire to have the students do their supervised practice during the busy season of the year and in the off season, public agricultural businesses in Kentucky enjoy a busy season in the fall, again around Christmas, but the peak season is in February through May. To place students for supervised practice when "businesses are lean" is a mutually satisfying purpose: 1) the cooperators help when they need help, and 2) the cooperating students can gain practical supervised practice when there is work to be done.

Many agricultural businesses who used one student the first year were willing to take two students during the busy winter when one student could work in the morning and another in the afternoon. One pilot teacher felt the gain was not realized but students met from 11-12 each day. Thus, several students worked from 7 to 10:30 a.m. and were in class the rest of the day. Other students started to work at 12:00 each day, the agricultural and other classes had been met for the day.

Careful selection of students in March of the junior year, screening parent approval, determining the needs of the cooperating business, and giving the student enough time to help all the cooperators in the agricultural and other classes had been met for the day.

Pilot programs are an excellent way to help the student work out his class schedule in March or April of the coming year. It is important to meet the needs of the co-operators.

Raymond M. Clark
Michigan State University

Walden, Howard T., NATIVE INHERITANCE: THE STORY OF CORN IN AMERICA, New York, 1966, pp. 199, $6.95

For anyone who entertains any doubt that corn is an economic crop, this book will ally much doubt. The book should have a place in every FFA chapter library and in the agro-cultural reference shelf. All perceivable agricultural problems students would find it extremely enlightening and interesting.

The context traces the history and breeding of corn in America from its earliest origins, and elaborates its detail its food and feed uses. Through a lucid voice, given to hybridization, processing of corn into starch and its derivatives as well as other food and industrial products, distilling, uses of cobs, and papers. A penetrating chapter dealing with a look into the future of corn's economic position in the American production scene concludes the book. It should be emphasized that this is not a publication dealing with the cultural practices of corn production, but rather a complete discussion on corn following its production history.

Hilding W. Gadda
South Dakota State University


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Hilding W. Gadda
South Dakota State University
Themes for the Agricultural Education Magazine

April - RESEARCH EMPHASIS

Progress report on emphasis on research as a result of 4(c) and other funds for research. Major areas of research done and in progress as well as trends in type of research being done. Reports from the Centers for Research and Development. How have the pilot programs done? Stories of successes and problems. Most promising organizational patterns for research.

May - THE FFA - FOR 1926 or 1982?

Objectives of the FFA-then and now. How is the FFA being changed to meet the changing high school program? How does the Future Farmer organization meet the needs of those not now planning to farm? Examples of modern programs for modern needs. Relationship to teaching program. Research in FFA. Reports from National Officers. Trends and methods for FFA.

June - INNOVATIONS IN SUPERVISION

Major changes in supervision at the state and district level. Has role of supervisor changed? Relationship to administrators and teachers. Communication problems and procedures.

Send your copy to one of the Special Editors or directly to the Editor three months in advance. THANKS — CCS.
Stories in Pictures

GILBERT S. QUINER
Ohio State University

(Northern Yo-k, Teachers watching a demonstration of the In-service Process during an In-service Training Program.)

Dr. James Clinton, Agricultural Education, Purdue University, presenting state materials and information concerning graduate work in vocational agriculture. The leaders are: Carl Vincent, Smith Newton, and Lee Graves, Washington.

Featuring RESPONDING TO CHANGING NEEDS

1917.............50th ANNIVERSARY.............1967
1st National Vocational Act