Stories in Pictures

GILBERT S. GUILER
Ohio State University

Agricultural education students gain practical experience in calf feeding and management at Andrews University, Berrien Springs, Michigan. (Photo by nell O. snepp, Michigan State University)

Vocational agriculture students in Illinois learn to weigh sheep properly in order to calculate feed conversion ratios. The students are assisted by a feed company representative. (Photo by Paul Hemp, University of Illinois)

Also —

What's Ahead in 1969? by H. M. Hamlin
Vocational Education Amendments of 1968
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From the Editor...

Is Vocational Teacher Education the Remedy?

In Publication 1 of Vocational Education: The Bridge Between Man and His Work, the Advisory Council on Vocational Education (1960) makes the following comments about the present nature of vocational teacher education: The practice of structuring teacher education along the traditional occupational category line perpetuates fragmentation of vocational education, serves it further from general education, and hides adaptation to labor market change.

What is needed is "vocational teacher training," with specialization at advanced levels, not separation by category according to goals.

This is a strong indictment of teacher education programs structured to prepare teachers of agriculture, teachers of business education, teachers of trades and industries, and other special teachers. In view of these allegations, are there strengths of traditional vocational teacher education?

The Advisory Council's comments on vocational teacher education are contrary to the general thrust of the new directions taken in recent years by state legislatures, educational groups and, as the new Twelfth Annual Report of the National Council of Professions and Occupations (March 1960) suggests, are contrary to the real needs of the educational community today.

The call for "vocational teacher training," is more than an exhortation to change programs of vocational teacher education. It is a call for the development of new, more comprehensive programs of teacher education that will provide the necessary training and develop the skills and attitudes required by teachers in the educational community.
From the Editor . . .

Although the substantive content of the various areas of vocational education is different, it does not follow that a large part of the professional content of teacher education would show similar differences.

. . . a national teacher education conference which will stress vocational teacher education. The objectives of this conference will include the concept of finding commonalities in teacher education.

. . . Proliferation of teacher education programs among universities and colleges has exacerbated rather than enriched course content, staffing patterns, and variuos.

. . . There has been a continued development of teacher education on the basis of occupational categories. This practice does not foster the concept of a broad base of vocational teacher education.

Does the Council envision a common professional curriculum for all teachers of vocational education? What evidence or logic supports the argument that teacher education by occupational categories contributes substantially to the alleged weakness of vocational education? Could the strength of vocational teacher education be significantly enhanced by a thoroughgoing Council initiative? The answer to this question can be focused by examining the Council's responsibility for the adequacy of the education of vocational teachers.

Guest Editorial

The Vocational Education Act of 1963 has provided unprecedented financial support for vocational education. New funds, as well as traditional leadership forces have been concurrently concerned in planning new and improved programs of vocational education. As James Dunmate says, "Every one thing that can be done should be done." This generalization may be illustrated by identifying a few national organizations and committees charged with bringing about change in vocational teacher education:

- The Advisory Committee on Vocational Education, U.S. Office of Education
- Associated Organizations for Teacher Education
- American Association of Colleges for Teacher Education
- National Council on Accreditation of Teacher Education
- American Association of Teacher Educators in Agriculture
- Council on Teacher Education, American Vocational Association
- Committee on Agricultural Education, The Commission on Agriculture in Natural Resources, National Academy of Sciences
- National Outlook Planning Committee on Agricultural Education, U.S. Office of Education

Professional education assume various roles within the educational spectrum in the decision-making and change process. One authority states that changing people's attitudes, customs, and values is even more a delicate responsibility than urging them to change. Much emphasis is placed upon people's resistance to change. The truth is, people everywhere accept change. No generation performs exactly like the former generation.

In the educational process of change, certain individuals must assume roles of leadership as change agents and others as innovators. Insufficiently there must be a genuine output of energy on the part of a few to better the lot of others. Manipulating and involving people through combination activities and planning are basic strategies of the change process. Change process authorities agree that manipulating people may be justified and considered legitimate and ethical. Generally, such leaders are well-intentioned, reputable individuals. However, due to differences in academic and professional backgrounds, their leaders are not always well-grounded technically and philosophically.

In attempting to appraise the present status of teacher education in agricultural education, there seems to be a conflict between the two major goals of teacher education: the intellectual content of teaching and the technical content of teaching. It appears that no one is fully aware or truly concerned about inputs and end products of other agrarian and educational processes. In order to have a conceptual position, we in agricultural education have a choice to make. We must determine our roles in effectively "changing" teacher education.

WHAT'S AHEAD IN 1969?

H. M. Manlin, Special Counselor
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WHAT'S AHEAD IN 1969?

H. M. Hamlin

In view of recent events, it would be foolishly to predict what will happen in 1969. The best one can do is to note trends, which may be related.

I have had an opportunity to do some trend-spotting in two projects conducted this year: a national study of new design in vocational, technical, and practical arts education completed by three colleagues and published by the American Vocational Association, and a study of occupational education in North Carolina for the Governor's School Study Commission that is yet unpublished. Trends were similar in the State and the Nation. Because the North Carolina study has been more intensive than the national study and has dealt more with grassroots influences, I shall draw mainly upon this study.

The North Carolina Study

In the North Carolina study a college and I interviewed 36 percent of the local superintendents and many of their aides, half of the fifty presidents of institutions in the Community College System, and 60 percent of the residents of state colleges and universities.

A twenty-member committee associated with the Governor's Commission had accepted three major goals for the future of vocational education in the State. Their acceptance of these goals by the personnel interviewed these three goals:

- Establishment of a comprehensive program of occupational education including staffing and in-service education to contribute to occupational choice, competence, and advancement;
- Involvement of all units in the system of public education in providing this type of education.

- Provision is rapidly as feasible of appropriate occupational education for all who need it, want it, and can profit from it, regardless of age, sex, race, socioeconomic situation, or any other consideration.

Perhaps the greatest impress gained was that the local superintendents were under pressures to expand and improve their programs of occupational education. There is special concern about the schools that have been forced to close or whose courses have been curtailed because of the changing school population.

There was awareness that a new vacuum in occupational education exists in grades 7 and 8, which should be filled by providing comprehensive programs in the practical arts and improved occupational counseling. Programs in Industrial Arts and Home Economics were most commonly recommended for these grades, but there was wide agreement that programs in Agriculture and Business are also needed. Some would extend programs in the practical arts into grades 5 and 6, perhaps below these grades.

There was much concern about relating vocational education in the secondary schools to the two-year programs of the Community College System, which have been developed rapidly since it was started in 1959.

There was demand for more local directors who could pull together the pieces of occupational education needed by the relief superintendents of some of their responsibilities for it. There was demand that the specialists in occupational education in the State Department of Public Instruction and the state colleges and universities get together to develop a balanced and integrated program.

There was a strong desire to broaden and balance the high school programs of vocational education. The major gaps are in industrial education, business education, distributive education, health education, and education for the public-service occupations.

Larger high schools are developing, mostly in rural and small towns. Rural high schools with 800 to 1,000 students are becoming common.

Agriculture and Home Economics, the most long-established programs, are holding their own. There were many favorable comments about the changes in agricultural education that have been occurring, principally in training for off-farm occupations.

During the past year 50 percent of the high school students in North Carolina were enrolled in federally-funded vocational courses, perhaps the highest percentage in the country. More than twob-thirds of the enrollment was in Agriculture and Home Economics. Agriculture enrolled 26.2 percent, although seven-eighths of the State's labor force is employed in nonagricultural occupations. Only 21 percent were enrolled in courses in Trade and Industrial Education and Business Education.

(Coaia requested on next page)

"The use of teachers in multiple-teacher departments who are somewhat specialized in their subject matter training will probably be a continuing trend."
What's Ahead in 1969?

(Continued from page 153)

argued that enrollments should correspond exactly to employment by occupation, but discrepancies of this order are certain to be noticed and reduced.

A few superintendents said that they had too many teachers of agriculture since each small high school had had one and these are now being consolatd. Usually the reason given was that there are too many in relation to the number of vocational teachers of agriculture in the community. One superintendent saw no further need for vocational agriculture since he conceived farming in his county to be carried on by large farmers, some with net incomes as high as $125,000 a year.

It is recognized that most teachers are in the junior and senior classes and loyal followers who would brook no serious interference with them or their work.

Many good teachers of agriculture have been absorbed by the Community College System and some have advanced to the central administration. One New Associate Director of the System. Others are presidents or occupy other top positions.

There is a shortage of every kind of personnel for occupational education. One teacher said that the only way to get additional teachers could be to use thirty additional vocational teachers. Teachers in business, distributive, and industrial education are being recruited from the local business and industry. A shortage of teachers of agriculture is being relieved by a summer program for persons who have graduated from agricultural curricula other than agricultural education. The use of teachers in high schools and the universities and departments who are somewhat specialized in their subject matter training will probably be continuing.

STRATEGIES FOR 1969

We are obviously in a rapidly changing world. Agricultural educators must "walk with this change".

The field of agricultural education is broad and much of it is still unoccupied. We need for all now in it and more, but we need to develop our undeveloped possibilities. What are they?

— We could serve more adequately our traditional clientele: farm boys and farmers.

— We could develop in many high schools programs in agriculture special interest groups for those who will continue their education in agriculture in post-high-school institutions (community colleges and four-year institutions).

— We could develop vocational programs in agriculture for boys and girls from the first grade up with heavy emphasis in the junior high school.

— We could further assist in counseling students generally about opportunities and requirements in agriculture.

— We could be more active in preparing for their first jobs those who drop out of school before high school graduation.

— We could follow our high school graduates in agriculture more carefully and gain some specific improvements in providing on-the-job training, and encouraging further education.

— We could reach more employed adults with long term courses, through correspondence programs and provide nonvocational education in agriculture for nonfarmers.

— We could find ways of training and placing the disadvantaged, particularly the members of minority groups, in agricultural occupations.

— We could join with other vocational teachers in team-teaching other courses, providing opportunities for students in Business Education, Distributive Education, Home Economics, Trade and Industrial Education, education for the auxiliary health occupations, and education for public affairs. This is an especially important experiment in training for off-farm occupations requiring some knowledge of agriculture.

A promising project in Nash County, North Carolina, funded under the Elementary and Secondary Act, indicates considerable success in these endeavors. Teachers of Trade and Industrial Education, Agriculture, and Home Economics are cooperating in a special project involving 120 boys who receive the equivalent of a year in introduction to vocational agriculture and also acquire skills and knowledge basic to a number of occupations.

— Cooperation with other teachers need not be confined to vocational agriculture. Teachers of agriculture could, and sometimes do, make useful contributions to courses in the social sciences and the natural sciences. They could help teachers of English and mathematics to help students with their courses in agricultural studies.

It is not implied that one teacher of agriculture in a school system could do all that has been suggested. If there is only one teacher, he should be aware of the possibilities and bold in requesting the staff required to do what is needed.

THE OUTLOOK

New federal funds for vocational education programs and the whole issue of the problem is likely to become available in 1969-70. It is time now to plan for their use.

If we fail to do what we could do, we may be doing people a disservice, a lack of imagination and initiative on our part and a lack of competent new personnel with a lack of funds. Teachers should join with supervisors and teacher educators in recruiting for the field which is so good to many of us. Stress should be put upon the opportunities for advancement within the field and the status of the profession which exist to so many of our colleagues.

The rush to the cities is subduing at our people become more aware of the farm's almost innumerable problems. A recent national survey showed 26 percent of the large city residents wanting to live in the country. Business and agriculture is especially important in training for off-farm occupations requiring some knowledge of agriculture.

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We need to...serve more adequately farm boys and farmers... develop programs for those who will continue their education in agriculture... develop nonvocational programs in agriculture... assist in counseling students about opportunities in agriculture... help high school graduates secure employment... reach more employed adults... find ways of training and placing the disadvantaged in agricultural occupations... join with other vocational teachers in team teaching enterprises.

A growing national population with 25 percent of its workers employed in nonagricultural occupations requires an expanding and increasingly efficient agricultural labor force. Now may be the time to get serious in the next few years in the number of students that will be reached.

POLICY CHANGES NEEDED

If we are to do what we could do in 1969, changes in local and state policies for agricultural education will be needed. Some of the changes are cosmetic changes, others are substantive. The primary problem in the expanding area is the role of the agricultural education program as it relates to the state and local schools.

— Agricultural education should not be provided only with federal aid which is ten times the amount received by the elementary schools and the junior high schools. State and local schools should take a more active role in providing funds for the federally-aided program. State and local funds should be used to complete the programs for the federally-aided program.

— State and local policies must be established that make clear that for state purposes, not all funds are in one pot and spend them under federal regulations.

— Almost everywhere the funds available for adult education in agriculture should be increased and more of the farm Mỗi population should be supported for use in adult education. Adult fertility constitutes 70 percent of the farm labor force. Funds for nonvocational education in agriculture. The advantages in providing nonvocational education in agriculture.

— Finally, we must become properly involved in the policy decision affecting agricultural education. The proper role of the cooperating agencies, of the people participating, and the proper role of the government is becoming more and more apparent. The role of the agriculture teacher is being redefined in terms of its educational responsibilities.

— Teachers of agriculture should be in close contact with other teachers, whose roles also need raising, but with those eligible in agriculture, in governmental and industrial fields. Several North Carolina superintendents made the point that the teachers could not afford to have in their school systems the kind of vocational teachers they could employ at their regular salary schedules.

We need to help boards and administrators to determine the role in the educational part of agricultural education in the senior high schools by restating how the role of the junior high schools and in the community colleges.

— We must adopt and adapt to the new vocational programs that are coming into the larger high schools which are emerging. Boards and administrators must be convinced that the role of agricultural education is expanding, not diminishing.

— We must adapt to the large farm enterprises that are becoming common all over the country. The needs of the operators and the laborers on these farms must be determined and plans made for meeting them developed which may include cooperative efforts by the local schools, the area schools, and the colleges of agriculture.

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The experiences obtained during student teaching are probably the most crucial activities involved in the development of prospective vocational agriculture teachers. During student teaching activities and practices developed by the teacher will remain a part of the young teacher throughout his professional career.

Cooperating teachers play a key role in providing the experiences necessary to become a successful teacher. Some cooperating teachers have a "sink or swim" philosophy; however, if the student teacher is to develop desirable teaching skills and personal habits, the guidance and supervision of the cooperating teacher is imperative.

Student teaching can be divided into three steps. First, the student teacher should receive a thorough orientation to the local program of vocational agriculture. Next, student teacher should assume some of the responsibilities of the teacher. The final step is the maturation of the student teacher.

Orientation

Orientation should begin as soon as the student teacher arrives at the school. The cooperating teacher should explain the policies of the school and vocational agriculture department. There should be no misunderstanding concerning the importance of following the rules and regulations. This is an area for experimentation on the part of the student teacher.

Orientation takes a great deal of time and energy on the part of the cooperating teacher. Some student teachers group an understanding of the experiences more rapidly than others, but the cooperating teacher will do well if he does not take too much for granted on the part of the student teachers. Most student teachers will be looking for practical problems to assist them in effectively performing their duties. The practices used by a successful vocational agriculture teacher are a good starting point. After the student teacher has mastered this workable system, he may choose to streamline in view of his strengths and weaknesses.

A strong instructional program is basic to the development of a good vocational agriculture department. After observation, the cooperating teacher should give the student teacher an opportunity to ask questions concerning classroom management and teaching. The same approach should be used with the student teacher in working with non-classroom activities.

Participation

The second step in the professional growth of the student teacher involves active participation in the local program of vocational agriculture. Prior to giving the student teacher responsibility for classes or other activities, the cooperating teacher should make it clear to the pupil that the student teacher will be their teacher. The pupil should understand that the student teacher is their teacher and that they will be expected to follow his directions as they do the directions of their regular teacher.

The student teacher should be encouraged to establish a personal interest in the development of each pupil. Because he is nearer their age, the pupil may identify more readily with the student teacher than they do with their regular teacher. Therefore, the student teacher has a unique opportunity to "light a spark" in the minds of those in his classes.

It is important that the cooperating teacher observe the classes of the student teacher. The cooperating teacher should be an observer and not a participant. Only in extreme cases should he assume any control over the class. This would only undermine the confidence of the students in their new teacher.

Supervision Important

Soon after the end of the class period the cooperating instructor and the student teacher should discuss the student teacher's performance and the operation of the class. The cooperating teacher should accentuate the positive aspects of the student teacher's teaching. The student teacher should be developing professional competence and at the same time gaining confidence as a teacher.

Several problems were encountered in video-taping student teachers. First, there were the problems of maintaining a schedule which had to be made in advance and the ability of the traveling staff to keep on time when students were late. Second, there was the problem of a considerable distance apart. There were mechanical problems and difficulties in recording in classrooms where large sections of window space caused lighting difficulties. There was a cost factor both in time and in money.

Some advantages of video-taping are:

1. The equipment used for taping proved to be heavy, awkward to manage, and costly to operate. A new plan for taping was put into operation during the fall semester, 1969. One-half inch recording systems including video recorder camera and two-inch play back recorder are now being used. Audio-visual staff members and graduate students are assigned to develop the necessary skills for maximum use of the video recorder. There are training sessions for staff members in the use of the equipment for the weight and size of the equipment enable the university supervisor to transport it in an automobile while observing student teachers.

2. This plan enables the supervising teachers to play back the tape at the conclusion of the class period. It offers an opportunity for the student teacher and the supervising teacher to follow the progress of the student teacher. This feature is useful for identifying specific areas for improvement in teaching techniques. Other advantages of using this method can serve as a substitute for classroom observations by the university supervisor, in case of unforeseeable conflict in scheduling. It can also be used for the purpose of refreshing the supervising teacher's memory when evaluating a given student teacher at the end of the student teaching period.

3. The use of video-tapes in teacher education is in its infancy. It appears to be a medium that has great potential for improving the effectiveness of teachers. As costs decrease and ease in handling the equipment improves, greater use of video-tapes in teacher education is anticipated.

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How Video-Tape Recordings in Student Teaching...
Teacher Education for Program Development in Off-Farm Agricultural Occupations

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Since the passage of the Vocational Education Act of 1963 hundreds of programs in off-farm agricultural occupations have been launched. If we could get the facts, there are some programs that we would be proud of; others we would not want to claim. Perhaps there is a correlation between careful and deliberate planning and the degree of success in developing new programs.

TYPES OF PLANNING

There is no doubt but that various degrees of planning have been exhibited for new programs in off-farm agricultural occupations. At one end of the scale, some programs have started new programs on their own with little or no advance planning. A supervisor may wish to develop new programs but offer little help. A speaker at the state conference may list guidelines for developing a new program and expect teachers to launch new programs. At the other end of the scale, some states have developed summer workshops during which teachers developed plans for starting new programs. A few states have included courses in occupational experience for teachers in off-farm agricultural occupations.

Most agricultural educators will agree that the types of planning described above, each by itself, fall short of the desired planning needed to develop the competencies teachers need to initiate and conduct dynamic programs in off-farm agricultural occupations. Unplanned and careless efforts in developing programs in off-farm agricultural occupations will result in many failures, a poor image, and abandonment of efforts to provide this much needed type of education.

QUALITY PROGRAMS

In farmer training programs the teacher worked with the farmer and his son on the home farm. The teacher worked effectively with these persons for no one else was involved. This is not so in the development of programs in off-farm agricultural occupations. School administrators, other vocational teachers, and other teachers in the school have a part in program development if quality programs are to be developed. Persons in agricultural businesses and industry should have a part in conducting a feasibility study to determine the need and the training opportunities for programs in off-farm occupations. They should help in deciding what type of program can be supported best with good training stations in the community. The resources of the Labor Office and the Employment Security Office must be brought to bear on program development. The thought and study of those groups under teacher guidance will help in planning the type of program that should be initiated, the kinds of experiences that should be provided, the students involved, and the organization that should exist for providing the instructional program. The program should be a sound and functional program.

Preparation and adequate involvement of school administrators, persons in general education, other vocational teachers, and people in agricultural business and industry in determining the need for and in developing the program will build the understanding of the program. Understanding is necessary for cooperation in carrying out the program. Both understanding and cooperation are essential features for improving the type of off-farm agricultural occupations program.

A CONCEPT OF PLANNING

Perhaps most of us do too much in haste. We suggest more planning and more time to do the planning in developing new programs to ensure that the development is thorough and sound. If quality programs are to result, the developmental stage must provide adequate planning and ample time to develop the necessary insights and understandings on the part of teachers, businesspersons, administrators, and other school people. A four-phase plan for program development in off-farm agricultural occupations is suggested. Each plan develops breadth and thoroughness; it involves many people; it builds motivation and support for the program. The four phases encompass a fifteen-month period.

Phase I

Teachers are brought together for a two or three-week intensive course during which the teachers first study in depth problems such as the following in developing a "plan of action" for the school year:

- What is the modern concept of vocational agriculture?
- What is involved in launching a program in an off-farm agricultural occupation?
- What are the significant patterns of program training in off-farm agricultural occupations?
- How determine the training possibilities in the community?
- How develop an understanding of the program on the part of school administrators, guidance counselors, and other school people?
- How conduct a feasibility study to determine the needs for a program?
- How organize and use an advisory committee?
- How develop student understanding of the program?
- How develop parent understanding of the program?
- How develop a program plan?
- How set up and develop training stations?
- What labor have affected student educational programs?
- What is involved in arranging for a certificate to employ a student-learner?
- What wages should students be paid and how much occupational experience should students receive in their training programs?
- What students should be enrolled in the special class in agricultural occupations?
- What class and work schedules should we have?
- How much teacher time is required to develop and put on a program in off-farm agricultural occupation?

- How keep the school and the public informed of the program?
- What timetable should the teacher have for getting a program developed and underway?

Phase II

Each teacher follows his "plan of action" which is a timetable for getting specific things accomplished in the off-farm occupation during the school year. A timetable for setting up and starting a program might look something like the following:

- Discuss program possibilities with school administration
- Discuss program possibilities with farm in agricultural businesses
- Conduct a feasibility study to determine the need for a program in off-farm agricultural occupations
- Develop a plan to keep the public informed of the development of the program
- Develop a study to determine the training possibilities in off-farm agricultural occupations in the community
- Determine the program to offer
- Set up and run an advisory committee
- Have school administration set aside enough teacher time to do the job
- March
- Develop criteria for selecting students
- March
- Arrange for training
- May
- Develop student and parent understandings of the program
- May
- Detailize on the major units of instruction to include the course with the competencies to be developed in such units
- May

Phase III

During the following summer teachers who have been successful in following the timetable will return to the university for another two or three-week period of final planning and preparation for launching their programs. This period should include a minimum of fifty hours of occupational experience in the type of agriculture businesses in which their students are to be placed for experience programs. Prior planning by teacher educators will assure that the occupational experiences of teachers will be of high quality and that the teachers involved will have had experience appropriate for students in their experience programs.

The remaining part of the intensive course should include the following:

- Finalizing the course of study: determining the units, the objectives, and content for each unit; deciding on the number of days to devote to each unit; and determining when each unit will be taught during the year.
- Making decisions on these problems: What teaching procedures shall we use? How develop training programs by instructor and by the teacher? What records should be kept? What evaluation shall be made? What follow up should the teacher make after the training?

Phase IV

Teachers should start program at the beginning of fall semester following the summer workshop.

PROGRAM STANDARDS

Quality programs in off-farm agricultural occupations are a must. Standards must be set to complement and supplement the plans for program development. The following is a plan indicating standards is needed to provide teachers guidance in planning and developing new programs. A state plan indicating requirements for approving a program should be made clear. Standards should be indicated in the program and equipment to support the program, experience programs, qualifications of teachers, and separate teacher time to do the job.
During the past several years North Carolina, like most other states, has encountered a serious shortage of teachers of agriculture. Many factors contributed to this shortage. Probably the most significant factors are employment of teachers of agriculture in administrative and teaching positions in Technical Institutions and Community Colleges, movement of teachers to administrative positions in secondary schools, higher paying job opportunities for teachers in agricultural education, gradual increase in the average age of teachers resulting in a slight increase in retirements, and very little increase in enrollment of students in the teacher education programs at the two teacher education institutions.

As a result of the shortage of certified teachers, several departments were closed. Expansion of existing programs into new schools and a broadening of the program in many schools resulting in offering agriculture to more students was greatly curtailed. Efforts to secure teachers from other states usually provided a very limited number.

The Approach

After recruiting efforts failed to meet the need for teachers, the agricultural education department was forced to seek new sources of teachers to relieve the situation until the number of graduates increased correcting the shortage. Since the pattern of course offerings in vocational agriculture included a number of specialized options designed to prepare students for off-farm agricultural employment, it was only natural to think in terms of certifying technical agriculture graduates to teach specialized courses. Where possible these individuals would be located in multiple teacher department so that the new teacher would be working with an experienced teacher.

This was the approach followed. At a result a number of technical agriculture graduates were issued Provisional Vocational Certificates and employed as teachers. Some of these teachers also had experience in agricultural business and industry which added to their competence for teaching and for employment in off-farm agricultural occupations.

The Program

The three major requirements for a Provisional Vocational Certificate are the individual must hold a B.S. or higher degree in agriculture, must be recommended to the Supervisor of Certification by the State Supervisor of Agricultural Education, and must complete at least three semester hours of prescribed in-service education each year for four years for a total of twelve semester hours.

The in-service education program is the responsibility of the Agricultural Education Department at North Carolina State University. The in-service program consists of courses, with follow-up in the field, which is accepted as a substitute for the regular student teaching program. In the beginning the provisionally certified teachers were enrolled in a special problems course which required only periodic meetings. Later a schedule of three-weeks courses during the summer, each carrying three semester hours of credit, was developed.

During the past summer a six-week intensive course was conducted for the teachers which more nearly followed the agricultural education student teaching program. The program was designed to provide off-campus instruction and on-campus teaching experience and planning. The off-campus phase of the course included visits to schools. Experienced teachers were used as resource person and consultants. During the on-campus phase of the course each enrollee spent a week in a nearby school working with and observing an experienced teacher. Twenty teachers enrolled in this course. Since these teachers held certification lower than a regular certificate, each received financial assistance in the amount of $75 through a state supported scholarship loan program.

Teacher education and supervisory staff members work very closely with the teachers as a part of the follow-up instruction. Upon completion of twelve hours of prescribed in-service education a provisional certificate is converted to a regular certificate. Currently several of these teachers have Masters degrees in technical agriculture and a number are considering working toward a graduate certificate in agricultural education. A number of these highly qualified certified teachers currently employed in North Carolina have degrees in the following specialized areas of technical agriculture: general agriculture, agronomy, agricultural engineering, animal science, horticulture, and forestry.

Another Possibility

Another possible source of personnel to meet these problems is to increase the effectiveness of present teachers being considered is the post of the high school grade-unit program for the two years.

The program is designed to offer the course in each section of the state at a location where every teacher can attend with a minimum amount of travel, time, and cost. Little effort was needed to get teachers to enroll for they had been asked for such a course.

The State Department of Education paid their tuition through a scholarship fund.

The course was first offered during the spring quarter of 1967. Nine courses have been conducted by members of the teacher education staff assisted by the supervisory staff and the State Employment Service. Approximately 60 percent of all agricultural education teachers in Virginia have completed the course. The classes are conducted once a week for a three-hour session starting at 4:30 p.m. and ending at 8:30 p.m. with an hour for discussion.

Topics Emphasized

The course is devoted mainly to developing off-form occupational experience programs with emphasis on the following topics: basic concepts, trends, and implications of agricultural education; determining which options to offer; developing instructional objectives; developing policies, procedures, and guidelines for implementing the program; and evaluating the program; planning and implementing the program; selecting and enrolling students; selecting training centers and placing students; preparing agreements and training plans; understanding and evaluating the program; and developing the curriculum.

Credit Course for Teachers

To assist teachers with many of these problems, the supervisory and teacher education staffs organized and offered a credit course entitled Agricultural Education Development in Agricultural Education. The course is taught in the state during the regular school term. The plan is to offer the course in each section of the state at a location where every teacher can attend with a minimum amount of time, travel, and cost. Little effort was needed to get teachers to enroll for they were interested in his school and in fewer schools, and an analysis of the follow-up records of former students. The results were quite revealing and assisted greatly in determining the options that should be offered. Other criteria used in determining which programs should be offered were present, needed, and available qualified personnel; present and needed facilities; administrative understanding and support; and available training stations.

At the conclusion of the course the teacher(s) in each department represented had determined an instructional program that he (they) believed should be offered in his (their) school for high school students and young and adult groups including anticipated trends and implications of agricultural education, determining which options to offer; developing instructional objectives; developing policies, procedures, and guidelines for implementing the program; and evaluating the program; and developing the curriculum.

The teacher's interest, enthusiasm, and participation indicates that the course has been exceptionally well received. They have developed a feeling that the new programs will more adequately meet the needs of their students.
Vocational Education Amendments of 1968

On October 16, 1968, President Lyndon B. Johnson signed into law the Vocational Education Amendments of 1968 (Public Law 90-247). The Act amends and extends the Vocational Education Act of 1963 and repeals all prior national vocational education legislation with the exception of the Smith-Hughes Act. However, funds appropriated by the Smith-Hughes Act are to be considered as funds appropriated under the provisions of the Vocational Education Amendments of 1968.

Title I — Vocational Education

Purpose

"... to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities will have ready access to vocational training and the educational opportunities of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Funds

To assist States for purposes designated as "State Vocational Education Programs" and "Research and Training in Vocational Education," the following appropriations are authorized:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>$555 million</td>
</tr>
<tr>
<td>1970</td>
<td>$656 million</td>
</tr>
<tr>
<td>1971</td>
<td>$767 million</td>
</tr>
<tr>
<td>1972</td>
<td>$767 million</td>
</tr>
<tr>
<td>1973 and each succeeding year</td>
<td>$656 million</td>
</tr>
</tbody>
</table>

Annual appropriations are authorized also for sums as may be necessary for administration and development of State plans, activities of advisory councils, and evaluation and dissemination of activities. Also included is an additional authorization of funds for programs for the disadvantaged.

With the exception noted in the next paragraph, 90 per cent of the funds appropriated under the provisions of these authorizations is to be made available for distribution to States for vocational education programs. Ten per cent of the funds are to be used by the Commissioner of Education or distributed to the states for research and training in vocational education.

From the funds appropriated the Commissioner of Education is required to reserve an amount not to exceed $5,000,000 annually for transfer to the Secretary of Labor to finance national, regional, state, and local studies and projections of manpower needs. The remaining funds are to be allotted to the States on the basis of the number of persons in the various age groups needing vocational education and the proportion of the persons in the various age groups who are in the States. The allotment formula remains the same as in the Vocational Education Act of 1963.

National and State Advisory Councils

The Act creates a National Advisory Council on Vocational Education consisting of twenty-one members to be appointed by the President. At least three members of the membership must be representatives of the general public. The National Council must meet not less than four times a year. The responsibilities of the National Council include:

- Advising the Commissioner of Education concerning the general policies and administration of general regulations concerning vocational education programs.

State Vocational Education Programs

Ninety per cent of the funds appropriated under the authorizations indicated earlier are to be distributed to the States to assist them in conducting vocational education programs. Federal funds may be used for the following purposes:

- Vocational education programs for high school students, including programs designed to prepare them for advanced or highly skilled postsecondary vocational and technical education;
- Vocational education for persons who have completed or left high school and who are available for study in preparation for entering the labor market. Not less than 15 per cent of the state's total allotment must be used for this purpose annually;
- Vocational education for persons who have already entered the labor market who need training and re-training to achieve stability or advancement in employment;
- Vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program. Not less than 15 per cent of a state's total allotment must be used for this purpose annually. Additional appropriations of $40 million for fiscal years 1969 and 1970 are authorized for this purpose.
- Vocational education for handicapped persons who cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program.

Exemplary Programs and Projects

Additional funds are authorized to stimulate new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation. The funds are to be used also to promote cooperation between public education and manpower agencies. One-half of the funds authorized for this purpose are to be used for projects approved by the Commissioner of Education. One-half of the funds are to be allotted to the States. The appropriations authorized for this purpose are:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1969</td>
<td>$15.0 million</td>
</tr>
<tr>
<td>1970</td>
<td>$17.5 million</td>
</tr>
<tr>
<td>1971</td>
<td>$17.0 million</td>
</tr>
<tr>
<td>1972</td>
<td>$17.5 million</td>
</tr>
</tbody>
</table>

Residential Vocational Education

To demonstrate the feasibility and desirability of residential vocational education, the Act authorizes appropriations for use by the Commissioner of Education for making grants for the construction, equipment, and operation of residential schools to provide vocational education for

(Continued on next page)
Vocational Education Amendments of 1968

(Continued from page 165)

from fifteen to twenty-one years of age. The appropriations authorized are:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>$30 million</td>
</tr>
<tr>
<td>1970</td>
<td>$35 million</td>
</tr>
<tr>
<td>1971</td>
<td>$40 million</td>
</tr>
<tr>
<td>1972</td>
<td>$45 million</td>
</tr>
</tbody>
</table>

An additional authorization of $15 million specifically for fiscal years 1969 and 1970 is made for grants to states to provide vocational education facilities. In addition, appropriations are authorized for making grants to states to reduce the cost of borrowing funds for the construction of residential schools and dormitories.

Consumer and Homemaking Education

Funds are authorized in the Act for educational programs which encourage home economies to give greater concern to the nutritional and health conditions, especially in economically depressed areas; encourage preparation for or help secure employment needed to prepare youths and adults for the role of homemaker or to contribute to the employability of persons in the dual role of homemaker and wage earner; include consumer education programs; and are designed for persons who have entered or are preparing to enter the work of the home.

Title II of the federal legislation made available for consumer and homemaking education must be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home management practices and the quality of family life. The appropriations authorized are:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>$5 million</td>
</tr>
<tr>
<td>1970</td>
<td>$5 million</td>
</tr>
</tbody>
</table>

Title II-B—VOCATIONAL EDUCATION LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Title II-B of the Vocational Education Amendments of 1968 amends The Higher Education Act of 1965 to provide funds for training and development programs for vocational education personnel. Funds are authorized for Leadership Development Awards and Exchange Programs, Institutes, and In-service Education. Appropriations authorized for vocational education leadership and professional development are:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1969</td>
<td>$25 million</td>
</tr>
</tbody>
</table>

Leadership Development Awards

Leadership development awards will be available for providing educational opportunities for experienced vocational educators to spend full time in advanced study of vocational education for a period not to exceed three years in length.

Work-Study Programs

Appropriations of $30 million for fiscal years 1969 and 1970 are authorized for allotments to states for work-study programs for vocational education students who need financial assistance to commence or continue a vocational education program.

Curriculum Development in Vocational and Technical Education

Funds are authorized to enable the Commissioner of Education to provide assistance to state and local educational agencies in the development of curriculums for new and changing vocations and to coordinate improvements in and dissemination of existing curriculum materials. Appropriations authorized for curriculum development are:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>$7 million</td>
</tr>
<tr>
<td>1970</td>
<td>$10 million</td>
</tr>
</tbody>
</table>

Workshop for Tennessee Teachers

In-service training for twenty-five vocational agriculture teachers in East Tennessee during 1968 included a one-week workshop on ornamental agriculture held in August at Cleveland Community College. The workshop was organized by O. W. Lackey and Charles Arnold, vocational agriculture teachers at Bradley County High School, Cleveland, Tennessee. The specialist instructor for the course was Charles Varnell, a former student of vocational agriculture at Bradley County High School, who operates the Easterly-Varnell Nurseries in the Cleveland and Chattanooga area.

Workshop covered during the workshop included developing landscape needs, drawing landscape plans, planting landscape design, selecting plants, trees, shrubs, and flowers, fertilizing, and maintaining the landscape. Landscape design experiences were gained on the nursery and sales facilities of the instructor, at public buildings in the area, and on the campus of the Community College.

L. M. McWain
Vocational Agricultural Teacher
Chattanooga, Tennessee

Will you see fewer familiar faces at your annual conference than you have in the past? If your state is typical, it will appear that the faces of teachers become younger each year and that some of the "old timers" are no longer in teaching.

Clifford Van Buren
Vocational Agricultural Teacher
Savannah, Iowa

Ask Wife to be Partner

Perhaps the first year is the most difficult for a young, married teacher. The wife will not be too pleased if you are going to be gone nearly every evening. She may have envisioned married life with you at home each evening. Be sure you warn her of this fact before you ask her to become a vocational agriculture teacher's wife. Try to impress her that she has not only married you but is also a partner in your job as well. Soon she will understand the importance of your position and will share in your work.

Be Enthusiastic

Be enthusiastic about your profession. There is no reason why a teacher should have to be on the defensive about his job. Be sure that people are aware of your program's good points and that they will forgive your mistakes. Proper use of your adult council will help eliminate mistakes during the first few years. Even though you may feel that you are not proficient, you probably have noticed there are times when you feel entirely inadequate. Enthusiasm can carry you a long way and not only will you feel successful, you are on the road to success.

For Beginning Teachers . . .

PLAN FOR A LONG TEACHING CAREER

Clifford Van Buren
Vocational Agricultural Teacher
Savannah, Iowa

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BE PROFESSIONAL

There are many definitions on what a professional is and perhaps personal opinions dictate definition. There are a few teachers who should not wait that long, but take time to evaluate yourself thoroughly before leaving. Be enthusiastic and proud of your position. Negative criticism is not conducive to success and pride but generally leads to contempt and self-disrespect. Build yourself up, but not to the point of being boastful or arrogant.

Become Part of the Community

Becoming part of the community includes community organizations, school, and community affairs. In other words, become involved. We often complain that we are too busy, but a person who does these things usually will know that he will not be quite as busy as he thought. And stay home just to gaze at television. This is not to say that being part of the home and family isn't important. But everything must be in the proper perspective. Have you ever noticed that men always complain about how busy he is? Become involved and the chances are you will stop feeling sorry for yourself.

Importance of Tenure

If these points have been carefully considered, it is possible you have acquired some sense in the positions. It is also possible that you have been rewarded with a favorable salary. Money is nice but if it is your basic rule of success, the chances are you will not make the Vocational Agriculture Teacher.
AsAssistantships and Fellowships in Agricultural Education, 1967-70

GEORGE L. O'KELLEY, JR.
Teacher Education
University of Georgia

The American Association of Teacher Educators in Agriculture has in recent years released an annual listing of assistantships and fellowships available to agricultural educators in institutions offering graduate degrees in agricultural education. This has been done in an attempt to assist interested persons in locating financial assistance which will make it possible for them to pursue graduate study and also to aid institutions in contacting prospective students. Agricultural educators who seek advanced degrees are mature individuals with family responsibilities necessitating income during graduate study.

Results of the survey conducted by the Publication Committee of the Association indicate the availability of more opportunities in 1967-68 than were reported in any past survey. Now less than 229 assistantships, fellowships, or instructorships were reported by the thirty-six institutions responding. Additional opportunities are probably available as all institutions did not respond to the request for information.

Members of the Publication Committee are gratified that with the obviously improved climate regarding the availability of financial support for advanced graduate study in agricultural education, it is hoped the information reported will be of assistance in encouraging more students to assume leadership positions in the field to prepare themselves professionally to carry on with top leadership in allied fields. Interested persons should note that the personnel contacted in this survey were requested to provide information about assistance available to agricultural education students only. Most of these same institutions, as well as others, offer assistance to graduate students in general without reference to a specific field of study. Persons interested in any of the opportunities listed are encouraged to contact appropriate officials in specific institutions.

Key to Listings

To the extent practicable, data are recorded in the following order: Nature of assistantship (number available); number of months available during year; beginning months of employment; amount of work expected; monthly remuneration and other considerations such as renewal of fees; whether aid is for master's advanced graduate program, or doctoral students; source of funds; and the 1968 deadline for application. In some instances the nature of the responses made it necessary to vary slightly from the above pattern in making the compilation.

University of Illinois
Research assistantship (8); 9 or 12 months; June or September; 56 time; master's, doctor's or 6th year; tuition and fees remitted; $350-533.53; apply any time.
Research assistantship (6); 9 or 12 months; 9; time; master's, doctor's or 6th year; $414.67; 60 time and fees remitted; apply any time.
Teaching assistantship (7); 9 or 12 months; 9; 9; time; master's, doctor's or 6th year; $414.67; 60 time and fees remitted; apply any time.
Teaching assistantship (7); 9 or 12 months; 9; 9; time; master's, doctor's or 6th year; apply any time.

University of Minnesota
Asstistantship (1); 15 hours per week; $150; grant.

University of Nebraska
Research assistantship (1); 9 months; $450 per year; tuition remitted; apply any time.

University of New Hampshire
Research assistantship (1); 10 months; $1400; tuition remitted; apply any time.

University of New Mexico
Teaching and research assistantship (1); 12 months; $250; tuition remitted; apply any time.

University of Texas
Research assistantship (2); 9 months; $800 per semester; $400 per year; June; September; October; November; December.

University of Wisconsin
Research assistantship (1); 12 months; 60 time; master's, doctor's or 6th year; tuition remitted; $1200.

University of Arizona
Research assistantship (2); 12 months; 9; time; master's or doctoral; $200; out of state tuition waived; apply by March 1.

University of Arizona
Research assistantship (3); 9 months; June; September; 5 time; master's or doctoral; $500; reduced tuition; $400; out of state tuition waived; apply by March 1.

Auburn University
Teaching assistantship (2); 12 months; open any quarter; 56 time; master's or doctoral; $250; tuition remitted; apply by March 1.

Clemson University
Research assistantship (2-3); 12 months; June or September; 56 time; master's; $350; reduced tuition; apply by May 15.

Clemson University
Research assistantship (2-3); 12 months; June or September; 56 time; master's; $190; reduced tuition; available for each dependent; apply by May 15.

Montana State University
Asstistantship (1); 9 months; $390; tuition remitted; apply by April 1.

New Mexico State University
Research assistantship (1); 9 months; $250; tuition remitted; apply by April 1.

Texas A & M University
Research assistantship (1); 9 months; 9 time; master's; $250; out of state tuition remitted; apply by April 1.

Virginia Polytechnic Institute
Research assistantship (1); 9 months; 9 time; master's; $250; tuition remitted; apply by April 1.

Washington State University
Teaching assistantship (1); 9 months; June; September; 56 time; master's; $250; tuition remitted; apply by April 1.

Wisconsin State University
Research assistantship (1); 12 months; 60 time; master's or doctoral; $150; tuition remitted; apply by April 1.

Winston-Salem State College
Asstistantship (1); 9 months; 30 time; master's; $250; tuition remitted; apply by April 1.

THE AGRICULTURAL EDUCATION MAGAZINE

January 1969

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Who Holds the Key to Success in Recruiting Teachers?

FREDERICK G. PAULS
Vocational Agriculture Teacher
Parma, Idaho

Recruitment of teachers for vocational agriculture is a subject of much concern. The severe shortages of teachers has come about chiefly from the expansion in agricultural education. However, an increasing number of agricultural education majors find that the training they received enables them to secure excellent positions outside the field of teaching vocational agriculture.

A recent study indicates a number of factors influencing students to enter the agricultural education curriculum in college. The study involved responses and opinions of agricultural education majors at the University of Idaho and seventy-four vocational agriculture teachers in Idaho.

Decisions About Teaching

Approximately one-third of the agricultural education majors and the teachers indicated that they decided to major in agricultural education in high school. Another one-third of the agricultural education majors had chosen the curriculum by the time they were college freshmen. One-half of the teachers reported that they elected the agricultural education curriculum after becoming juniors in college. Although one-half of the majors and teachers indicated teaching to be their primary career objective, many considered farming their first choice with teaching an alternative.

Teachers Are Best Recruiters

The person considered the most influential recruiter was the vocational agriculture teacher. This fact places the responsibility of recruitment largely in the hands of the high school teacher. The study also revealed that a teacher's ability to recruit varied directly with his image in the local community. Some of the personal characteristics rated necessary for a favorable image as a teacher were ability to maintain discipline, cooperation with school administrators, cooperation with high school staff, enthusiasm for teaching, and personal appearance and neatness.

Some factors influence young men to decide against teaching vocational agriculture. An important factor is the appeal of other agricultural occupations. However, when a potential teacher turns away from the teaching profession, it is often because the most influential person for recruitment, the high school teacher, has not presented a desirable image. For example, more than one teacher has tried to impress his students and community with the overload of work he must do or the low pay he receives for the amount of time required. Perhaps that teacher feels he is building his own security by limiting the number of new teachers. But this is shortsighted. Already the lack of sufficiently qualified teachers has forced some programs to be cut back and teachers without agricultural education backgrounds have been hired to fill other positions.

Other Factors

The study revealed some other factors were important in recruiting prospective teachers. Among these factors, an appreciation for high school vocational agriculture ranked first followed by an appreciation for the high school program. In addition, work with rural youth and the variety of job opportunities open to vocational agriculture teachers were considered influential. Another prominent factor was the general attitude toward the future of agriculture.

It can be concluded that favorable image of the teacher, vocational agriculture, and FFA, and the future of agriculture are essential when recruiting prospective teachers.

Work-Experience Workshop for Teachers

RICHARD F. STITHONS and NISI Y. CROSS
Teacher Education
The Pennsylvania State University

This article is based on Mr. Pauls' M.S. thesis, "A Study of the Factors Influencing Recruitment of Students to Agricultural Education Curricula in Idaho," completed at the University of Idaho in 1967.

Recruitment Activities

The study identified some recruitment activities considered valuable. Three-fourths of the agricultural education majors replied that a personal talk with the vocational agriculture teacher was important. One-half of the teachers were of the same opinion. Almost one-half of those reporting considered literature on opportunities in the profession important. Other activities considered helpful recruitment practices were attending the state FFA convention, influence of state supervisors and teacher educators, and tours of the agricultural college and the agricultural education department.

Although recruitment activities are very important, the vocational agriculture teacher must remember that he holds the key to the future of agricultural education. As the mirror on the wall reflects his image, likewise the student he works with will reflect his attitudes. Teachers can be effective recruiters with activities such as preparing and presenting a unit on career opportunities in agricultural education and vocational agriculture, using leaflets and brochures provided by state and national recruitment committees, and providing the high school counselor with accurate information on the agricultural education curriculum.

Teachers from four northeastern states participated in a co-op Work-Experience Workshop in Ornamental Horticulture in Philadelphia during June 1968. The purpose of the workshop was to provide each teacher with several days of first-hand work experience in a flower shop, a landscape nursery, a greenhouse, or a golf course. One teacher worked with a city forester. Participating teachers had had several years experience teaching agriculture. Most had taught ornamental horticulture. Eleven teachers were from Pennsylvania with one each from Maryland, New Jersey, and West Virginia. Teachers paid their own expenses for housing, meals, and transportation. They were housed in dormitories at Temple University and Haverford College.

Businesses

The twelve businesses selected for the workshop were chosen on the basis of recommendations by Extension Specialists in horticulture and arboriculture at The Pennsylvania State University. Managers of the businesses were contacted several months prior to the time of the workshop. They were informed of the purpose of the workshop and were given detailed lists of expected activities.

A workshop similar to that described in this article is planned for July, 1969. The program will be expanded to include work experience in turf farms, garden stores, and arboriculture. Teachers from any state may apply. For further information contact Dr. Richard F. Stithons, Agricultural Education Department, The Pennsylvania State University, University Park, Pennsylvania 16802.
MICROTEACHING—
TO IMPROVE TEACHER EDUCATION

DAVID G. CRAIG, Teacher Education
The University of Tennessee

Microteaching is becoming popular in the jargon used by beginning teachers, supervisors, and teacher educators. The term originated at Stanford University approximately six years ago. Microteaching has two major functions in education. First, as a scaled down teaching experience, it provides supervisors and teacher educators opportunities to frame the complex processes of teaching. Second, it provides college students preparing to become teachers an opportunity to learn about, and improve, teaching behavior in small steps. This article will describe some basic aspects of microteaching as well as report some results when used with student teachers.

What Is Microteaching?

Compared to the conventional classroom situation it has the following characteristics:
- It is brief, usually three to twenty minutes; it is small, involving three to six pupils;
- It is nonreal microteaching in that pupil and real lessons are used; it is evaluated by a master teacher and sometimes by the teacher who taught the lesson and the pupils as well as the pupil involved; it is the teacher makes a lesson plan along with appropriate instructional materials.

What Procedures Are Used?

Although microteaching may be conducted in several ways, the following procedure has been used satisfactorily at The University of Tennessee with student teachers of vocational agriculture. This procedure involves two phases during a two-day period. The procedure is repeated weekly or twice weekly as staff, equipment, student teacher and pupil, and transportation schedules can be arranged.

Phase One occurs on campus and includes an introduction, discussion of the teaching skill to be learned (e.g., how to use nonverbal behavior in teaching), criterion performance, and evaluation of the skill. The skill is then demonstrated by the teacher educator or supervisor. If video tape is used the demonstration skill or a pretested model of the skill can be replayed for analysis and discussion. As this phase ends, student teachers are asked to plan for teaching their unit lesson plan and to demonstrate the use of the demonstrated skill.

Phase Two involves transporting student teachers and video-tape equipment to a secondary school for actual microteaching. Assuming that are made for the arrangement, the following steps are followed: selecting four appropriate vocational agriculture students, making physical arrangements for teaching the lesson, each student teaching for forty-five minutes, evaluating the lesson with each student, each student retaehing the same lesson with improvements to four different vocational agriculture students, and evaluating the performance. It is believed that these procedures are applicable to microteaching skilled teachers with certain modifications.

How Do Student Teachers React?

The microteaching procedures described earlier have been used with three groups of student teachers during the past year. The objective with each group was to have students who very active and will continue to exert a desirable influence upon the type of teaching skills taught.

PREPARING TEACHERS TO TEACH AGRICULTURAL MECHANICS

CURTIS R. WESTON, Teacher Education
University of Missouri

In Missouri we have a course of study in agricultural mechanics which suggests that almost one-half of the teacher's time be spent teaching agricultural mechanics. A recent study in Missouri indicated that teachers are even spending more time than is recommended. I assume that at the secondary level most teachers spend between 30 to 60 percent of their time teaching agricultural mechanics plus the teaching of some agricultural mechanics in adult education.

Are We Realistic?

Either we have been very unrealistic in training teachers or in the amount of time suggested for teaching agricultural mechanics. I have suggested fifteen semester hours of credit in agricultural engineering in order to vary some of the many tasks which are typical of most graduates in agricultural education. How educated person can continue to think that teachers are qualified in agricultural mechanics with this type of undergraduate training is incomprehensible to me.

There are several things which disturb me as I think about what we have been and where we are going in agricultural mechanics. A few of these concerns are as follows:
- The decrease emphasis on agricultural mechanics at all levels, except by the teacher as indicated by the, since the passage of the 1963 Act there have been no agricultural seminars, workshops, meetings, and conferences, on a subject that concerns teachers. But to my knowledge not a single conference has been held on agricultural mechanics.
- The continual trend of devoting less and less time in our agricultural engineering departments to the practical approaches to teaching. This lack of adequate training of teachers must surely come up and destroy our image.
- The trend of all other agricultural agencies at the local level to avoid all training in agricultural mechanics. Vocational agriculture is the only agency with the facilities and training that can even attempt to give training in mechanics.
- The practice of teachers avoiding the teaching of such as power and machinery, buildings, and electricity. This is a direct result of their training, of course.
- The shortage of staffs in agricultural engineering departments as to whether they should train even trivial students in the area of mechanics. Many believe this type of training is below standard. Many departments prefer the pursuit role although without the agricultural mechanization students, the department would be a much smaller department.
- The limited time available for teaching mechanics.

Some Recommendations

I propose the following recommendations regarding mechanical instruction in agricultural mechanics.
- That course offerings in agricultural engineering departments be examined to make certain they are up-to-date. (Continued on page 173)
Trends in Teacher Certification

John D. Todd
The University of Tennessee

Any changes in certification rules and regulations should be such as to facilitate the fulfillment of the objectives of the new legislation. In most situations, changing or modifying certification rules to meet the emergency teacher shortage can be defined, but only on a temporary basis. New practices should not be permanent nor should it set a precedent for the future.

Responsibility For Certification

Education is a state function, therefore, it is logical that the state should be responsible for establishing and enforcing rules and regulations to control certification of teachers. The state should protect the public by licensing only those persons trained and prepared to carry out educational activities. With any trend toward increasing teacher certification, the quality of agricultural education in the role of the state should always be considered, even though it may be the responsibility of the teacher education institutions to assume the initiative for suggesting and implementing improvements.

The potential set forth in new legislation should be realized at all levels. This may require that new programs be planned and instituted, thus creating a demand for teachers with different training and competence. The preparation of these teachers will demand cooperation between local units, state departments of agriculture, and teacher education institutions. As example, it would be futile to prepare teachers for ornamental horticulture programs when such programs do not exist or will not likely become operational in the near future.

Trends

I recently completed a study in the Southern Region to determine present conditions and possible trends in teacher certification in agricultural education. All twenty states and the territory of the region were included in the study.

According to information received, certification rules and regulations have been changed in eight states within the last four years. However, rules and regulations in three states have not been changed in more than ten years. All of the changes that have taken place in certification rules were not specified, but in some cases responses indicated that changes were rather insignificant. Very little progress was reported toward endorser in special areas of agriculture. However, there were plans in four states for such endorsements which will be communicated within two years.

Double majors were possible in many of the teacher education institutions. This is in essence the endorsed area although it is not listed on the teaching certificates.

School programs in agricultural education are conducted in a majority of the states. For conducting certification in agricultural education it is required by state. In one state no certification is required, but an advanced degree in the area of specialization is a requisite.

Since certification rules and regulations are used to help govern the preparation of teachers, it seems logical that such rules should change and develop for teachers with different competencies. Changes should still incorporate the desired content, but they may be some doubt whether these changes are occurring as rapidly as they should.

Microteaching

(Continued from page 170) 

Microteaching

er increase their performance level for specific teaching skills and not be simplified or "watered down" courses in agricultural engineering.

That staff members who teach agricultural mechanics courses should be selected on the basis of their special abilities and not only upon academic attainments.

There should be at least one institution in this country where a person can get a doctorate in agricultural mechanics, if this is an important subject matter area.

That staff members in agricultural mechanics should be shifted to specialized opportunities for advancement as any other staff members.

With the increased emphasis upon agriculture education, there must be additional persons added to each department or staff of education in specialized areas of agricultural engineering, agricultural mechanization, or agricultural mechanics—take your choice.

That specialized persons who have majored in agricultural mechanics be provided for the mid-year vocational agriculture department. At the University of Missouri a student who wanted to specialize in agricultural mechanics could only take twenty-four semester hours if he took every course offered for majors in agricultural mechanics.

If the training in skills is below the educational level acceptable by university conventional courses, then it may be necessary for us to look to some other agency to give part of the training of teachers of vocational agriculture. Training in principles alone is not the answer to training in agricultural mechanics.

There is need for persons at national and regional levels to coordinate training and other activities in agricultural mechanics.

There is need for a coordinating center to distribute project plans that would be usable in all states.

There is need for instructional materials to be made available at all levels of training in agricultural mechanics.
BOOK REVIEWS


One purpose of Marketing and Distribution is to provide the reader with a foundation of economics and marketing concepts. Following each of the forty-two learning units is a list of marketing terms to be learned, and suggested projects. The three hundred and eight marketing or vocabulary terms, and the problems, serve as a kind of review after reading the learning units material. These seventy-two projects provide meaningful experiences which help students apply these facts, concepts, and principles learned previously in the text of the book.

Markets, institutions and channels, research, products, distribution, promotion and selling, customer services, and careers are discussed in the book. One unit is devoted exclusively to the marketing of farm products. Farm marketing methods and services, pricing of farm products, and farm marketing trends are presented in a general way in the unit. The unit on farm marketing methods and services is somewhat independent of the other units. In fact each unit is self-contained and, in essence, entity within itself.

The information and writing style of the marketing and distribution aspects of the business world is presented in an interesting style. The use of the book is well illustrated with attractive pictures and other multicolored visuals. The text is clear with no information without wording.

While the book was designed to be the core of the subject matter for a marketing education program, it has considerable merit as a reference for agricultural education programs. For high school and college students, the major instructional areas of Agricultural Supplies and Agricultural Products (processing and marketing), Marketing and Distributions would serve well as one of the textbooks for the course. With the present emphasis on off-farm agricultural occupations and vocational guidance, the book would be a worthy addition to the agricultural education curriculum, whether secondary and post-secondary as a reference book or supplementary resource.

Charles E. Dennis
Rutgers—The State University


This book introduces the prospective college junior, the prospective administrator, and the lay citizen to the principles and practices of community junior college education in America. Dr. Thornton calls upon his experience in junior college education to provide the reader with a clear, concise discussion of the background of the community junior college movement, the pattern of organization within community junior colleges, and the impacts of other institutional programs on community junior colleges. He concludes the book with a brief but challenging chapter entitled "The Future of the Community Junior College."

The author points out that the concept of both terminal and postterminal education in the junior college "gained widespread currency with the founding of the American Association of Junior Colleges in 1920 and that by 1945 the concept had become an established part of junior college curricula. Occupational education in the community junior college is discussed in the appropriate sections of the book and is placed in the context of the total community junior college. One section has been devoted specifically to the discussion of the occupational education curriculum.

One of the strengths of this book is the conciseness in which the material is presented. The author, in this relatively small book, not only introduces the reader to the American community junior college, but also includes a description of the role of occupational education in the junior college program. This book could be a valuable addition to the professional library of any person interested in becoming acquainted with this American educational institution—the community junior college.

Gerald R. Faller
University of Vermont


Tractors and crawlers is a study of mobile power equipment used in agriculture and many other major industries. The book consists of eight chapters. Each chapter deals with a major class of power and tractor equipment. Operating principles and the mechanical design are explained and illustrated. Terms pertinent to power machinery are defined for laymen and professional engineers. The reader is guided through the need for procedures for maintenance, adjustment, inspection, repair and replacement of the various systems, components and parts of tractors and crawlers.

The author has presented a cooperative study of design features, type of power equipment, and components of tractors and crawlers. Operating principles and the mechanical design are explained and illustrated. Terms pertinent to power machinery are defined for laymen and professional engineers. The reader is guided through the need for procedures for maintenance, adjustment, inspection, repair and replacement of the various systems, components and parts of tractors and crawlers.

A. O. Smith-Harvestore Products provides six travel scholarships each year—one for the outstanding teachers of each Region. The recipient includes a ten-day flying tour of the United States and a trip to the NVT Convention. One teacher is selected from each of the NVTA Regions. United States travel selected the most outstanding "Young Teachers," teachers five or less years experience, from seven regions to the NVT Convention. Winners were named in Regions I, II, and III in 1968. In 1969 the winners will be selected from the other three Regions. There is a possibility that all six Regions may be included.

The Charles Pfizer Company gives $1000 cash awards to the winners of the FFA Foundation Award in Livestock, Dairy, and Poultry Farming. The awards are presented at the annual NVT Convention.

The NVT Convention provides a certificate to each State Association that qualifies for the Professional State Association Award. The 1960 award is based on the accomplishment of certain requirements. State Associations are provided with the necessary information and forms.

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Stories in Pictures

Darrell Conrad (left), a senior high school student in vocational agriculture from Garden, Kansas, received a $300 Harry Darby Scholarship Award to prospective teachers of agriculture from Dr. E. J. Agan, Kansas State University. (Photo by R. J. Agan)

Mrs. Charlotte Gilpin, the first woman teacher of agriculture in California, inspects the poultry project of Clark Dambet, a vocational agriculture student at Yuba City, California. (Photo by E. M. Juergenson, University of California)

During the 1966 South Dakota Vocational Agriculture Teachers' Conference, Mr. E. R. Uline was honored for his service as State Supervisor of Teachers of Agriculture. Mr. Uline retired October 17, 1966. Pictured are (left to right) Lieutenant Governor of South Dakota, Republic of the United States; Governor of South Dakota, Mr. E. R. Uline; and Mr. W. E. Bryant who was honored for 15 years of service as a vocational agriculture teacher.