Agricultural Education

Volume 39

February, 1967

Number 8

Featuring RESPONDING TO CHANGING NEEDS

1917 .................... 50th ANNIVERSARY .................... 1967

1st National Vocational Act
The Teacher in a Changing Program

What sort of person will we need as a teacher in this changing program of vocational agriculture? We will need a changed vocational person. One that does not get his security from the past but from the changing present looking toward the future. Not afraid of change, but welcoming the change as a very valuable partner in educational programs. In fact, change is a part of the horizon of education.

It is a question of whether there will be change all around us. The question is not so much whether we have a part in shaping the change or be dragged along with it. Now, to do this it becomes necessary to see ourselves as change agents instead of guardians of the past. Then the question becomes, how can I become a better change agent? This is a big question, the answer demanding much space then we have here. Let's suggest that it will include a change in our way of looking at progress and a program of vocational agriculture. Shift from seeing vocational agriculture as THE PROGRAM to be put into operation in a community, to taking a closer look, through careful research and study at the people in the community, and yourself yourself as how you teach of vocational agriculture can be an educational tool in developing a program to meet the occupational educational needs of these people through a program of agricultural education. The major problem is to get a direct working relationship between the two key factors in any education program, PEOPLE AND PROGRAM. The program goals must fit the people's needs as to the worthiness of being called an educational program.

Admittedly this is a big order for a teacher of vocational agriculture, but I do believe that it is possible and I believe that it is necessary for you to further develop your ability as an educational leader in the directions indicated. I believe that each of you must take the opportunity to be in the forefront of self-change and growth and at the same time. I would summarize the priorities of your work as a teacher of vocational agriculture in the following:

An educator more than an agriculturalist
An educational leader more than an agricultural worker
More concerned with educational principles than with practical practices
More concerned with the latest research in education than with latest agricultural recommendations
More a specialist in teaching than a specialist in agriculture
More a problem solver than an answer giver
Yes, even more a man of theory than of practice.

With this new teacher of vocational agriculture, a new program will likely develop. To facilitate direction, I have listed some things or areas that would be (1) discarded or redefined, (2) hold onto, and (3) added or increased in the years ahead.

Discard or Revise Drastically
1. Institutionalization of vocational agriculture areas or programs within the school
2. The notion that everyone must agree on everything
3. Emphasis on the local community only
4. Emphasis on farming only, in high school classes
5. Emphasis upon practices rather than on actual learning
6. The idea that vocational agriculture is not for anyone who plans to go to college
7. The idea that vocational agriculture is only one aspect of preparation for a specific job
8. The idea that you are through going to school yourself

Keep Going
1. Year-round program
2. Home visits
3. Learning-to-do-by-doing as an essential principle
4. Supervisor feedback
5. Work experience
6. Laboratory

(Continued on next page)
The Agricultural Education Magazine, February, 1967

A LOOK AT YOUTH TRAINING IN AGRICULTURE

DON MOELLER, Public Relations Department
Swift & Company

Train for Industry Too

It is easy to overlook the magnitude of the changes that have taken place in industry if we consider only the "revolution" that has concerned in agriculture. In both segments of the economy, the changes have been great and far-reaching. For instance, here is the degree of required skill which has risen in each segment, not the great reduction in the number of people who work in the fields. In the business world, education is not only to equip the relatively few farm-born youths with modern educational tools, but to recognize the needs for that greater number who are industry bound. And, the two sets of tools are not so dissimilar as is sometimes stated.

Don Moeller, Swift & Company

State Leaders and Change

We hear much about change. Speeches, articles, and discussion are devoted to change. Sociologists and others do considerable research on change, industry, and education. This research is devoted to learning more about how people react to change. How can we take a change affecting them and their families? How do they react? How much stress is set up in this changing world?

There have been some special efforts made in studying these basic principles of change and how their influence may be applied to educational programs. An attempt to help experimenting some of the ideas that they are hoping to do well could be made.

Becky Tenkely, President of the Nebraska Agricultural Assn.

Dear Carey,

I believe "Occupational Experience" is a very good term. Let us try to do more of this kind of thing. The word "practical" was for three years ago, but Agriculture is on the move. The Agricultural Education Act has been brought out in the Vocational Education Act, and the term "practical" has been dropped. Our students have to be realistic and make a living. Vocational education programs must be realistic and not only those taken in agricultural colleges. I believe the Agricultural Education Act must be thought of as a "total program" in Vocational Agriculture.

In Illinois, the state plan suggests that the farm and non-farm students of Vocational Agriculture include programs such as a co-operative farming program or a work-study program. The students have made more progress in the Agricultural Education program, much better than I understand the farmer and his program. Yes, I believe "Occupational Experience" is a very good term, but it is not specific enough. I believe "Occupational Experience" is a much stronger term and more specific, and we can use it to get to a better group of people.

Dear Carey,

I was pleased to receive the article, "Occupational Experience." It is a good article. I believe the word "practical" was for three years ago, but Agriculture is on the move. The Agricultural Education Act has been brought out in the Vocational Education Act, and the term "practical" has been dropped. Our students have to be realistic and make a living. Vocational education programs must be realistic and not only those taken in agricultural colleges. I believe the Agricultural Education Act must be thought of as a "total program" in Vocational Agriculture.

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Sincerely,

James W. Welsh, USDA

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Hurdles and Hardships

In many instances, the young man from the farm is handicapped because of the lack of exposure to the fields of social, cultural and economic experiences. This often acts as a barrier in his own mind and at times also amongst the students when he sits down to figure out just what he can do in "big business." This writer has seen serious and few cases where this lack of social and cultural exposure has become the basis of an inferiority complex. For example, an interview with a minister's son produced a personality that virtually appalled to go out and find a job in "industry." This man had been conditioned by cultural, social and family experiences to the point of outright rejection of the material and social aspects of the business world.

In a real sense, much of the social conditioning takes place in many farm communities and colleges today. Boys often "pick up" a contempt for sales work in business and industry from their associations in their homes. Yet, it appears that approximately four times out of five will be seeking employment. It is in this context that the willingness of business men in large corporations to take on college students for a job in "industry" is a key to the solution of this problem. The market is the best guide to the extent of success of the efforts to increase the interest of students in industry.

There are some additional steps that should be mentioned in passing. It is important to be able to take a balanced view and talk effectively. The writer feels that business leadership and management should be dedicated to the profession of business and to the standards of business procedures and techniques.

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Book Review

Margarita, R. F., Environmental Biology. Volume 4, New York: Pergamon Press, 1966. 81-96. This is the fourth of four volumes of Environmental Biology. This volume deals primarily with the study of the interaction between living things and the environment. The presentation is illustrated with many diagrams. The book is well written and is an interesting read. The author has a good command of the subject matter.

Local Applications

During the school year, teachers who attended the summer institute will be field testing curriculum materials, commenting feedback to the research staff regarding improvements that should be made in these teaching materials. The results of this project should be valuable to schools throughout the Midwest where vocational programs for occupations requiring technical knowledge are being developed. The thirty-one source units which teachers were trained to field test covering various occupational areas will be used in the development of curriculum materials, particularly at the high school level.

Raymond M. Clark

Michigan State University
Vocational Agriculture—To Have or Not To Have?
WALTER J. SCHEER, Vice-President—Guidance, Bonneville Cental School, Bonneville, N. Y.

Cooperation Needed

The objectives of the vo-ag program may be achieved through close cooperation and understanding among the school administrator, guidance counselor and vo-ag teacher, the school board and the community. It has been frequently observed that for the functioning of a successful vo-ag program, the guidance counselor and vo-ag teacher must have a strong involvement in hard work accomplishment. It has been seen that, by his guidance, vo-ag teachers can demonstrate the values of the vo-ag program to the community.

Among the characteristics the writer feels should be exhibited by the successful

Vocational Agriculture—To Have or Not To Have?

vo-ag teacher are the following:

1. Since the vo-ag teacher will find in his classes students of varying abilities from the more capable to the less capable, he must be able to afford each student a chance to meet his individual needs.
2. The vo-ag teacher must follow the program has been established by the school board for the student to which he is assigned.
3. The vo-ag teacher must be willing to devote his time to the service of his students.
4. The vo-ag teacher must be able to work well with the guidance counselor and the other staff members.

In view of the above characteristics, the writer feels that the person filling the vo-ag teacher's position should not feel he is assuming a position of leadership and responsibility for his students in the teaching profession, and unless he is fully aware of these responsibilities, the success of his vo-ag program may be jeopardized.

For College Bound Too

Today many youngsters are furthering their professional education by taking the vo-ag program. This respect vo-ag can serve as a function and supplement the academic subject in preparing a student for college. A happy modus of vo-ag and academic subjects can be arranged for a student with the cooperation of the guidance counselor and vo-ag teacher. The academic subjects can be made more interesting to the student who has a feeling of being a part of a larger whole. Even though his high school curriculum may be influenced by the requirements of many institutions of higher learning, there is a program in high school for the student who wishes to further his education beyond the regular work of the vo-ag program. Opportunities for a student to explore vo-ag program and select his field may be made available whenever appropriate.

Area School Affect Vo Ag

The introduction of the vocational area schools will eventually affect the vo-ag program. Formerly the vo-ag program offered largely by schools or otherwise by the local school board for various reasons but with a view to provide a better opportunity for the student to pursue his course in his community.

The vo-ag teacher must be familiar with agricultural educational programs on the local level and must maintain up to date knowledge of developments in the field. In this way, he can be informed about the latest methods of teaching, and this, develop his own program accordingly.

6. The vo-ag teacher must realize that it is necessary to maintain an excellent term covering the academic school year. Also, the vo-ag program is part of the total education program and not one to be pursued for his own ends.

Lettering Overload

REED FRANZ, Yo Ag Teacher, Larga, Florida

Lettering Guides, Lettering Sets and Transparency writing devices are especially suitable for lettering transparencies. In addition, these sets are used in many other ways, not including lettering directly on the transparency. For this, the only choice to make, is to draw the letter on the transparency in the desired manner. The colored transparencies can be used in the following way:

1. Primer type.
2. B type.
3. Transfer letters.
4. Lettering guides.
5. Lettering set.

Lettering Transparencies

For producing transparent master with the lettering, a sheet of carbon paper is placed behind the tracing paper in the position of the carbon paper is to be traced over. This is necessary to produce transparent for special classroom needs. The amount of light required for the lettering transparencies is little, and therefore, the lettering should be on a large sheet of carbon paper. The use of lettering transparencies using the Dura and other devices is a good way to print the lettering transparencies using the Dura and other devices. The lettering transparencies can be used in the following way:

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More Workers Needed in Agricultural Occupations

HAROLD R. MATTISON, Teacher Education, Wisconsin (Brulz Project) WALTER T. BJORKER, Teacher Education, Wisconsin

Agriculture is expanding rapidly. As farmers become more knowledgeable and efficient, they need employees who keep pace with their needs.

A recent University of Wisconsin study indicates that ten years from now 50 percent more workers will be required to fill the employer needs of the ten largest agricultural businesses surveyed.

This study also indicates that employers of these farms who attempted to obtain workers had a high value on employee's ability in public relations and business management skills and/or knowledge. To meet employer requirements, employees must have technical knowledge, greater skills and advanced training to serve other farmer demands for greater specialization.

In the Wisconsin study, conducted the 1961-62 Department of Agricultural Extension and Education, data were collected from 350 employers. The non-farm businesses in eight randomly selected, non-entrapment counties. Employers estimated their projected employee needs and evaluated specified competencies workers should obtain to fill these positions in the future. All of these positions were required for non-farm agricultural occupations.

Role of Vocational Education

Vocational educators, during the past few years, have become increasingly involved in preparing students for non-farm agricultural occupations. If educators agree that it is the function of vocational agriculture departments to prepare students for these non-farm occupations, then vocational education administrators must establish criteria in both instruction and curriculums that will provide competencies students must have to gain employment in these jobs.

The agricultural machinery and conservation, crop and forestry groups of the 1961-62 Department of Agricultural Extension and Education included. Students in these groups are considered as a prerequisite for employment in these fields. The agricultural machinery conservation group is considered to be a prerequisite for the mechanical orientation and the conservation group is considered to be a prerequisite for the protective orientation and the conservation group is considered to be a prerequisite for the biological orientation.

The survey showed the 250 employers of these 350 farms were interested in the occupational fields of agriculture and forestry.

Individual employers who employed two or more employees in the agricultural machinery and conservation group were interested in the field of agricultural machinery and conservation.

In the survey, the 350 employers of these 350 farms were interested in the occupational fields of agriculture and forestry.

The agricultural machinery and conservation group were interested in the field of agricultural machinery and conservation.

The survey showed that students are interested in the field of agricultural machinery and conservation.

Book Reviews


The authors state that this book has been written specifically to serve as a text for the introductory course in biology at the undergraduate level. The book presents an introduction to the various biological sciences and their relationships. The first three chapters deal with the physical environment, the biology of plants and animals, and the basic units of life. The book is intended to serve students with varying backgrounds in terms of preparation and background.

The text is organized in 14 chapters designed to develop overall concepts and understanding of the biological sciences. The book should be a valuable reference for advanced high school and college students as well as for university students.

Raymond M. Clark
Michigan State University
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs

Urban T. Oen Ralph E. Bender

The Agricultural Education Magazine, February, 1967

Teachers, administrators and cooperators in off-farm co-operatice work experience programs generally agree upon the difficulties involved and essential steps are necessary in developing and conducting such programs. This was revealed in a study of 63 off-farm cooperative work experience programs in Ohio. The 31, 25 were agriscience and service and 4 were vocational agriculture. A total of 415 students, or 26 per cent of the students enrolled in vocational agriculture at the 63 schools were engaged in off-farm training. The study included an mail questionnaire returned by all teachers conducting programs and an appraisal of the problems which confronted the way of personal interview of selected teacher coordinators, cooperating employers and school administrators.

Experiences in the Program

The teachers, administrators, and employees also identified the essentials as being conducted a cooperative work experience program, and the major findings and conclusions of the study were:

- Good public relations
- The teacher must take initiative to sell the program to the administration, faculty, board of education, parents and the community. Such individuals and groups should be kept informed of the activities in the program.
- An effective and resourceful teacher
- The teacher must have the ability to develop and conduct the program. He must know his field and the people to be served. He must be interested in achieving both professionally and technically in his capacity as a coordinator.
- An advisory committee
- An advisory committee separate from the over-all department committee can help to establish policies, procedures, and accept the program. The committee can gain a critical evaluation of the projected program before it is under way. The teachers interviewed indicated the advisory committee should include: (1) public relations work, (2) broadening the teacher's contacts, (3) determining the job training stations, (4) evaluating non-farm work experience program, (5) determining the course for the classroom courses of study of teachers in vocational agriculture, (6) securing resource personnel to help interpret the program. The advisory committee is (7) determining training courses on job descriptions.
- The advisory committee members should be composed of local agriculture, business, parents, and former students.
- A segment of the program
- Members of industry should serve on the advisory committee and also the employer, if the employer wishes to be taught in the related class.
- School related time
- All of the teachers, administrators, and cooperating employers interviewed recommended released time from school (off-the-job time). However, 62 per cent of the teachers interviewed indicated that they would not place jobs for work experience during school hours. Sixty-nine per cent of the teachers recommended specific classes for the half day of released time.
- In 55 per cent of the schools in Ohio, students worked more than 20 hours per week on the job. However, the number of hours per week on the job recommended by the teachers interviewed ranged from 10 to 16. Seventeen per cent of the hours in the 55 per cent of the hours in the schools worked more than 15 hours. It is interesting to note that 91 per cent of the employers should be expected to work 25-50 hours per week on-the-job as ideal. For the age group under 18 years of age, this would be too many hours under the work law.
- Rating of work skill
- The students on work experience should have a definite training plan including a complete listing of jobs or areas of training that the student should perform. This plan should be reviewed by the employer, student, and the employer before the student begins to work.

Separate related class
- A separate related class for students on work experience is necessary to help interpret the "off-the-job" problems and meet the needs of the students.
- In 60 per cent of the schools in Ohio, the classroom instruction was provided in a separate related class. However, 87 per cent of the teachers interviewed indicated that a separate related class was unnecessary for cooperation in training. It was recommended by 100 per cent of the teachers that the classroom instruction viewed that five hours of instruction per week be provided in the related class while the vocational agriculture teachers interviewed recommended an increased of 25 per week in larger blocks of time.
- Sufficient instructional materials and facilities
- Adequate and appropriate instructional materials and facilities are essential and should be available before school conduct work experience programs.
- Creators for the students to work
- The teacher needs to spend many hours with each cooperating employer to properly prepare him in his "new view of work." A "job round-up" of the six or eight months should be conducted to make sure that this is a training station and not just a place for the students to work.
- Sufficient and adequate supervisory time
- Teacher perception of the frequency of supervisory visits should not be overlooked as employers were not wholly in agreement. The teacher range on frequency of visitation was from once every week to once every three months with 33 per cent of the teachers favoring once a month. Twenty-two per cent of the teachers and 58 per cent of the employers felt that the teacher visitation should not exceed one every five weeks. However, 31 per cent of the teachers felt that frequent frequency was important to maintain a thorough understanding of the employer's business, the student, and the school.
- Finding outling of job skills
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Planning Supervised Practices for All

E. G. Henderson, Teacher of Vaeg, Attleboro, Al.

For many teachers of vocational agriculture the problem of supervised practice is the biggest problem facing the agricultural teacher. If we, as teachers of vocational agriculture are to be effective, we must face this problem with a positive attitude. I fear that we have, in many cases, made a survey of our students at the beginning of the year and have found that many of them do not have facilities for a supervised practice program as we designate in our state at the beginning of the past. Consequently, we have taken a different attitude and have not explored the possibilities that are really around us that can serve as a basis of a good supervised practice program.

At School
- We must keep in mind that all supervised practice does not have to take place on a student's farm or at his home. Many opportunities exist on or within the school campus. Much experience and knowledge can be gained by landscaping and maintaining existing shrubbery and lawns on the school grounds. Fertilizing, shrub and lawn, spraying shrubbery, pruning shrubbery, etc., can serve as supervised practice experience that do not have facilities at home for such experience.

Many Vocational Agriculture Department now have greenhouse, laboratory plots, etc, that offer many opportunities for supervised practice programs that will fit into many employ-ment opportunities.

The vocational agriculture shop should not be overlooked as a place for supervised practice programs. It is a broad field of endeavor, that for most vocational agriculture students and useful and should be given another other phase of our program. What is wrong with a student building a canopy of a set of cattle beds for his neighbor's

Anderson's working project experience programs. (These were reported in the May, 1960, Agricultural Education Magazine). A positive correlation was found between the combined teacher ratings in Anderson's study and the cooperative work experience ratings by administrators and employers, indicating that the statements developed by Anderson are important for conducting programs.

Form Placement
- The placement of boys on farms is an invaluable tool if used wisely. Many urban students are more interested in this than some of our rural students. This may be the only opportunity for many urban boys to get first hand experiences and information in production agriculture. This may be the means whereby a student decides to pursue a career in agriculture in any one way or another for a vacation in the field of agriculture.

Ag Business
- Agriculture business appears to be the number of supervised practice program in many cases. Many of our students who do not have the financial resources to enter into the vocation of farming, yet have a real interest in agriculture. They can be trained for a life's work in some other agriculture occupation that will provide satisfaction and adequate income to provide a wholesome life for the student.

With a smaller percentage of the total population engaged in production agriculture, the more jobs are being created in marketing farm products, agriculture supplies, and other ag businesses. Business people are most willing to cooperate with our programs in training interested students for jobs within their businesses.

Students are placed in these businesses to see that they are engaged in a training program rather than having a parttime job to earn spend-able money.

We can see then that supervised practice for all students of vocational agriculture if we will take the time to recognize and analyze opportunities that are around us.
A Training Institute for Teachers of Technical Programs in Agriculture was held at Cobleskill Agricultural and Technical College August 1-5, 1967. The Institute was planned to explore and define:

1. The need for agricultural techniques.
2. Facilities necessary for instruction.
3. Effective procedures for training in agriculture.
4. Opportunities for formal occupational experiences in part-time agricultural technical instruction.
5. Organized youth activities at the post high school level.
6. The importance of advisory committees.
7. Occupational opportunities for graduates of technical programs in agriculture.

The Institute was initiated as a result of current developments in agriculture and the renewed interest in technical education.

We are aware of rapid changes in agriculture due to new technologies, methods, economic and social changes, government planning, leadership, and the role of the farmer. Technical education and industry and from the combination of these forces in our society.

The results from the conference were both interesting and enlightening. The growth of our population, industrial expansion, and increased demand for a skilled labor force have had a dramatic impact on our country's educational institutions. Post high school vocational and technical institutions and colleges are being established throughout the nation. Technical education is playing an ever-increasing role in the development of new programs for technical education in agriculture and related agricultural occupations.

There are six two-year Agricultural and Technical Colleges in the State University of New York. These schools have been in existence for over 50 years and have passed through many stages of development, including the offering of high school vocational agriculture, short courses, one-year programs, and are presently facing new curricular considerations in agriculture awarding the Associate in Applied Science Degree. With this in mind, the five-day institute was planned at Cobleskill to use the resource faculty and facilities for discussing factors and information pertinent to teachers of technical programs in agriculture.

Eighty representatives from 40 states and guests from two foreign countries attended. This included 20 State Supervisors of Agriculture, and 60 representatives of technical programs in agriculture. Businessmen and other interested individuals attending the offering brought the total to about 100 different individuals. This included experienced agricultural teachers employed in technical industry and leaders of agricultural industries and farmers. They brought with them a wealth of information together for the continuation.

Need for Technical Education

At Cobleskill we are aware of the acute shortage of graduates from technical programs in agriculture. During the last two years there were as many as seven to ten position openings for every college graduate in a number of the specializations.

Time was planned at the conference for men from various states to report on the current status of technical education in their state. This would permit us to identify those areas which reported that the shortage of agricultural technicians is nationwide. The members were men from agricultural institutions in that they indicated were more able to recognize the need for trained Agronomists and Technicians in agriculture in that they indicated they are more concerned about their educational needs through their colleges.

Dr. S. V. Martorana, Executive Dean for the Two-Year Colleges, State University of New York, was the keynote speaker on Technical Education. He discussed his role to include the importance of technical education at the post high school level and also in our high schools. He cited a recent study made in New York State documenting the dimensions of technical education in high school and technical manpower requirements in the State. This study reflects the need for the post secondary level as large as the need for the elementary school level. The current preparation of people for technical occupations is at an all time low sufficient to maintain the status of our present level of financial support.

Dr. Martorana explained the objective to locate two-year colleges at all points in the state to meet the increasing demand for high school graduates. He visualized this program would include a wide range of technical programs in agriculture. This would include a strong broad program in technical agriculture and home economics, offerings related to agriculture, as part of a sound statewide educational program. Dr. Martorana stated that if he is going to fulfill the ideal or the principle that we are going to give as many people as possible, and do this as well in the state that we are able to, then we must offer all that is needed, as well as in all the major fields of work.

Agricultural programs at Cobleskill are in the forefront of the shortage of graduates from technical programs in agriculture. Our college determines the need for trained personnel on the technical level. The companies involved in the chart for personnel at the technical level. The companies involved in the chart for personnel are sorted into the following categories:

1. Technical Training - Food and Feed, including training to find a job.
2. Technical Training - Feed and Feed, including training to find a job.
3. Technical Training - Food and Feed, including training to find a job.
4. Technical Training - Food and Feed, including training to find a job.
5. Technical Training - Food and Feed, including training to find a job.
6. Technical Training - Food and Feed, including training to find a job.
7. Technical Training - Food and Feed, including training to find a job.
8. Technical Training - Food and Feed, including training to find a job.
9. Technical Training - Food and Feed, including training to find a job.
10. Technical Training - Food and Feed, including training to find a job.

Credit should be recognized and given for the work of the students in the area of technical education as a result of this program. The students in this area have shown a marked increase in the number of students enrolled.

Floyd V. Dubin, Jr., Star Farmer of the Year, 1967, spoke relative to the importance of technical training for successful farming.

J. B. Koehn, Executive Assistant to the President of the J. I. Case Company, used the need for agricultural technicians for the benefit of farm operators andgrowers. These technicians are in every aspect of the agricultural industry. They are the backbone of the agricultural industry. They are in the soil and water conservation, the seed and fertilizer industry, and the livestock industry.

It is important that the agricultural technician be a part of the total student body, and he should be concerned about the status of curriculum or facilities.

The faculty, the heart of the instructional program, must be prepared and competent in their work. The program must be organized and planned to fit the needs of the students. The program must be designed to fit the needs of the students.

The students are the key to the success of the program. The students must be prepared for the work of the future. The program must be designed to fit the needs of the students.

Youth Activities

There was a feeling of awareness that youth programs should continue beyond the high school level. There is a need for youth programs to be developed and directed toward specific needs of the special agriculture group, without wider adaptations. There is a need for youth programs to be developed and directed toward specific needs of the special agriculture group, without wider adaptations. There is a need for youth programs to be developed and directed toward specific needs of the special agriculture group, without wider adaptations.

(Continued on page 184)
Adult Education Depends Upon the Teacher

P. H. ALSABROOK, Yo Ag Teacher, Nitro, Oklahoma

Our programs in adult education will be just what we want them to be. Both, or the lack of development, attitude, and efforts, in adult farm education, will determine the success or lack of success of agriculture education at this time. Teachers are spending much of their time and interest in teaching themselves and their programs, and their teaching methods are out of date in the new concepts of agriculture. All of this is business of revision, reorganization, and reorganization which some people feel adult education could become better.

Many of agriculture teacher's programs, his ideas, and teaching techniques have become obsolete. He is faced with a difficult challenge if he wishes to continue offering the kind of education that is required by his students.

This challenge to revise, to learn new methods, to develop new programs, and to keep abreast of new opportunities in agriculture must receive much of every good teacher's attention. Consequently, other areas of his life may suffer from lack of enough attention. Adult education is an area of excellence and growth that is everlastin the rush of the new shuffle in vocational education.

There are some indications that adult education is, in fact, being lost in the shuffle, and some criticism of the way we are attempting to promote it. Some of those are quite justified, and aroused.

A few of them are listed below:

Adult farmer programs not growing.

In some States, or areas, this may be the result of local programs for technical education in agriculture. As we strengthen the agricultural industries in the United States, we will probably see an increase in the number of adults involved in the last 10 years. There have been some years when the figures either stood still, or backed up, but the general trend has been upward. This growth has not been lost in the shuffle, in part, to a duplication of educational effort with the same individual teaching the same agricultural classes. But that is one of the most necessary and essential areas of our society. The purpose of this article is to discuss the role of adult education and its importance in our society.

We must promote, establish and organize in adult education. In high school institutions, there will be difficulties to overcome, but in the home economics, business, industrial agriculture, education, agriculture, educators in other fields, and taking all the necessary steps to establish these programs, success necessary for adult technical educational in our society.

We must promote, establish and organize in adult education in high school institutions. There will be difficulties to overcome, but success necessary for the needs of agricultural technical education in our society.

We are just beginning to realize the importance of adult education and the necessity for it in today's world. There is a great need for more adult education services which we can render to our nation and the young people who will be the farmers of tomorrow. This is a whole truth.

SUMMARY

My summary of this conference is that I had a feeling there was a bit of truth, but also there were many other people. I found this truth confirmed over and over again, repeated, verified, and stated from many different sources. Now, I believe that truth is an important factor in making a whole truth.

I am dedicated to this whole truth. As a professional person in agricultural education, we do have unlimited opportunities and we do have a big challenge ahead of us. Today, in many high school programs for the preparation and education of technicians in agriculture.

It is necessary on our part to serve young people who are interested in agriculture. We must promote, establish, and organize in adult education in high school institutions. There will be difficulties to overcome, but success necessary for the needs of agricultural technical education in our society.

We must promote, establish and organize in adult education in high school institutions. There will be difficulties to overcome, but success necessary for the needs of agricultural technical education in our society.

We are just beginning to realize the importance of adult education and the necessity for it in today's world. There is a great need for more adult education services which we can render to our nation and the young people who will be the farmers of tomorrow. This is a whole truth.
A Course Combining Production and Ind ary Agriculture*

Course Content

If this approach were used, the curriculum would need some revision; it would not demand any drastic change. Space was being utilized; for example, the teaching of agriculture included fundamental and principles shared both within and outside the classroom. Many special problems could be addressed, which would include both aspects of agriculture. These courses should still be production-oriented since the core of any form of agriculture.

Agricultural IV should move into the field and teach practical man management, mechanics, and orientation for agricultural industries.

Agricultural education would be the integrated course in both production and industrial activity. It would be organized by students and teachers to engage in practical experience programs. Since school enrollment time is questionable in some situations, there may be little in the way of individual effort to conduct the placement employment experience program. School enrollment is dependent on the number of students who wish to engage in this program. It is desirable that students would work after school on non-school activities related to their placement requirement. If the situation existed where such limitations were involved, the students could conduct small supervised farming programs, as well as the placement employment programs.

In an integrated course of this nature the teachers would need to implement the classroom instruction into the field experience. A good plan of instruction would be determined by the requirement that students would need to be proficient in both production and industrial agriculture. It may not meet the needs of the students interested in agricultural industries or production agriculture as well as separate courses in these areas may meet the need better. However, better than teaching industrial agriculture to all students, including those with little or no interest, they should be provided with other methods which have been discussed in this paper in learning or developing these skills.

Conclusion

An integrated course of this nature can be justified; it can be tailored to meet the needs of students who are interested in only one or the other objective whether it be in production or industrial agriculture. This is a program which would be more effective.

(Continued on next page)

FIVE, FOUR, THREE, TWO

A Modern True Story of Vocational Agriculture

There were five departments of vocational agriculture in a rural county. These departments had been a major part of the high school program in these schools for many years, practically all the boys enrolling for one or more years during their high school years. It seemed that all of the departments. Considerable pride seemed to be held for these programs.

About six years ago these five schools were consolidated into one high school. The teachers of agriculture played an important role in the consolidation movement, working with the adults in their respective communities in making the transition to the larger school. Considerable community study was made by these teachers.

The teachers put forth much effort to develop a dynamic program in vocational agriculture in the new school. A visit to the new department would clearly indicate that a good job was being done. Teachers felt that they were all better teachers than in the separate schools.

The moral of the story is that there was no need to develop the program in agriculture that was held in the old setting. Of course, there is the possibility that this could not be done, but obviously it wasn't.

Gayce Scarbrough

* Editor’s Note: The covering letter and separated final page are not included, and the conclusion may be continued to the next page.
Farm Management Program for Young Farmers

GILBERT L. MATHEWS, Economics Department, Murray State University

One of the major concerns of agricultural education is that of improving farm management instruction in young farmer programs. Some of the basic questions to be answered are as follows: What subject matter areas should be taught? How should they be organized? What age group should be included? What should be the role of social agencies in furnishing the instruction? To contribute to answering these and other pertinent questions a study of "Manorial Perceptions and Success in Farming" was recently conducted. The study was based on data secured from 125 young farmers in 35 Ohio counties. Following are more implications, based upon the findings of the study, that apply primarily to programs in vocational agriculture for young farmers.

Problem Areas

Nine farm management problem areas which young farmers encounter in their relationship to the farm firm were identified by a factor analysis technique. These problem areas are (1) resources acquisition, (2) equipment, (3) adjustments, (4) family planning, (5) payments, (6) factors and tolerance, (7) remuneration and personnel, (8) need for expanded financial planning for retirement and transfer, and (9) need for expanded community organization. Each of these problem areas were then listed in the reference materials.

Attention should be given to these problem areas by those engaged in farm management for young farmers. Researchers and farm management specialists should make these the objects of further research to see if they can better methods of arriving at their solutions. Program directors, superintendents, and teachers should provide such training in basic management principles and in solving farm management problems. The results of the identified farm management problem areas should be included in the teacher's program of instruction. The teachers should make use of specialists or resources persons in technical subject areas in areas where he has limited experience. He should work with other agencies and organizations and use the best resources at his command to promote an effective program.

Planning

The planning of young farmer instruction in farm management indicated the need for programs in which more time could be spent dealing with various management problem areas.

Programs of instruction in farm management for young farmers should be planned on a five or more month's basis instead of a weekly or yearly basis. This would provide enough time for a thorough analysis of the farming programs of the young men, time for making changes to be made, and sufficient time for evaluation of the practices and changes that were made.

It could also be given teaching economic principles where the teacher serves as the basis for teaching farm management. This could be given teaching economic principles which serves as the basis for teaching farm management.

Goals on Determiners of Action

Goal orientation and goal values were found to be basic in management. The fact is significant that young farmers, agricultural workers, and teachers in agricultural education and extension should be aware of the importance of goal-oriented action. Teachers of agriculture and extension specialists should be taught to establish, understand, and measure goal values. Young farmers' families, especially the school principal, family, community, and monetary goals. The young farmer's family, especially the school principal, family, community, and monetary goals. The young farmer's family, especially the school principal, family, community, and monetary goals. The young farmer's family, especially the school principal, family, community, and monetary goals. The young farmer's family, especially the school principal, family, community, and monetary goals.

Perception and Performance

There was a positive correlation between young farmer's perceptions of the young farmer's perception of the impact of technological change. In this study, the correlation coefficient was .62. This indicates that the young farmer's perception of the impact of technological change was significantly correlated with the young farmer's perception of the impact of technological change. It also indicates that the young farmer's perception of the impact of technological change was significantly correlated with the young farmer's perception of the impact of technological change.

Summary

It is apparent that increased emphasis should be given to developing programs for young farmers. The agricultural educators should focus more attention on organizing more effective programs and preparing better qualified teachers to implement these programs on the local level. Teachers should have the opportunity to participate in workshops and in-service training programs to help them become better equipped to work with young farmers. Quality programs in farm management imply that individual teachers will be working more intensively with fewer young men. School officials and university personnel should be advised of the importance of the program and encouraged to promote multiple teacher preparation programs to help provide better methods for teaching young farmers.

The importance of young farmers to our economy is evident to all of us. It is the responsibility of agricultural education to provide the best possible program in farm management for young farmers to help them be better informed and more productive citizens.
Making Sense of the Census
RALPH J. WOODIN, Teacher Education, Ohio State University

Beginning in April of 1960, preliminary data for each county in the United States became available from the 1960 Census of Agriculture. By this time, reports are available for all counties in all states in the nation.

Unfortunately, just having a copy of the census report does not do the whole job for the teacher of vocational agriculture. The completed report will probably contain nearly 500 pages of statistical information. The problem, then, becomes one of selecting that material which will be of maximum value to placing the local program.

Statistics for Counties

The 1961 Census of Agriculture offers Agricultural leaders valuable assistance in assessing trends, diagnosing problems and subsequently designing programs which will best meet the needs of individual, county or community situations. One of the most useful sections of the Census of Agriculture in each of the state reports is entitled "Statistics For Counties." These statistics provide two types of information; first, that data which identifies the present county agricultural situation. Such basic information as the number of farms in the county, the average size of major crop, the levels of farm income are examples of this type of information. The second type of information is that which indicates the trends in the county's agriculture. Ten to twenty year comparisons of numbers of farms, numbers of dairy cows, or acres of wheat are all examples of trends in farming which help in predicting what may happen in the future. Such trends can be established by selecting selected information from previous census reports.

Special Publication

Ohio's Census publication titled "Facts on Farming" first appeared in 1950 and was followed by later editions in 1961 and 1966. The 1960 edition was distributed to Ohio teachers in September of this year. This 29-page publication, based on the regional committee's recommendations, helps teachers to use that information which can help keep them abreast of fast moving changes in agriculture.

The publication presents data to answer major questions regarding the agriculture of a county which are as follows:
1. How important is the agricultural industry?
2. How many farms of various sizes are there?
3. What are the types of farms?
4. How is farm land utilized?
5. What are the major sources of income from farming?
6. What are the major farm expenditures?
7. What are the ranges in farm incomes from sales of farm products?
8. Non-farm income is received by farm operator household?
9. What are the major characteristics of farm operators?
10. How much livestock is kept on farms?
11. What are the building crop in acres aged harvested?
12. What changes are occurring in agricultural production?
13. To what extent are farms mechanized?
14. What use was made of agricultural chemicals on farms?

Most teachers have found this publication to be a useful source of information for teaching, for planning local programs, for use with advisory committees and for news articles discussing the need for changes and adjustments in local programs.

Two sample pages from the 1961 publication are shown here. Since the information for Crawford County faces a page of similar information for the state of Ohio, comparisons are facilitated.

Summary

Effective local programs of agricultural education involve long-time planning, community understanding and support. Vocational agriculture teachers need up-to-date detailed knowledge of changes which are occurring in agriculture if they are to provide leadership in developing dynamic programs in agricultural education. If properly used, the Census of Agriculture can provide us with just this kind of information.
Stories in Pictures

Gilbert & Guiler
Ohio State University

Vocational Agriculture Instructor Don Bales of Kansas is discussing wheat fertilizer demonstrations to high school students. The glass front boxes allow students to observe root development of plants.

In the study of all-form occupations, the Augusta County, Georgia vocational agriculture department constructed a greenhouse for laboratory work in their classes of environmental horticulture. Photo—Bryant.

Featuring—Agricultural Mechanics

James M. McKeel, teacher of vocational agriculture at the Franklin, Tennessee High School, explains the operation of a machine to two of his students. They are from left: Roger Hessel and Charles Fulton.