One of the features of the 1967 Ohio FFA Convention was the FFA enrollment exhibit. Dean Brierly, left, member of vocational agriculture at Byram, Ohio, and a member of the Ohio Recruitment Commission for Agricultural Education, discusses careers in teaching with two Future Farmers. Recruitment of good teachers of vocational agriculture has always been a problem and it appears to continue as is the past 50 years.

Stories in Pictures

GILBERT S. GUILER
OHIO STATE UNIVERSITY

Warren Waller, retired state supervisor of Vocational Agriculture, received his first FFA jacket at the 1967 Ohio FFA Convention.

The farmer during the next 50 years will need to have a greater knowledge of agricultural mechanization and technology than before. Bobby Anderson, teacher of vocational agriculture at Racine, Ohio, had his farmer enrolled in an agricultural mechanics welding class.

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AG DIVISION

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NACTA
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KAKA
President

Featuring—Our Professional Organizations
We Need A Stronger AG Division

There is much concern about the downgrading, if not disappearing, of the leadership in Agricultural Education in the U.S. Office of Education. This concern is shared by everyone, from the youngest teacher to the Chief of Agricultural Education. This has been developing for sometime and is now approaching a critical point. There is no doubt about the seriousness of this situation, and we must make it right.

However, this tragic situation serves to highlight the need for a better arrangement for all of us to work together more effectively on problems facing us. We need to develop our own leadership in our various organizations and in our counties, regardless of the leadership in Washington. For many years, this state and regional leadership was expressed through the Regional Conferences in Agricultural Education. As discussed in these volumes previously, these conferences were very important. Although partially revived during the past year, they too lack some essentials for effective communication and leadership, especially in matters concerning the legislative and regulatory problems. It is doubtful if they can help us in regional leadership as we once thought. We must have rational action on many of our problems.

What are the opportunities? It is always well to learn what factors are "going for you" when considering action of any consequence. This is more than strategy; it is part of any sound decision-making process. It appears that the AG Division of AEA might well be the point at which we could concentrate our efforts in a well-planned manner. As stated in the 1962 AG Division, the AEA and NAVA social events help in getting organized, but are gaining in know-how and taking their places as worthwhile professional organizations. However, both of these are handicapped by lack of finances and any effort devoting full time to their organization and their work. There is already the structure of the Executive Committee of the AG Division to keep the three organizations working together on common problems. However, again, limited finances, as well as time, prevent this group from meeting often enough to react to current situations needing attention.

Why don't we take action to make this structure really effective as a professional organization for Agricultural Education? A little more specific planning with modest financing would do the job. As a beginning for what I hope will be thought and discussion followed by action, I am suggesting here one more agricultural program as an effective professional organization. Let's strengthen the AG Division. The first step would be to have a full-time Executive Secretary. This would be the Secretary of the Division. His office would be in Washington or near the AEA Office. This would be in charge of the three national groups with headquarters in Washington as well as other many national groups with headquarters in Washington; NASA for example. The major job of the Executive Secretary would be to keep in close touch with the agriculture and policy making affecting Agricultural Education and communicate directly with leaders of NAVA, AAEA and NASEA. These leaders would support his activities in the organization or contact all members directly if they wish. In this position, the office of the Executive Secretary could handle the subscriptions and mailing of the AG Education Magazine. The Editor and Business Manager would continue to operate under the Editing-Managing Board as now is in place. All AAEA and AAEA should be given a share of the AG Division. NAVA, NASA and AAEA could collect their own dues prior to sending in to the Executive Secretary if they wished. The Executive Secretary would also handle the business of the organizations at the annual conventions. The offices could handle all registrations for the convention and functions of the AG Division.

(Continued on next page)
Dear Editor, Scarborough:

I am writing to express my concern about the possibility of the FFA being replaced by the AEA (American Educational Agriculture) organization. I understand that the FFA was founded in 1928 to provide a platform for agricultural education and that it has served its members well for almost a century. However, I have concerns about the proposed changes.

One of the main arguments for the AEA is that it would be more efficient and effective in providing agricultural education to students. While I agree that there is room for improvement, I believe that the FFA has a unique value that cannot be replicated by any other organization. The FFA provides a community for its members, a place where they can learn about agriculture, develop leadership skills, and participate in competitions. It is more than just a program; it is a lifestyle.

Furthermore, I believe that the FFA is more effective in engaging students in agriculture. The organization has a strong track record of preparing students for the workforce and providing them with valuable skills. The AEA, on the other hand, may struggle to match the same level of engagement, as it lacks the personal connections that the FFA offers.

In conclusion, I urge the leadership of the FFA to resist any attempts to replace it with the AEA. The FFA has proven its worth over the years, and I believe that it will continue to thrive and serve its members well.

Sincerely,

[Signature]

Cayce Scarborough

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Dear Cayce:

My congratulations on a very fine job on the FFA. Much more light needs to be shed in this area if the FFA is to remain a vital part of our agricultural program of vocational education in agriculture.

That change is needed and should not be delayed. When a state cannot show the same increase in student enrollment as the FFA, the situation is indeed serious. It may be a mistake, however, to lay responsibility for a lack of change at the door of the present governing structure. Part of the strength of the FFA comes from the continuing strong, dedicated contributions of time and energy by adults who believe in the FFA. Needed changes here would be a welcome, along with changes in other areas of the FFA, if we were able to explore issues regarding the FFA with these dedicated and enthusiastic adults.

Thank you for raising the question about the FFA that you have just mentioned. It is a pressing issue that the FFA has not been proactive in addressing. We must take steps to communicate more effectively with our members and work together to improve the organization.

Sincerely,

Alfred H. Krebs

University of Maryland

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Letter to the Editor (From page 27)

We Need A Stronger AG Division

Many more details would be needed to be determined above to mention the scope of the office of Executive Secretary as it might work. Some rough calculations of finances indicates that such a move would not be unprofitable if office space could be secured with AVA and some of the 39 years of staff and records that are present in an agricultural organization. The organization is still operated by the same members even though adults have been employed to be of service to the members of the organization. As a member of National FFA Board, Directors, with 18 years of VoAg teaching experience, ten years at district level, I feel it would be in the best interest of the Executive Secretary and two years as state FFA advisor, I feel that I am in a good position to represent the vocational agriculture teachers of West Virginia and throughout the Nation. All other FFA Board of Directors have vocational agriculture teaching experience and will be in a credible job in serving in an advisory capacity.

Cayce Scarborough

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Did you notice some difference in the appearance of this magazine last month? Our new printers, the Lee-head Printing Company, at 400 7th Street, New Orleans, are responsible for this. This is only the third printer in nearly 40 years of the Agfield Magazine. Started with Meredith Publishing Company, then with Inter- State Printers and Publishers, and now with the Lee-head Printing Company. We are very happy with the result.

Cayce Scarborough
National FFA

Archives Established

The National FFA Board of Directors at its January meeting made it possible to move ahead with a New FFA Archives. The plan is to set up the Archives at the FFA Center near Mt. Vernon, Virginia where the FFA Scrapbook Service and The National FFA magazine have their headquarters. Recently a new receive and storage center at the Center to provide needed space for the Supply Service which held some of the original manuscripts. It is in this released space that the Archives will be housed.

A local Advisory Council for the Archives has been designated by H. N. Harnsberger, the National FFA Adviser, who will serve as the overall administrator of the Archives project. The Superintendent and Manager of the project is E. J. Johnson who has served as an FFA Consultant since his retirement from the U.S. Office of Education. Mr. Johnson developed a nine page tentative outline or plan for the Archives and this plan was reviewed and revised by the Advisory Council at an initial all day meeting on Wednesday, February 1st. Following this meeting the approved procedures for moving ahead with the project were being implemented and given necessary publicity. State staff members present and past, for Vocational Agriculture to implement. The result will be that the FFA will not only be a leader in the Federation, but also an important leader in the field of Education.

The primary objective of NVATA is to assume a leading role in the preservation and development of a great program in Agricultural Education. We strive to keep our membership in touch with the opportunities that lie ahead as well as to keep them informed of major issues that are facing us in Education. It is our belief of NVATA that with a clear understanding and participation in the educational goals of NVATA will be the only way to a better tomorrow. We will strive to be leaders in the field of educational development. Our aim is to make suggestions and prepare literature to help unite the all efforts of all agricultural teachers in this nation so that our philosophy will be harmonized.

It is indeed a pleasure to have the opportunity to extend greetings to you, the readers of Agricultural Education Magazine from our teachers organization. We are deeply indebted to this magazine for helping to promote NVATA work. We are happy to have the honor of being a part of this publication.

THEMES FOR THE AGRICULTURAL EDUCATION MAGAZINE

OCTOBER-DECEMBER, 1967

Volume 40

October — INNOVATIVE PROGRAMS
(Local Vo Ag Cooperative Programs)

November — OCCUPATIONAL EXPERIENCE
(In All Areas of Agricultural Education)

December — TEACHER PREPARATION AND CERTIFICATION
(Requirements by states, B.S., M.S.; trends)

A LOOK AHEAD

1968

January — GRADUATE STUDY AND IN-SERVICE EDUCATION
(Assistantships available; Summer institutes and training programs; in-service education for teachers)

February — TECHNICAL EDUCATION IN AGRICULTURE
(Post-secondary programs)

March — RESEARCH AND DEVELOPMENT
(The completed and in progress; implications for research for the development of local programs)

April — THE IMAGE OF VOCATIONAL EDUCATION IN AGRICULTURE
(Perceptions of others concerning education for agricultural occupations; Our perceptions of occupational education in agriculture)

May — INSTRUCTIONAL MATERIALS
(Materials; Materials needed; Effectiveness of instructional materials)

June — EVALUATION
(Evaluating local programs; State and National evaluations)
MAJOR PROBLEMS AND ISSUES IN AGRICULTURAL EDUCATION

1. To what extent should generalists be appointed to leadership positions in vocational education? Many persons believe we have already gone too far in this direction. Perhaps the issue should be defined in terms of the administrative organization and staffing policies at all levels—local, state, and national. No simple answer can be given. Neither the value of a fresh point of view nor the value of education and experience in a field should be ignored. Experience in a field does not necessarily lead to unwillingness to accept and encourage change anymore than does a lack of vocational field experience indicate an inability to contribute to vocational education.

2. Should the reporting of a specific narrow occupational objective be required for students enrolled in vocational programs? This question needs consideration in order to find a position regarding this issue. Is the requirement consistent with the educational needs of youth? Is the requirement consistent with what is known about the making of vocational choices? Is the requirement consistent with the need to maintain a flexibility of choice for the individual both in terms of educational planning and vocational planning? Becoming too rigid in requiring the naming of a specific occupational choice by a high school freshman, and using that later as a basis for program evolution, seems to be unusual educational planning. Perhaps the issue is really that of the grade or level at which vocational education should be provided. Some vocational programs lend themselves to an earlier start than others. To the extent young vocational education needs to be started before the student becomes a dropout, not after he becomes a failure in the world of work. This early vocational education should require no more than an identification with a broad occupational field.

3. Should vocational education be provided in area vocational schools or as a part of comprehensive high schools? The trend today is toward having vocational education as a part of the comprehensive high school, although many examples of area vocational schools can be found. The solution probably lies in providing in the comprehensive high school all vocational education for which there is sufficient demand. Other vocational programs should be provided on an area basis.

4. Should vocational education programs be based on local and area studies or state and national studies of jobs and job opportunities? More and more concern is being expressed regarding the community study basis of vocational education programs because of an increasingly mobile population. The question is whether a sufficiently broad program of vocational preparation will be provided when planning is based on small area data. One important related question is whether students' interest can be maintained if programs are based too much on a "where you might move to" kind of planning. The students being the least well served by vocational education are those who are the least likely to accept and strive for long-time goals based on world of work data outside the limits of what they can see in their own home area. The issue may be superior to some degree since the data would be overlapping whether collected on small areas or a large area basis. In addition, sound planning would mean using state and national data as well as local data.

Problems

1. What should be the program of study in order to prepare young men for the challenge of planning and conducting the kind of vocational agriculture program now needed?

2. How can we encourage enough young people to study agriculture at all levels while staff the jobs and problems for which knowledge and skills in agriculture subjects are essential?

3. What should be the kind of agricultural education curriculum in the beginning years of high school, and in the comprehensive high school? How much agricultural education should be provided on an area basis?

5. What should be the nature and organization of inservice education programs for teachers? What kinds of activities should be provided?

6. What should be the role of the FFA in the future? Can it become an "integral" part of the educational program for all students enrolled in vocational agriculture in the future? The FFA may well be the only unifying force for the increasing variety of vocational agriculture programs.

7. What is the place of agricultural education in the program of general education for all youth?

8. Are the best arrangements for coordination of vocational education programs with each other and with general education?

9. What should be the role of agricultural education in providing programs for the disadvantaged?

10. What kind of planning and research can agricultural educators do to help provide answers to the growing list of questions concerning the ever-changing role of agriculture in our ever-changing world?

11. How can leadership in agricultural education be provided for the emerging programs in agricultural education?

There are many other problems and issues. Which problems and issues are major and which problems are minor depends on each student's point of view.

Position and Activity of AATEE on These Issues

It is impossible to state the position of AATEE on all of these issues. I can mention a few of the major things that AATEE is doing about them in addition to the usual participation in the AATEE Convention and the AATEE Divisions of Education and Agriculture and Welfare, Regional meetings, both of which are very valuable.

One AATEE activity in process is the preparation of a book on teacher education in agriculture. This should be in print sometime this year and encounters deals with some of the issues listed.

A second AATEE activity is the joint sponsorship, with the National Association of Supervisors of Agricultural Education, of regional seminars and research conferences which deal with these issues. AATEE is also supporting the activity of the Associated Organizations for Teacher Education through the AAV Council on Teacher Education.

Another activity being considered is the publication, by AATEE, of a series of monographs on various issues in agricultural education. We are just now beginning the process of identifying specific issues as a basis for deciding where to start.

Other activities, particularly of a leadership development nature, are needed. AATEE, however, is a relatively youthful organization. Much more can be expected of it in the years ahead.

The AVA Convention Program

You also asked about the AVA Convention Program. Conventioners can expect a program dealing with many of the issues and problems listed earlier. Every effort is being made by our very able Program Chairman, W. Woodin of Ohio State, to plan programs which will aim at the heart of the problems and developments in agricultural education. Program participants are being selected on the basis of their courage and willingness to speak out forcefully and clearly. The accent will be on a changing agriculture and a changing, dynamic program of vocational education in agriculture.

Coordinating Efforts in the Agricultural Division of the AVA

Your last question related to coordinating efforts within the Agricultural Division of the AVA. In all fairness, I must say that there has been excellent coordination of activities under the leadership of Floyd Johnson who is now President of the AVA. The Agricultural Division Executive Committee has been receptive to new ideas for the development and improvement of agricultural education generally. The representatives of the organizations on the Executive Committee have worked out acceptable solutions to problems of mutual concern. There appears to be a general recognition of the fact that our strength lies in working together toward common goals.

The joint sponsorship of meetings on agricultural education by AATEE and NASAE represents a step forward in coordinating activities within the framework of the AVA. Perhaps the role of the AVA may be to have such meetings be studied. AATEE is planning the publication of monographs on issues in agricultural education. It may well be that NASAE and NVA could be interested in that kind of activity.

The NVAA has taken on the burden of providing manpower for much of the work. However, the problem is one of identifying activities to work on cooperatively—rather than a problem of coordination of efforts within the Agricultural Division of the AVA.
Why has N.V.A.T.A. expanded its efforts?

The question is why N.V.A.T.A. expanded its efforts. The answer is that the national agricultural education movement has been gaining momentum and gaining support from various sources. The expansion of N.V.A.T.A.'s efforts is a reflection of this growing movement.

What are the benefits of joining N.V.A.T.A.?

Joining N.V.A.T.A. can offer numerous benefits, including access to a network of educators, resources, and opportunities for professional development. It also provides a platform for advocating for agricultural education at the state and national levels.

Who can join N.V.A.T.A.?

Anyone interested in supporting agricultural education can join N.V.A.T.A. Whether you are a teacher, student, or simply a supporter of agricultural education, N.V.A.T.A. offers a welcoming community to all who are committed to its mission.

What are the membership options?

N.V.A.T.A. offers several membership options, including standard membership, student membership, and institutional membership. Each option has its own benefits and privileges, so it is recommended to explore the options and choose the one that best meets your needs.

What is the cost of membership?

The cost of membership varies depending on the type of membership. Standard membership costs $40 per year, student membership costs $20 per year, and institutional membership costs $25 per year. These costs cover the fees associated with membership and support the work of N.V.A.T.A.

What are the goals of N.V.A.T.A.?

N.V.A.T.A.'s goals include increasing awareness and support for agricultural education, advocating for funding, and providing resources and support to educators and students. N.V.A.T.A. also works to ensure that agricultural education is accessible and relevant to all students.

What is the impact of N.V.A.T.A. on agricultural education?

N.V.A.T.A. has had a significant impact on agricultural education. Through its advocacy efforts, N.V.A.T.A. has helped to secure funding for agricultural education programs and has raised awareness of the importance of agricultural education. N.V.A.T.A. also provides a network of support for educators and students, helping them to succeed in their work and studies.

What is the future of N.V.A.T.A.?

The future of N.V.A.T.A. is bright. As agricultural education continues to grow in importance, N.V.A.T.A. will continue to play a vital role in supporting and advancing the field. With a dedicated membership and a commitment to excellence, N.V.A.T.A. is poised to make a lasting impact on agricultural education for years to come.

**THE AGRICULTURAL EDUCATION MAGAZINE**

**THE AGRICULTURAL EDUCATION MAGAZINE**

**THE AGRICULTURAL EDUCATION MAGAZINE**
EXPENDABLE SHOP SUPPLIES

W. Forrest Rain
Associate Professor, Agricultural Engineering
University of Minnesota

Supply Ordering
When a school has several shops: Vo Ag, Industrial arts, Metal Shop, the supervisors should submit a yearly order. These requests can be combined and ordered in June to obtain better quantity prices and future delivery for September classes. One shop teacher should be assigned the responsibility for coordinating orders, placing orders, receiving, storing, and dispensing the supplies. The sale of supplies would not necessarily be expected to finance the labor involved. The school district should assume this responsibility as a means to provide a better educational program.

Sales Records
Students constructing required projects will determine the cost and all of the required supplies will be available. Each student with an approved project should submit a plan and bill-of-materials to his parents and to the instructor for approval. Cost of items purchased can be recorded on a separate sheet; school and other. Storage bins, drawers, case, bottles, racks, and similar storage must be organized so that all students can quickly find the items. A cost sheet with current prices must be posted. Develop a selection of items and an immediate posting of purchases habit because if not, more losses can be contributed to thoughtlessness of the donors.

Cash Collections
Schools may have students pay for projects or constructions. A laboratory fee paid when school started could cover construction costs of a specific number of required projects.

A more successful method is for the student to purchase a shop supply card as illustrated below.

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(Continued on next page)

Teaching Gun Safety Has A Place
CLIFORD VAN BEREM
Vo Ag Instructor
Swea City, Iowa

Spending time on gun safety in the FFA Safety Program is worthwhile. Young people must understand that they should have the same responsibilities when using guns as in other aspects of life. As with other pleasures there are some risks involved. Not all accidents occur during hunting season, but many gun accidents do occur during the off season.

Carelessness in the handling of firearms is probably the greatest cause of death and injury. In recent years, young people getting their first handling some must pass a written gun safety test. In all states, there are qualified NRA gun safety instructors to assist in your FFA meetings. The conservation officers will be more than happy to talk to the boys if he has the available time. This is a good time to impress upon the boys that the conservation officer is a friend to the safe and accident-free hunting and not a person lurking behind some cover.

Expendable Shop Supplies
In the past we have had a policy of allowing students to purchase replacement items and new supplies as the result of changes in the teaching program. An organized teaching program will be able to define the most critical items for purchase. The school should not try to duplicate the local hardware and lumber yard because of storage facilities and costs.

The best teacher, physical plant, equipment, plans and lessons plans have been defeated if the school does not provide the finances for purchase of shop supplies, efficient storage and distribution of supplies to students with a dependable cost collection system.

Do not let shop supplies become the weak link in your shop educational program.

AUGUST 1971

Teaching Materials
An abundance of reference material is available from most of the associations and fine arm manufacturers. By writing to the National Rifle Association, 1600 Rhode Island Avenue, N.W., Washington, D.C. 20036, you can receive many resources if you tell them how you wish to use these materials.

There are many good films available through the NRA and the State Conservation Commission on this subject. Student interest is high on this topic and some meet farm boys interested in guns and wildlife. If you are fortunate enough to have a gun club or trap shoot in your community, contact the club officers about showing demonstrations and practices. Some clubs have a good educational policy and invite the boys to shoot free for an evening. Some FFA Chapters have received as much as $1000 in membership dues from the chapters which have entered a team in the summer league.

Some Precautions
Shooting can be fun when the boys are taught the proper fundamentals on how to handle their guns, both at home and on the range. How to conduct themselves both physically and mentally when they are handling fire arms. All a great sport, and teaching this form of wholesome recreation shouldn’t get into trouble. There should also be some time spent on wildlife conservation. Much time is spent on most of the other natural resources of our area, but very little is said about wildlife conservation. Much of the land is being put back into production. Some chapters have been doing good conservation service projects in wildlife conservation such as planting wildlife covers, raising pheasants or ducks for local conservation clubs or fowling to be released in the local area, helping the local conservation officers making wildlife surveys, helping the area commission set up nests for ducks, and helping fix and build up State and National refuges. There are many other things a chapter could do if you only ask the conservation officer in your area.

Teaching gun safety is only a part of the program and perhaps it is only a lifetime worth. Actually using the gun and ammunition is not the boy’s teacher’s responsibility. And because of the great responsibility, we can not work these as a group may not be feasible. By using the gun at the trap shoot with just a few kids to either assist the instructor or teach the boys eliminates some of these problems. A greater enrollment at an FFA meeting works out well. It is also a time to educate dad on some of the safe practices and it shows the dam what is going on. Finally by teaching good conservation practices, will make shooting a long lasting sport that the next generation can also enjoy.

IMPORTANT NOTICE
All subscriptions orders for the AGRICULTURAL EDUCATION MAGAZINE should now be mailed to:

T. L. Faulkner, Business Manager
AGRICULTURAL EDUCATION MAGAZINE
State Department of Education
Montgomery, Alabama 36104

For groups, list all subscribers in alphabetical order, giving the proper mailing address and zip code for each. Make checks payable to AGRICULTURAL EDUCATION MAGAZINE.

Thanks!

The Editor
TEACH SAFETY IN FARM MECHANICS BY EXAMPLE

RICHARD E. WAGNER, Vo Ag Instructor
Rock Rapids, Iowa

I. It is safe to visit with someone while sawing with the radial arm saw.
2. It is not safe to stand on the right side of the table saw and pull the saw with the right hand.
3. Check all locks before turning the switch on.
4. There is no danger in leaving the saw at the other end and putting the blade back in.
5. Move the square or hammer to the right side of the table when necessary.

Small children watch very closely when older folks perform a task. High school boys also watch their instructor in his practice of shop safety. Does he wear his goggles? Does he demonstrate welding without gloves? When cutting with a power tool, does the instructor leave the guard off and expect the students to always leave the guard on while sawing? Instruction must practice the safety rules of the farm mechanics shop. Practicing safety, while instructing, can be a very effective teaching device.

SALESMAKING IS THE KEY

Joe Conliff, Principal,
Morgan County High School
Hartselle, Alabama

Many schools have an overflown enrollment in vocational programs such as agriculture. Some students face difficulties in farm mechanicwork while others experience difficulty maintaining a minimum enrollment. It is the responsibility of this writer that in many, even a majority of districts, diminishing enrollment—it is the lack of familiarity with the program that causes students not to enroll. Very few schools have so few pupils that there does not exist in that school an enrollment potential great enough for existing vocational programs. As a teacher of Vocational Agriculture, and as a school administrator, this writer has been distressed at the attitude of some and attempted to sell the program of vocational education in some high schools. If you are a teacher of a Vocational Agriculture program, or as a school administrator, you must appear to your students to be an attractive outlet for their interest and energy.

It is the belief of this writer that if we do a good job of teaching and a good job of selling this teaching to our clientele—the students—then we won't lose too many departments because of low enrollment.

The Chartered Bus
EVERT E. HANSON
Vo Ag Instructor
New Hampton, Iowa

The chartered bus has come into its own and vocational agriculture teachers are helping bring this about. The days when the vocational agriculture teacher uses a schoolbus, with its band seats and many restrictive rules with visits of interest at a distance, are over. Auto trips in groups are much different to arrange and to supervise. The chartered bus is safe, no work, soft seats, and air-conditioned (if you wish to pay more), the driver must make sure you get off at the point of interest. The driver never seems to need sleep and things are different in many ways if you have planned well enough.

Adult farmer and FFA trips by bus are popular and will not do themselves. The instructor and his group must still determine the objectives of the trip and how the bus can best serve these objectives. The general areas of visit must be determined for maximum benefit. Who is eligible to go? When will we leave and return? Parents of students are in the habit to know as closely as possible what the schedule is. How much will it cost? Can we see the interest of the instructor and the costs on the trip? Will commercial companies help us pay for the trip? How about housing and food? Rest stops! And will our schedule be realistic? This is too much food on these we wish to visit.

All of this can be worked out with a minimum of effort, but the plans must be made way ahead of time to make the trip accomplish the purposes set. Meet up with are door, meet up with the travel agency, and see what the schedules are like. The travel agency, sometimes organized by the bus company, can be used in several ways to accomplish the purpose. We are in New Hampton and the chartered bus hit the way to take a successful, longer tour.
Meeting the Needs of Post-Secondary Teachers

G. R. Fuller, Teacher Education University of Illinois

Agricultural education received a mandate in 1965 to provide post-secondary programs of vocational and technical education in agriculture. History shows that up to now teacher education in agriculture traditionally has focused on the preparation and improvement of high school teachers. Teacher education in agriculture must effectively address this new situation or lose by default the responsibility for preparatory and in-service education of these post-secondary teachers.

Evidence exists which indicates that emerging post-secondary programs of vocational and technical education are in agriculture possess characteristics different from those found in high school programs. The fact suggests preparatory and in-service teacher education programs should be adjusted to reflect these emerging characteristics. The mandate to provide post-secondary education plus the existence of unique characteristics should be sufficient to provide the stimulus for the initiation of appropriate adjustments.

Differences

The following examples point out several differences between post-secondary and high school programs. The characteristics of these differences are such that high school oriented teacher education programs high school are not adequate to meet the needs of post-secondary teachers.

In general, the staff of post-secondary institutions have problems and concerns enough different from high school and need an education not in just the same homogenous grouping. Post-secondary institutions tend to be associated with a multiplicity of departments or are not any one large entity. They resemble intensive field laboratory experiences. Students gain supervisory work experience in business and industry in large blocks of time. The post-secondary teaching staff do not have a single daily interaction with student as is typical in high school programs. Effective selection of training stadia, placement of students, supervision and evaluation of these off-campus "courses" are critical to the success of post-secondary programs. Staff of post-secondary institutions are often without administrative autonomy. Post-high school programs are beginning to involve a much larger variety of people and more generalized educational levels. Quality educational programs as are typically found in high schools. One of the staff which members usually assume administrative responsibilities is high. Post-high school teachers need to know how to function as part of a college or university. They need to know how to be effective administrators of vocational and technical education programs if they are going to enroll in the courses.

Agricultural education programs, college graduates from programs in technical agriculture, and individuals who have received their education in business and industry, Innovation in pre-service education is needed. In-service education, which is merely an extension of existing pre-service education will not meet all the needs of present post-secondary institutions.

Teaching. Teaching in post-secondary institutions is being conducted in a variety of different forms and teaching in post-secondary institutions needs assistance in adjusting to this situation.

Experience programs. The emerging pattern of supervised work-experience programs at the post-secondary level often differs in intensity from the traditional university program. These programs resemble intensive field laboratory experiences. Students gain supervisory work experience in business and industry in large blocks of time. The post-secondary teaching staff do not have a single daily interaction with students as is typical in high school programs. Effective selection of training stadia, placement of students, supervision and evaluation of these off-campus "courses" are critical to the success of post-secondary programs.

Objectives of In-Service Courses

The objective of the course for new post-secondary vocational - technical teachers is, in broad terms, to help the post-secondary programs as a whole, the role of the post-high school programs in the total educational system, and program evaluation.

Enrollment

Newly employed vocational-technical teachers in post-secondary schools (Continued on next page)

Vo Ag Teachers Seek Help

This year's vocational agriculture teacher received a call to the principal. The school board asked the advice on the reading problems of their students. The school's reading specialist made a detailed analysis of the rea- technical materials used in an experimental course on small gasoline engines. Some of the suggestions on the essential content of this type of literature became apparent:

1. The vocabulary load is very demanding, involving average of students' vocabulary. The student's vocabulary skill is very small. Students have not found a way to cope with all the reading materials.

2. The technical data fall into clearly-defined, typical patterns that are widely used in all types of technical writing. These patterns establish cause-and-effect relationships, spatial relationships, comparisons or contrasts, step-by-step sequences, and other types of technical writing forms.

Following the analysis, suggestions were drawn up which the teachers could use for upgrading student perform- improvement. These include a device for identifying students who are likely to have difficulty with the technical ma- technique model exercises for giving students in-class practice in the various reading skills which would be the core of the guide to assignment-making that is consistent with accept- accepted principles and practices for improving instruction.

All of these suggestions can be carried out within the existing framework of the typical course changes or change in its structure. Improvements in student performance should result, and students will become more aware of the different types of reading skills they expect of their students.

THE AGRICULTURAL EDUCATION MAGAZINE.

AUGUST, 1967

Page 40

Page 41
Let's Cultivate The New Seed

ROV D. DILLON, Teacher Education University of Nebraska

The Seed Planted

The passage of the Vocational Edu-

cation Act of 1963 made possible the

brothol of secondary and post-secondary

programs in agricultural education.

As the various state plans were

written, many educators became involved

in the development of state guidelines, be-

cause the state policy and guidelines will

form the foundation upon which new and inno-

vative programs can be developed by teachers

and school administrators. There has

been a widely held belief that the "rate of

progress" among the various states with

respect toward the implementation of new

or redesigned secondary and post-secondary

programs should include:

1. Preparation of new teachers of

vocational education. Teacher

preparation programs should be

redesigned to more adequately

qualify the new teacher as a total

agricultural education program

organizer. Graduate programs

should be offered to provide a

continuum, to broaden the agri-

culture teacher's professional

base, and enable him to effective-

ively organize the various courses

within the community for his

vocational program. For example,

all first-year teachers in the state

should be concurrently enrolled in

a graduate course designed to

discuss problems encountered

their first year on-the-job. Visits

to observe their teaching and pro-

gram planting by the concepts

educator should enable the teach-

er of agriculture to more easily

cope with problems encountered.

As school systems consolidate,

more multiple teacher depart-

ments may be established and

tendency toward specialization

should occur. The agriculture

teachers-planners in the high

school and post-secondary tech-

nical programs must be well

grounded in improved methods of

teaching new kinds of courses,

and be willing to try new and
different teaching procedures.

2. Provide in-service and graduate

program. Teachers of agriculture

who have graduated from agricul-
tural education programs for

several years should be encour-

aged to upgrade themselves through

participation in redesigned grad-

cuate courses, short courses, or

workshops. Many teachers will re-

quire assistance, and it should be

the role of the teacher-educator

to provide formal in-service pro-

grams designed to encourage the

agriculture teacher to an action

program-reevaluation. The state

consultant staff should be involv-

ed as resource personnel in these

courses.

3. Perform and stimulate field re-

search to more adequately assess

employment and curriculum needs

in production agriculture and

off-farm agriculture. These

research projects may utilize the

joint resources of the state con-

sultant staff, teacher educators, and

agriculture teachers.

State Consultant

The role of the state consultant

should be:

1. Insure that the program of agri-

culture education in a school is

being conducted within the state

plan and established guidelines. The

state consultant is in the unique

position of being able to provide

"on-the-spot" help with respect to

problems connected with the

program of agricultural education for

the local community. He must be

willing to try new ideas, and ac-

tually work with the teacher edu-

cator in determining the correct

solutions to existing problems.

2. Helping school administrative

officials, guidance counselors, teach-

ers, and students in the community

in civil education activities, and

lay groups develop an understand-

ing of the state program of agricul-

ture education in the total school

program.

Conduct in-service conferences.

Great opportunities may be had in

converting teacher training within a

close proximity who may have common

problems. Teacher training may be

established as resource persons at various

times in these meetings. State con-

sultants should become involved

in such conferences, help identify

resolutions to common problems.

The group interaction, sharing of

information, and opportunity to utilize

capable resource persons should help

the teacher educator provide "on-the-spot"

answers to identified problems.

Encourage teachers and school

districts to re-examine post-secondary

programs of agricultural education

in the light of available local, state

and national resources at the same

time make possible "on a pilot basis" the

funding of new and innovative programs

that might not fit the guidelines.

The Teacher

The teacher of agriculture is the

first and most important member of

the agricultural team. It is his "tool-kit"

to his ability in order to carry

on a well-planned program in

agriculture education.

1. Acquaint himself with the guide-

lines for implementing and carry-

ing out the principles of agri-

cultural education in the local

community.

2. Study local, state and regional

employment needs data. Utilize

the help of advisory persons in

gathering and organizing this

data and acquaint himself with his

assignment of vocational program

funds.

3. Work closely with the school ad-

ministrator, board of education, state

consultant staff, and teacher educators

in the development of the program

of agricultural education for the

local community. He must be

willing to try new ideas, and ac-

tually work with the teacher edu-

cator in determining the correct

solutions to existing problems.

farmers. He develops his own

business with whatever enterprise or

diversification he chooses. As he

proceeds through the text, many

managerial practices that he deems

beneficial to him in understanding

and developing plans.

The basic principles are used

to the text in developing

their applications. The

student can apply these

principles in taking a problem-solving approach to business problems. The


Book Reviews

Salvato, Charles, AGRI-BUSINESS

MANAGEMENT, 440 W. Codar

St., Platteville, Wisconsin 53818,

Mr. Charles Salvato 1967.

Approximately 226 pages including

tables, charts, and illus-

trations. $2.75 x $11.75, soft covered,

plastic bound and priced at $2.50 each

postage. A Teacher Edition is avail-

able with a general outline to be fol-

lowed with each chapter listing the

objectives, teacher-student activities to be

worked out, and references to aid

in teaching.

"Agri-Business Management" has

been written primarily to meet the

needs of high school seniors and

vocational agricultural instructors in the

course called Farm Management. The

text is written and offers the reader

taken out of content and replaced with

Agri-Business and Agri-Businessmen

to keep abreast with the ever-growing

and changes in the field of agriculture.

Uses the problem-solving approach

in developing any agriculture prob-

lem a student may wish to choose.

The problem starts with the student

working his own homework or de-

veloping a two-hundred to three-
hundred acre business. He develops his own

business with whatever enterprise or
diversification he chooses. As he

proceeds through the text, many

managerial practices that he deems

beneficial to him in understanding

and developing plans.

The basic principles are used

to the text in developing

their applications. The

student can apply these

principles in taking a problem-solving approach to business problems. The


recommendations have been

used throughout the text.

Charles DeNure

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DeForest, Wisconsin 53532

Wisconsin State University—

Platteville

Bichon, Charles R., Editor, FARM LA-

BOR IN THE UNITED STATES, Columbia University Press, 440 West


Technological program in American agriculture may possibly lead to greatly increase the productivity of farm labor and to significantly increase the production of agricultural output, with sharply reducing the number of farm workers. In spite of these increases, production of farm workers remains low and the low return for labor em-

ployed in agriculture persists.

If a college student is given an

easy decides the reason for the low

productivity and how returns of

farm labor and makes suggestions to

reduce manpower policies for agriculture more

explicitly to national manpower policy and

interstate manpower problems.

Each essay was prepared by a recog-

nized authority in the subject matter

area and first presented as papers at a

conference on farm labor in Washing-

ton, D.C., in October, 1965. Titles of

the papers are: (1) "Traveling the

Farm Labor Problem", (2) The Cur-

rent Situation of the Hired Farm

Labor Force, (3) Farm Labor Ad-

justments to Changing Technology, (4) 

National Employment Skills, and (5) Occu-

pational Mobility from the Farm

Labor Force, (6) Farm Manpower

Adjustment Programs for Farm People.

—Guy R. Timmons

Michigan State University

Page 42

Page 43
A PILOT PROGRAM IN ADULT FARMER EDUCATION

Rajendra Pal Singh, Head, and Chamanlal, Agricultural Education Department
Regional College of Education, Ajmer, India

Indian agriculture, like the rest of the economy, is undergoing rapid changes caused by technological advancements, increasing population, and many other pressures. Vocational agricultural teachers and secondary schools are concerned about these nationwide changes and trends in agriculture and business, and are working closely with the education system to keep pace with the changing times.

The Department of Agriculture at the Regional College of Education, Ajmer, believes that one of its functions, as well as that of the Demonstration Multipurpose Higher Secondary School attached to the college, is to help the teachers of agriculture search for ways and means to adapt to the new environment and to keep pace with the changing times.

These changes in agriculture prompted the college to organize a special course to train extension workers in what should be taught, but who should be taught by the secondary school agricultural department. In reviewing the research and practices of vocational agriculture in India and in other countries, the college realized that the farmers, teachers, and other people in the field of agriculture in India, the staff found ample evidence that an education programme for farmers is necessary, but not adequate, as in other countries.

Some of these evidences were:
1. Fathers of boys enrolled in the diploma course in agriculture felt that the teacher of agriculture for advice on improved practices in crop and livestock production.
2. A majority of the established farmers in local communities had not had agricultural education.
3. The number of farmers coupled with rapid technological advancements in agriculture puts too great an educational load on the present number of government agricultural extension workers.

Some Assumptions

In planning the pilot programme, the staff considered certain assumptions about the atmosphere which lead to the previously mentioned evidences of need.

(Continued on page 46)
Guest Editorial

FORTY YEARS BESIDE A TEACHERS DESK

The grading of students was always a difficult task for me, because of the many factors to consider. During my early high school teaching days, the faculty held staff meetings at the end of each school year, period where teachers would discuss and decide on the grades for the students. This task was a significant responsibility, as it involved evaluating students' progress and performance throughout the year. The teachers would consider various factors, such as students' participation, attendance, and overall conduct, in addition to their academic achievements. The process was crucial in ensuring fair and accurate assessments, and it often involved much discussion and deliberation to arrive at the final grades.
Stories

Senior School at Ohio State University allows for a period of professional reeducation by consumption of the citrus fruits.

Oliver Watkins, past president of the Association of Agricultural Teachers of New York, at right, presents retirement awards to three ATNY members who are joining him in a well-earned retirement. Left to right: W. O. Linderman, Howard Flahy and J. Q. Sanders.

Pictures

GILBERT S. GUILER
Ohio State University

Officers at the newly formed Agricultural Education Society at the University of Kentucky; left to right (standing): Bruce D'Andrea, Secretary; Virgil Quintero, President; Jack McCloud, Vice President. Standing: Joseph Wilkens, Treasurer; Dr. Herbert Broy, Department of Agricultural Education. Left: W. C. Bowers, Historian. Photo by Lester.

ALABAMA TEACHERS FIND TEACHING IN THE GREENHOUSE VERY EFFECTIVE.

FEATUREURING TEACHING EFFECTIVELY

1917 50th ANNIVERSARY 1967
1st National Vocational Education Act