Stories in Pictures

Students studying vocational horticulture in Connecticut learn the latest practices in greenhouse and plant management. (Photo by L. L. Turner, Connecticut Department of Education)

Robert W. Walker
University of Illinois

Richard Finger (right), an officer of the University of Minnesota's Collegiate FFA Chapter, distributes tree seedlings to elementary school students as part of the Minnesota FFA's tree-planting program. (Photo by Midland Cooperative, Inc.)

Featuring —
THE FUTURE OF AGRICULTURAL EDUCATION
What Impedes Vocational Education?

Will American public education be any different because of the Vocational Education Amendments of 1968? Those persons who describe the Act as omnibus legislation that provides the basis for a new approach to education apparently think that it will. Others proclaim that if we are to restore relevancy to American education, vocational education must be given its proper role. These proponents see the 1968 Act as a means of enhancing the role of vocational education in our system of public education.

If these notions about the purpose and place of vocational education in education are to materialize, persons other than vocational educators must have similar hopes for vocational education and its role in public education. If these expectations of vocational education are to be realized, educators in general and persons who develop and enact policy for public education must see the promise and possibility of vocational education which we in vocational education espouse. One hindrance to a common understanding of the role of vocational education between vocational educators and others is a series of philosophical and operational dualisms involving vocational education. In vocational education we are rather adjudicate both at initiating and perpetuating some rather rigid either-or categories involving vocational education which impede its attainment as prominent a role in public education as we would like to see.

The foremost dualism is that of general education versus vocational education. This dualism is clearly manifested when courses are designed as academic or vocational subjects. The implication, if not the contention, is that academic subjects are secured primarily or exclusively with a person's general, liberal, or cultural education while the exclusive concern of vocational subjects is specialized, practical education. Recently I heard the dualism expressed in a very interesting manner when the reason given for a proposed discontinuance of reimbursement for eleventh
day (Continued on next page)

Some Issues Facing Agricultural Education

There is no doubt but that the Vocational Education Amendments of 1968 will have far-reaching impact upon agricultural education. This impact is being felt in the smallest rural high school and in a school with a traditional agricultural department to the administrative level in Washington, D.C. These amendments, which focus on the need of people rather than areas of subject matter, point out the need for the development of many new policies identifying and governing the role of agricultural education.

Occupational education has been given new dimensions both vertically and horizontally. Vertically, occupational education is extended to include programs for the elementary school, secondary school and post-secondary school or college. Policies need to be developed to define the role of agricultural education at each level. Will instruction in agriculture at each level be offered as a separate subject or will it be integrated with other occupational fields to form a multi-occupational field? This question and many similar ones will need to be answered and policies developed to guide emerging programs.

Horizontally, occupational education has been extended to serve the environmentally disadvantaged, the health handicapped, out-of-school youth and adults, as well as students who can achieve in regular academic and occupational channels. Policy decisions will define not only the assignment of funds to the development of programs to serve each group but the assignment of professional staff as well.

Policy decisions will need to establish the priorities of services to be offered as well as objectives to be attained. High on the priority list will be the development of programs to serve the disadvantaged and health handicapped wherever such persons may be found. As evidence of this, 25 per cent of the funds of the Act are earmarked for such programs. Agricultural education has a real challenge to develop (Continued on next page)
From the Editor . . .

and twelfth-grade homemaking courses was that these courses are poor for personal and social development than for vocational development. Can vocational development be arbitrarily separated from personal and social development? Yet it is through actions of this nature that vocational educators perpetuate the general education-vocational education dualism.

Another set of either-or categories which vocational educators should rethink has to do with the theory-practice dualism. The reverence in vocational education for concreteness, practicality, and experience can easily be misunderstood by vocational educators and misconstrued by others to mean or imply skepticism about the abstract, about the theoretical, and about knowledge. Vocational educators do little to enhance the role of vocational education by attempting to separate theory from practice or knowledge from experience.

The third dualism has to do with the clientele of voca-
tional education. Seemingly vocational educators are pre-
occupied with the nine-tenths of the nonacademically qualified, the educationally disadvantaged, and the occupationally disadvantaged. Apparently we assume that the development of a marketable skill upon graduation from high school is incongruous with advanced study leading to a professional occupation. One can easily get the impression that vocational education is primarily for persons who will be directed rather than those who will direct.

If vocational education is to assume its proper role in American education, we in vocational education must be concerned with students' personal, social, and cultural development as well as their vocational development. We must recognize that theory and knowledge are inseparable from practice and experience. And above all, we must not equate vocational education with occupational preparation, but directed rather than directive occupations. As we develop new policies for implementing the Vocational Education Amendments of 1966, it would be well for us to take another look at the dualisms which impede, in no small way, the further development of vocational education.

Guest Editorial . . .

and establish programs to serve these groups.

Particularly challenging to vocational education is the program's recognition of occupational training needs of urban youth and adults. Policies and standards established for traditional rural programs will need to be modified and modified to provide a wide spectrum of agri-
cultural education at various levels appropriate to urban areas.

There is increased concern that all students enrolled in occupational education courses have available work experience programs related to their fields of instruction. Present existing on-the-job programs in agricultural education should provide for work experience in the off-farm fields of agriculture as well as farming. This raises a question regarding the agriculture teacher's function during the summer period. In New York State a policy affecting the summer programs of teachers was developed in cooperation with the agricultural teachers association. This policy provides funds for innovations designed to improve the off-season programs. The application of new and more effective ways of serving youth and adults.

The role of occupational youth organizations as an integral part of the instructional programs needs continued emphasis. For forty years the FFA has provided students enrolled in agriculture an opportunity to develop leadership, citizenship and to work cooperatively in a purposeful group structure. Policies need to be developed to provide flexibility for states to develop FFA programs to meet the needs of all students enrolled in agricultural education. Through such policy development the FFA can grow in philosophy and service to youth.

The Vocational Education Amendments of 1966 provide an unparalleled opportunity for agricultural education to meet the challenges of our present and future society. We have only scratched the surface in terms of service to many of the groups which need to be served. Constructive policies at the national, state, and local levels can open many doors for providing effective service. Are we prepared and willing to pass through these doors and meet the challenge presented? If so, agricultural education can look to the future with confidence.

Themes for Future Issues

August
Guidance in Agricultural Education

September
Instructional Programs in Agricultural Mechanics

October
Instructional Programs in Ornamental Horticulture

November
Instructional Programs in Agricultural Supplies

December
Instructional Programs in Agricultural Resources

January
Teacher Education and Supervision

A Complete Program of Agricultural Education

While farming and related agribusi-
ness industries in our nation continue to represent a substantial part of our total economy, the use of new technol-
ogy and mechanization have brought about tremendous growth and change. In order to keep pace, it is only natural that we will have to broaden our agri-
cultural education programs.

Traditionally, vocational agriculture has been primarily a program of instruction for high school students with limited instruction being given to young and adult farmers. Yet, voca-
tional agriculture instruction for these groups is vital to continue to be vital to the industry. If we are to accept the challenge of providing a full range of instructional programs in agricultural education to provide highly skilled and competent personnel to meet the needs of the agricultural industry, we must accept a new concept of a total program in agricultural education. I suggest that this total program must include instruction in the agricultural discipline starting at the elementary school grades and continuing through four-year colleges of agricul-
ture plus continuing education for adults.

A fully certified vocational agriculture teacher, working in cooperation with other teachers who are providing similar instruction in other occupational areas, should be assigned to this intercollegiate program. Thus, the students would be provided with realistic learning experiences to acquaint them with a variety of occupational areas in agriculture. Again, land laboratories, school farms, local farms, and agricultural businesses should be used to their maximum effectiveness.

Secondary Students, Grades 9–10. A core curriculum, general in nature, should include the sciences and containing basic units in plant science, animal science, soil science, and agricultural mechanics, and personal behavioral science should be provided at this grade level. These courses should also be elective and open to anyone and to those students who have had proper counseling and guidance based upon previous experiences gained in the elementary courses. Regularly certified vocational agriculture teachers would continue to teach these classes to provide a select group of students with the basic knowl-
edges and skills common to most agri-
cultural occupations.

Grades 11–12. Students in grades

II and 12 who have completed one or two years of basic agricultural sciences should have the opportunity to enroll in courses in selected occupa-
tional areas such as animal husbandry, agriculture, agricultural mechanics, agricultural supplies, ornamental horti-
culture, and forestry depending upon their interests and needs. These courses would be offered on a semester or year-
ly basis and, ideally, should be schedul-
ed in multiple periods as a block of time.

Teachers with experience and train-
ing in specialized areas of agriculture would be needed to teach these courses. Upon completion of this program, the student should have sufficient com-
petencies for job entry or further edu-
cation in a specialized occupation after graduation from high school. That same type of instruction could be of-
fered in a regular high school or in an area vocational education center.

Post-Senior Students. Area voca-
tional-technical schools and junior col-
leges offer an opportunity for specialized training in agricultural occupa-
tions for post-high school students. These programs could vary in length from one to two years and should provide instruction and learning experiences to develop competencies at

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Agricultural Education: Some Problems Issues and Predictions

Alfred H. KRIBUS, Teacher Education, Virginia Polytechnic Institute

Of all issues in agricultural education, "the right of the public to be heard," "the need for a knowledge of teaching," "the struggle for identity," "leadership in agricultural education," and "focus on aptitude" appear to be of most importance at this time.

For each issue, some facts, issues, feelings, and some predictions are presented for your consideration.

The Public's Right To Be Heard

The first issue which I have selected deals with the method of selecting advisory council or consulting committee members. There is some rather sharp disagreement within the profession regarding the kind of person who should serve as a member of an advisory council. At the present time, much of the literature on advisory councils contains recommendations on procedures for selection of advisory council members which are not sound. If we seek a council representative of the public and which could lead to the discovery of new ideas, we may need to lay a greater emphasis on lay leadership in education.

The most promising of presently known procedures seems to be one of choosing by lot, a random selection procedure. Basically, this procedure consists of developing a list of all persons eligible for membership based on certain eligibility requirements. For a school sponsored departmental citizen advisory council, these requirements could be eligibility to vote in school affairs, being a member of the adult population served by the school, and the ability to read and write.

The persons to be nominated are then selected by use of a table of random numbers. Members are always appointed from the list in this manner, regardless of their names being drawn or obtained in the random selection procedure.

There is ample evidence nation-wide of the ultimate failure of failing to involve various segments of society in the process of making decisions affecting their lives. By failing to develop leadership in this area, society has been forced to deal with persons who became leaders because they were willing to take the risks involved in sponsoring activities which made them highly visible. These new, untrained leaders used sound, but disruptive techniques because, in part, they knew no other way to get the attention of society and the power structure.

Our country is "learning the hard way" that those persons previously "left out" of the decision-making process can also "get things done." Agricultural educators should not contribute to this situation by failing to involve persons who should be served by the agricultural program.

It is a safe prediction that a continuing failure to provide for communication with all segments of the people we are supposed to serve through agricultural education will result in programs continuing to serve only part of that public.

The Need for a Knowledge of Teaching

The second issue is that of the employment of persons not prepared to teach to fill teaching positions. This issue was chosen because of its potential for causing alienation among agricultural educators.

The issue has its origin in two very different sets of circumstances. One set of circumstances is that there is a shortage of teachers; the other set is philosophical in nature, dealing with the belief by some people that the person who teaches need be expert only in his subject matter and that there is no teaching methodology concerned. These two sets of circumstances set the stage for conflict among supervisors, teacher educators, and teachers of agriculture, all of whom are assumed to be equally concerned about quality teaching for youth.

The supervisor, in his assessment of the situation, feels that he needs the service of someone who doesn't have much choice. Rather than accept a shrinking or nonsupportive program, some supervisors have chosen to seek teachers among those persons technically expert in subject matter, ignoring the lack of preparation in teaching. The teacher educator views the employment of untrained personnel, even through expert technicians, as a threat to agricultural education.

The teacher educator tends to believe it better to close a program temporarily rather than risk permanent loss of the program because of the teaching and organizational efforts of the untrained person. The teacher of agriculture is also beginning to express himself on this issue. Some teachers, and their associates, have indicated in rather strong language their disapproval with the employment of unqualified persons as teachers. Such action represents a threat to their own position, to their drive for higher salaries, to their professional status, and to their drive for organizational unity.

The question is that the solution will probably be the use of the technical expert in a carefully defined capacity which will not include the actual direction of decision or direction of decision making regarding the teaching-learning process, but only the responsibility of being in charge of the actual teaching of a class. The technical expert will perform non-teaching duties now performed by the teacher.

The Struggle for Identity

The third issue selected, and one of the most explosive issues of the most recent years in agriculture education, is that of the struggle for identity.

The arguments for elimination of vocational subject area identification stress the need for more coordination of the vocational educational program, the need for a student to be prepared vocationally rather than in one field of specialization, the need to eliminate the competition for students among the vocational areas, the need for vocational education to adjust to changing socioeconomic conditions, the failure of vocational education to train personnel for labor market needs, the potential for an improved vocational education cost-benefit ratio, the potential for more effective use of resources, the need for a vocational educator who has a broad vocational orientation, and the need to adjust program planning in vocational education to the new "management" concept being implemented in the U.S. Department of Health, Education and Welfare.

These persons who favor identification of vocational fields of service stress that it is the subject matter content that unifies all kinds of educational workers, that lack of funds and support are the real causes of the underdeveloped vocational education programs and that the development of these programs is possible with fields of service identification, that students want to keep existing regardless of how vocational education is structured and named.

I predict that fields of service identification will survive the current challenge. The human psychological need for identification, the influence of subject matter on teaching methodology, the fact that teachers are teachers of a subject matter content to which they have a strong allegiance, and the practical need for teachers in higher education with similar subject matter interests to work together are forces too strong to be overcome for any extended period of time.

Leadership for Agricultural Education

The fourth issue which I have chosen is that of whether leadership for agricultural education will be provided largely through the U.S. Office of Education staff or even within the administration. The issue as I have developed it deals with leadership in program philosophy and concept.

Some of the facts of the situation have already been referred to earlier. Relevant to this issue are such facts as the employment in the U.S. Department of Health, Education and Welfare of vocationally inexperienced personnel to direct vocational education; the transparent efforts of federal personnel to use vocational funds for general education programs; and the gradual elimination of agricultural education personnel in the U.S. Office of Education. Other concerns are the continuing failure of the administration to fund fully public school vocational education, the massive funding of vocational programs through non-public school agencies; and the continuing failure of agricultural educators and other vocational educators to define the kind of leadership needed at the federal level.

We do need agricultural personnel in the U.S. Office of Education.
Agricultural Education: Some Problems, Issues and Predictions
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direct activity at the state and national levels.

Focus On Application

We are in a dangerous period of innovation and renovation. We could easily destroy agricultural education by our own efforts to strengthen and preserve it. Examining, if you will, the tremendous development that has taken place in rural and agricultural education, is it going to be possible in the future, to place all of these clarifications and innovations over from this critical consideration? Consider, if you will, the effort to secure the acceptance of vocational agriculture as a science through specific identification with the teaching of basic biological principles. Consider, to its logical end for other basic subjects, this could lead someone who didn’t understand vocational agriculture to the conclusion that agricultural education is not needed because all that content is taught elsewhere. Consider, if you will, the effort at the University of Maryland to develop the vocational cluster concept in industrial education. Ironically, the U.S. Office of Education is paying industrial educators to develop what is criticized in vocational agriculture — a program which prepares youth for a variety of occupations.

All of these developments, and many others, will be important to agricultural education. We know we need to develop a new concept of basic agricultural knowledge and skills for "vocational agriculture" as a consensus learning for specific agricultural options. The idea that all agricultural teaching can be based on the knowledge and skill needed for farming is no longer defensible.

But our present and future depend not so much on these new directions and innovations as they do on the teaching of agricultural content for application. If we keep our objectives firmly rooted to preparing youth and adults for today’s agricultural work, emphasizing the development of the ability to perform tasks adults perform to make a living, then we will not need to worry about how well our programs serve, how well it will be accepted, or how well it will measure up when evaluated.

I predict that these vocational agriculture programs which survive will be those which relate teaching to the development of abilities to perform tasks adults perform to earn a living. Other agricultural courses may, and I hope they will, survive as general education offerings, but only the occupational task-oriented program will survive as a vocational offering.

Summary

These five issues are basic to whatever future agricultural education may have. Success in dealing with these issues will determine the stage for specific agricultural options. The idea that all agricultural teaching can be based on the knowledge and skill needed for farming is no longer defensible. But our present and future depend not so much on these new directions and innovations as they do on the teaching of agricultural content for application. If we keep our objectives firmly rooted to preparing youth and adults for today’s agricultural work, emphasizing the development of the ability to perform tasks adults perform to make a living, then we will not need to worry about how well our programs serve, how well it will be accepted, or how well it will measure up when evaluated.

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WHOSE RESPONSIBILITY?

By now many of you are agreeing that such a complete program of agricultural education should be planned and implemented, but who has the responsibility for doing this? I submit that it is our responsibility! However, we cannot do the job alone. Cooperation with leaders of general education as well as other areas of vocational education is essential in all phases of the planning. Supervisors and teacher education staffs, local coordinators of agriculture programs, and all teachers of agriculture must provide the leadership needed to develop educational programs for all who need knowledge and skills to succeed in agricultural occupations.

This article is from a presentation made by Dr. Peterson to the Agricultural Education Division during the 1969 convention of the American Vocational Association. Dr. Peterson, Professor and Chairman of the Department of Agricultural Education at the University of Minnesota, is a Past-President of the American Vocational Association.

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May 4, 1969

It would be propitious if I might have the gift of clairvoyance for you could then be assured of positive statements characterized by validity, accuracy, and confidence. I confess a lack of perceptive in the realm of forecasting. As a matter of fact I have difficulty keeping abreast of what will happen in agricultural education in 1969, let alone the 1970s. But I think I am not alone.

We have been provided a platform of predictions many of which are based on an extremely limited basis of experience and knowledge of agriculture and agricultural education. This has led to a sort of in-house discount of the forecasts by those who have spent their professional lives in the field. I recall hearing the highest officials in the U.S. Office of Education insisting that the future of all vocational education must be charted by general educators, sociologists, industrial psychologists, economists, and others with concepts based on alleged "wider dimension.

Much of this guidance is, I contend, misleading and indicates a lack of comprehensiveness of what vocational education in secondary school is all about.

As we look ahead to the 1970s, we need all the advice and assistance we can get from wherever source. The future course in is no means a clear-cut patient; several variables must be considered.

A LOOK OVER THE SHOULDER

If history has any practical value, it is to help us plan for the future. What are some of the characteristics of agricultural education in the primary school system which have been responsible for its growth and development — or lack thereof? At the risk of being contradicted I shall cite some examples.

The project method was a creature of early vocational agriculture. It was an appropriate enough, "discovered" by others some twenty years later.

Parent-teacher cooperation, an essential ingredient of successful vocational agriculture in rural America, was old hat long before the P.T.A.'s developed effective program of home-school cooperation.

From the beginning a hallmark of vocational agriculture was the idea that the local community school must be a part of rather than apart from the community it purported to serve.

A product of early scholars in agricultural education was the concept that all people in the community — those who would remain to become the taxpayers, lawyers, and cabinet board members, as well as those seeking their future elsewhere — were equally entitled to educational opportunity tailored to their needs.

The FFA, whatever its future, has been an important and successful one of student dynamics in developing individual leadership, citizenship and freedom with responsibility. Even now it is a model for other youth groups.

This is not to say that these ideas, concepts, and practices had not previously been promulgated. But in our time agricultural education has been the bellwether of advances in philosophy as well as method. This gives us real responsibility as we look ahead.

WHAT DO WE KNOW?

Research is the lifeblood of all educational endeavors. Research provides the benchmarks against which new developments are gauged. I plead for more and better research in agricultural education in the 1970s. I think it will come; it must. This necessitates a tremendous improvement in the quality and quantity of research efforts in teacher education departments. But that is another subject.

WHAT IS THE OUTLOOK?

As we consider the outlook for the 1970s there are a few factors to be considered. First is the securing of the agricultural education faculty position of agricultural and rural areas in general. The one-man one-vote decision of the United States Supreme Court has made geographical representation a thing of the past. Thus the areas producing the majority of minority in every sense except in contri-
The Outlook for Agricultural Education

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Effective Communication

For agricultural education this calls for more effective communication and public relations. A fresh look at the subject will meet this challenge through a variety of channels. This prediction is based on what will be a precaution, three-part assumption.

First, those engaged in agricultural education will have to broaden their imagination to grasp the new dimensions of programming without losing the personal touch so essential to the development of vocational agriculture programs. Second, other fields of service in vocatio-

nal-technical education will recognize their inter-relationship with vocational-technical agriculture and utilize the best ingredients of all programs. Third, vocational agriculture will recognize the necessity of utilizing the dual functions of program evaluation to improve the educational processes.

Entrepreneurship

The next decade of agricultural education will see increased emphasis on training the student to become more of a business person in agriculture. This will be a more difficult accomplishment in the future because most high school students will be trained for off-farm occupations. Thus, we need to give priority to high quality occupational experiences. This means the concept of supervised farming programs of production agriculture to off-farm agriculture will be a significant aspect of agricultural education in the 1970's.

Occupational Establishment

In my crystal ball is another shape of things to come. It has to do with the development of the occupational pro-
gram for persons interested in the white and wonderful world of modern agriculture. I believe it is perhaps a more a prayer than a prediction.

It is high time we addressed our-

selves to the problem and process of occupational establishment. We have business programs in different but similar places, the pre-1960 days that we were training boys only for establish-

ment in farming. But in reality we

stocked our post-high school young farmer cliques with young men already far ahead. Too many of our students were screened out on the challenge of identifying occupa-

tional or establishment opportunities. Too few of us realized that a roster of young men who needed help in locating opportunities, acquiring the necessary sources of financial assistance, and working through the compli-

cations of the establishment process. This is not an easy job to be done in college on agricultural occupations where the ob-

jective is immediate placement in a vocation.

Proprietary ventures such as farming or running a horticulture business the challenge will be greater. But it can be done.

Let us keep in mind the fact that without well-managed, profitable farms there will be no opportunity or need for the distributive, sales, service and processing agricultural industrial complex.

Emerging Areas

There are some emerging areas that look like winners. Let one item a day do the talking. The farm business management program. I cite this to dramatize the fact that spokesmen for farmers, the men on the land, are getting scarce. It may very well be that vocational agriculture will be the segment of public education that is most equipped to provide production agriculture. Who speaks for the farmer? We do!

High school agricultural occupational training. We are off and running. Training programs for those engaged in the processing of agricultural chemicals, feed, seed, fertilizer processing and distribution, and agricultural machinery maintenance and repair servicing and sales are making good progress.

International education programs in agriculture. Here is an area in which I expect to see expansion limited only by the availability of qualified personnel. Just as our government has turned to vocational education to help solve its manpower problems, so have the governments of developing countries turned to vocational education in agriculture in order to build up other aspects of vocational education. The im-

portant to improve and expand all oc-

cupational education.

Another Feature

There is one sad and disappointing feature in the picture. Unless the U.S. Office of Education continues to grip

with the realities of human needs for food and fiber and gives agricultural education in the public schools a chance by vigorous promotion and support of programs, I cannot predict what will happen in the 1970's, but I sincerely hope that many of the men on the land will benefit and know that the nation's young people are using the present program. We must do our part to see that this is done.

SUMMARY

People will continue to eat and wear clothes. An examination of the rural and urban areas this will imply significant part of the education in the education program. Agricultural education will emerge as a comprehensive education-

program ranging from farm business manage-

ment, to horticulture, to international programs, and to agribusiness in the area schools, rural high schools, high schools, colleges, and universi-


ties will all be involved. At the same time an increase in multiple teacher depart-

ments.

Agricultural education will offer pro-

grams for people of all ages in all communities. The use of sophisticated teaching methods and methods will make this possible.

If this sounds optimistic it is be-

cause I have confidence in the ability to produce the teachers, and faith in the future of agriculture.
What are the implications of the 1968 Act (PL 90-576) for agricultural education? It is difficult to discuss the implications with assurance at this time since administrative regulations and interpretations have not been finalized. Historically, agricultural education and vocational education have been given similar treatment in legislation. Such applications have been even more significant than the legislative base from which they were derived. Secondly, I have some doubt as to the propriety of the question. George Santayana, in his Life of Reason states, "Those who cannot remember the past are condemned to repeat it." In this respect, agricultural education and vocational education have substantial legislation for a viable educational philosophy. Too frequently our actions seem to be attuned to the interpretations and implementations of the Act. It became our beacon and guide. Legislated was stated, administrative regulations became fixed, whereas as an educational philosophy should be dynamic and far more pervasive.

Properly in the minds of many, the fundamental question is what should be the nature and character of agricultural education in the United States to fit in what manner can the support and impetus available through the Act contribute to this needed program? Agricultural education in the United States must be more than legislative prescriptions. Are we going to repeat the mistakes and fail to consider new legislation with a fresh perspective?

With these concerns and reservations in mind, let us proceed to consider some of the major implications of the amendments. It should be noted that it is almost impossible to indicate specifically what are new areas of emphasis and what are continuations of emphasis that were initiated with the 1963 Act.

Groups to be Served

Perhaps the most fundamental implication is that agriculture is not mentioned, nor is any other occupational service area. The primary emphasis of these amendments is on groups of people—not occupational areas. These five groups to be served include (1) high school students (including programs to prepare for them for advanced or highly skilled post-secondary vocational-technical education); (2) persons who have completed or left high school and who are available for study in preparation for entering the labor market; (3) persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment; (4) persons who have academic, economic, or other handicaps that prevent them from succeeding in the regular vocational educational program; and (5) persons who need special educational assistance or require a modified vocational educational program.

The emphasis is on flexible, imaginative approaches to meeting the occupational preparation needs of these groups utilizing the resources and competencies of a wide range of institutions and agencies. Assuredly, agricultural education has a vital role to play in meeting these training needs.

Access

Providing access to vocational education is stressed. That is, in these groups of people must have "access to vocational programs which are of high quality, realistic, and related to the needs, interests and abilities." We can infer that a person's residence, rural or urban, should not determine whether or not he has the opportunity to prepare for an agricultural occupation in your state.

Planning

Annual and long-time state plans are required—not the administrative documents of the past that have been mislabeled as plans, but realistic educational plans that identify employment opportunities, training needs and specific ways and means of assisting individuals to qualify for employment or to advance in their chosen occupational and technical fields. There is a new opportunity and responsibility for local communities to devise more effective approaches for constant values and benefits of efficient and effective vocational instruction. What are our objectives in this regard?

Economic models are gaining increased prominence in the evaluation of educational efficiency. No longer are the questions "Is this vocational program doing some good? Is it of "real" benefit?" The relevant question is "In relation to all the alternative uses of these funds, is this vocational program yielding the greatest returns to the individuals enrolled and to society?" Cost effectiveness in conducting training programs and cost-benefit ratios based on program costs and anticipated returns to individuals and society will have an increased impact on the design of agricultural education and other vocational programs. Is the "pay off" greater for a year's high school program or a special program for a special period in agriculture for the disadvantaged? Greater than a technical program in agricultural equipment or adult farmers? How do the benefits compare to possible programs in health care, home economics, technology? What is the evidence?

Advisory Councils

Increased emphasis, leverage, and even power has been assigned to the state and national advisory councils on vocational education. Provisions are made for funding staffs to assist them in gathering hard data and in making the reviews of program plans and the evaluations of accomplishments that are required. They also are to advise state boards on policy development and the preparation of the plan or the reporting of the plan. In the words of the purpose of these councils, the basic rationale of the Act again comes through; namely, person-potentializing groups of people to be served and the institutional capacities for meeting these needs, such as technical institutes and secondary schools, rather than vocational education instruction beyond the traditional percentage employed in areas trained. What are the other common interests and values and benefits of education and efficiency and effective vocational instruction? What are our objectives in this regard?

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Funding

While the Act authorizes expenditures approaching four billion dollars over the next four years, it should be remembered that these authorizations are not appropriations and not appropriation levels.

Each Congress will decide the level at which the authorizations will be funded. Also, it is quite probable that this Act will be amended rather than a uniform percentage cut across all sections of the Act. A more specific implication for agricultural education is that categories by service area are no longer identified in the original classifications of categorical programs. In other words, "funds" has been introduced as "set aside." These "set aside" accounts for education, vocational state grant and include programs for post-high school, the disadvantaged, and the handicapped.

Programs in these areas have first priority on funds. Unless there are substantially increased appropriations over the previous years (even mill), it is quite likely that federal funds for traditional agricultural programs will be reduced, since the "set aside" pattern is Congress' priorities for areas of emphasis and are the first to be served. Allocations of funds (related legislation) within the state are not to be made on a uniform basis. Funds are to be allocated on the basis of need and ability to pay. There is a strong implication that to attain equal educational opportunity, the serving agencies and program groups to be served unequal funding will be required. This places a tremendous burden on the agencies involved to develop a sound rationale for determining educational need and developing a means of determining need and making decisions on differentiated support levels for various programs and locales.

(Continued on next page)
Implications for Agricultural Education

(Continued from page 13)

Organization and Staffing

The new emphasis on groups of people to be served and various intentions for conducting programs give rise to questions concerning the most effective organizational structures for administering vocational-technical education at all levels. One of the most fundamental questions is whether or not the concept that educational personnel will remain "in line" and administer funds, or whether they will become consultants and work with teachers and others upon request, with the reimbursement money channelled through a different administrative structure.

Other concerns in this area are where will the additional programs and specializations needed for program leadership in the development of cooperative programs, work-study programs, residential schools, working with the disadvantaged and the handicapped be found, and how will they be integrated into the organizational structure? What will be their relationship to other educational specialists? Who will be responsible for the development of broad range comprehensive plans for vocational and technical education?

Cooperative Programs

Funds are available for cooperative programs to stimulate the further development of demonstration programs utilizing cooperative arrangements to assist young people in securing adequate training and to help reduce the artificial barriers separating work and education. Such programs imply a more active involvement and participation of employer groups, and they are especially significant in the development of non-off-farm agricultural occupation programs. Provisions are made for work-study programs for university students and for young people who need employment to continue their vocational training.

"The primary emphasis of the amendments is on groups of people — not occupational areas. A person's residence, rural or urban, should not determine whether or not he has the opportunity to prepare for a career in the broad field of agriculture."
Agricultural Education in 1980 — A Look Into the Future

O. E. THOMPSON, Teacher Educator
University of California, Davis

The future of agricultural education has never been brighter. It will be a different kind of agricultural education from that of the forties, fifties and sixties. How bright this future is, is up to us.

There is much confusion about the meaning of the term "agricultural education." I suggest the following definition. Agricultural education is the blending of the applied natural sciences of agriculture with the applied behavioral sciences of education. I see this blending accomplished by the agricultural educator who has extensive preparation in the agricultural disciplines, and in addition, is characterized by his knowledge and understanding of the teaching-learning process. This definition becomes quite important as we look ahead.

The Future

In spite of the tremendous sociological problems which beset education from every angle, agricultural education finds itself in a rather enviable position for several reasons. It deals with food essential to every member of society; it deals with a dynamic, expanding industry which has a built-in need for employees with special skills. Starting not many years ago from the somewhat restricted responsibility of preparation of young men for production of food and fiber, vocational agriculture now assumes responsibility for preparation for occupations in food processing and services to agriculture and farming as well as preparation dealing with the wise use of the resources of land, air, and water. This is quite a departure from the concept of agriculture we once held and which, unfortunately, still prevails in some areas today.

Agriculture has and will continue to have an increasing demand for trained workers. It is recognized that low-skill jobs will be replaced by those requiring a higher level of skills. Retraining will be a requirement in most agricultural occupations as it will be in non-agricultural occupations. There is no foreseeable decline in the need for persons with basic preparation in agriculture who have in addition a specialization in one of the applied sciences.

The task ahead for agricultural education is extremely challenging. Problems to be solved and unanswered questions will plague us at an accelerated rate. The biological and physical sciences with which we work are making excellent progress in the solutions of the technical problems of agriculture. However social problems in agriculture, which historically have been unimportant and ignored, are going to assume increasing importance and others to look at the sociology of agriculture. The sociological movements of rural poor to the cities are now of national concern. Someone must determine if the sociological benefits of the small farm offset the economic disadvantages. Will the social unrest in the large city spread to the small rural town? Some teachers say it is already there. I see the future of vocational agriculture closely tied with sociological as well as technological development.

Perhaps change accurately describes the future. But let us not discard that which has been good. We must develop the ability to recognize when something is obsolete and then have the courage to drop it or redirect it toward new objectives. If we have the imagination and the resources to meet new challenges, vocational agriculture will have a brilliant future. If not, it will be consumed by other fields of education.

The Context

No one can question the fact that preparation for work in agriculture is a part of the educational process. As one looks at the broad spectrum for which agriculture education prepares workers, the following points are clear.

—As agriculture assumes a broader definition of responsibilities; this will mean increased job and pay problems which influence aesthetics as well as production of food and fiber — many new occupational areas emerge.

—Demand for agricultural products will increase substantially and these will be produced without any appreciable increase in acreage.

—Farming will take on more and more of the characteristics of big business. The operator-manager may lease the land from a holding company, negotiate with the union for his employees' rights, and then make all the production and operating decisions. He may rely heavily upon the computer for assistance in this function.

—The need for specialized and highly skilled workers and technicians with preparation in agriculture will continue to increase as the business of farming and agriculture matures.

—There will be a continued migration of rural youth to the urban environment as the proportion of the work force in production agriculture decreases to 5 per cent by the year 2000.

—Agricultural research is capable of solving the current and future technical production, processing, and distribution problems of the agricultural industry. Research may have to shift from that of the specialty such as agriculture to that of the agricultural industry. The research may have to shift from that of the specialty such as agriculture to that of the agriculture industry. The research may have to shift from that of the specialty such as agriculture to that of the agriculture industry.

—Agricultural Education in the 1980's

The job of the agricultural educator in blending the applied sciences of agriculture with applied social sciences will become increasingly complex as the clash between technology and the traditional social structure. The following implications for vocational agriculture warrant attention.

Initially the only objective of vocational agriculture was preparation for a career in farming. While this will continue to be a function of vocational agriculture, more in-depth preparation and a program will be preparation for specialized jobs in the agricultural complex. The implementation of transition from the agricultural curricula to Ag I, II, III, and IV is already giving way to many diverse kinds of programs. The university's concern is to prepare young people to take jobs in agriculture may take a four-year program. This first two years may be an introduction to agriculture with the special skill preparation concentrated in the third and fourth year. Preparation for other jobs may take as little as a few weeks or a semester. More of the instruction in agriculture may move from the classroom to farms and agricultural businesses.

—The philosophy of change must permeate all vocational programs. Students must be concerned for the world of work where technological obsolescence will be common and where some form of retraining to remain employable will be required at practically all levels of employment.

—It is highly probable that the present in-school orientation of vocational agriculture will not be adequate to meet the new challenges. The great diversity of occupations in agriculture of the future may demand a breadth of knowledge beyond that of the agricultural curriculum. The research may have to shift from that of the specialty such as agriculture to that of the agriculture industry.

—Persons preparing for an occupation may become the responsibility of a team of vocational educators.

—There must be more effort to improve teaching programs in agriculture. Is sufficient attention being given to adapting agricultural subject matter to programmed instruction, modular scheduling, flexible scheduling, individualized instruction, computerized information, and other systems designed to improve the efficiency and effectiveness of teaching? With a changing clientele and broadened objectives, traditional approaches of teaching may become obsolete.

—Facilities for new programs will need to be flexible to prepare for various kinds of occupations can proceed simultaneously within the same class setting. This will call upon ingenuity to bring together the latest techniques in scheduling, automated teaching, individualized instruction, and differentiated staffing.

—If we truly believe in the value of the FFA, there must be experimental programs to determine how this program can be adapted for use in new clientele in high school agriculture. The FFA program which has been highly successful with the traditional vocational program has little or no appeal for the student who is enrolled in one of the short-term vocational programs which does not involve a supervised home practice or experience program.

—The students object to being identified as farmers, when the occupation for which they are preparing may have no contact with the production of crops or livestock. Furthermore, practically all the incentive programs, degrees, and awards in FFA still center around productive projects.

—Quality work experience, a recognized part of the preparation for farming, is the major objective of vocational education. Too often work experience includes only the plantation. A man or woman on a job with the assumption that the student is learning simply because he is on a job.

The expansion of instruction in agriculture in two-year colleges and post-secondary technical schools will continue to create many problems for the high school program not the least of which is competition for teachers. We may see the relationship between high school and post-high school education in agriculture? Should all high schools offer some instruction in post-high school programs? Do we need a definition of function between the two levels of agriculture education? The problems of articulation be met?

—Vocational agriculture must take a larger responsibility for occupational preparation for disadvantaged youth. Many of these can qualify for city jobs in the service occupations such as domestic service, maintenance, landscaping of public and private buildings, freeway landscaping, and many others which deal with home services to one or another. The vocational agriculture

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"The years ahead will be interesting but not as comfortable as in the past. Our role as educators will become much more critical than our role as agriculturists."

O. E. Thompson

THE AGRICULTURAL EDUCATION MAGAZINE

JULY, 1969

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THE URBAN FRONTIER IN VOCATIONAL AGRICULTURE

Philip L. Edgcombe, Teacher Education University of Massachusetts

The urban frontier poses many problems and challenges to the agricultural programs in the Boston area and in areas surrounding it. Other major cities have already accepted many of these challenges. Approximately 75 percent of the vocational agriculture programs in Massachusetts are being initiated by the metropolitan distance of the Boston area. Individualized or multi-track teacher education programs in many states are helping to supply teachers for developing programs in specialized agricultural areas. Cooperative educational industry is helping to provide relevant occupational experience for teachers in the agricultural sciences and related fields. This program is placing on program ventures that require industry-education cooperation. Several distinct institutional activities for urban areas will be needed to provide some of the instructional needs of urban students who are involved in teacher education programs. It is anticipated that the changes in the agricultural program in which urban areas will accelerate. A continuing investigation of urban agriculture will broaden the potential of vocational agriculture.

Small Animal Businesses

The small animal caretaker area is one of the potential emerging clusters for urban vocational agriculture programs. The survey in Boston revealed 275 businesses that involved small animal facilities or other pets. This number of businesses does not include many of the large sites with pet departments that are becoming more numerous. The development of new and unique services from commercial agricultural businesses does not mean to the gadgets involved. They drive deeper into the agricultural services demanded by society that has more leisure time and greater financial resources than at any time in the past. The problem of assessing the need for urban agricultural services is compounded in urban areas because unfamiliar agricultural occupations are perceived as a shift of emphasis occurs in some of the traditional agricultural services.

Agricultural Business

Agricultural in 1980

In 1980, the current agricultural business in the United States was employing more than 9.5 million people. Many large farms have garden centers and even larger numbers of store sold lawn mowers. Who is responsible for instruction in the small equipment area? Most vocational agriculture programs concentrate on the supervision, care, and maintenance of equipment. It may be that major engine repairing, the sharpening of lawn mower blades, or the maintenance of tractors, are a more applied in trade and industrial education. If vocational agriculture programs cannot successfully respond in this area, it will be essential to investigate the sources of service technical instruction for prospective teachers.

Agricultural Products Business

It is difficult to find a single instruction cluster in the agricultural products area included business having to do with vegetables, meat packers, poultry, flour, grains, and dairy products. The largest area of agricultural products involved is that of the products of the farm. But it would be difficult to conclude that a one-man plant science department could provide for all of the competencies needed by the range of specialists in plant science.

Agricultural Mechanics Business

The 100 agricultural mechanics businesses identified in the survey employed small equipment. Many large stores have garden centers and even larger numbers of store sold lawn mowers. Who is responsible for instruction in the small equipment area? Most vocational agriculture programs concentrate on the supervision, care, and maintenance of equipment. It may be that major engine repairing, the sharpening of lawn mower blades, or the maintenance of tractors, are a more applied in trade and industrial education. If vocational agriculture programs cannot successfully respond in this area, it will be essential to investigate the sources of service technical instruction for prospective teachers.

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The importance of involving lay people in the activities of the college system is well illustrated by the planning and operation of the post-secondary agricultural occupations program at Illinois Central College, East Peoria, Illinois. Illinois Central College is a new comprehensive junior college located in the agricultural and industrial complex of Central Illinois. The active involvement of the college, through organi zed advisory councils, is a vital link in our ever changing educational system. Lay people were actively involved in the formation of Illinois Central College. The formation of the college was predicated on the findings of the Tri-County Public Junior College Steering Committee and its special subcommittees having to do with Population and Enrollment, Educational Program and Curriculum, Building and Site, and other related areas. The data collected by the Educational Program and Curriculum Committee indicated that agriculture should be included in the instructional program of the new college.

The Advisory Council

We consider the organization of the Agricultural Occupations Advisory Council a must in planning and initiating the agricultural occupations program at Illinois Central College. Both of the many years of experience in working with advisory councils and school teachers of agriculture. The organizational meeting of the Agricultural Occupations Advisory Council was held in August 1967, one month after we were employed to initiate an agricultural occupations program at Illinois Central College.

Wisner's New College Dictionary defines advice as a “recommendation regarding a decision or course of conduct.” It also states that to advise is “to give advice.””

William Martinez
Wayne Sampson

The fourteen-member Agricultural Occupations Advisory Council includes persons and groups who are engaged in a variety of agricultural occupations.

William Martinez
Wayne Sampson

The agricultural education program at Illinois Central College, Winter short courses were offered during the 1967-68 school year. The Council’s goal was to select the course offerings. During the 1968-69 school year an Agricultural Forum was held at the Cooperative Extension Service, University of Illinois, and Illinois Central College. Enrollment was limited to 80 persons due to the available space. Average attendance was approximately 60 for eight sessions held during February and March, 1969. Council members served on the Planning Committee and assisted in many other ways in this joint venture.

The business experience of many of the council members provides much information for the agreements and forms currently in use in conjunction with the occupational experience phases of the various programs. In many instances contacts that needed to be made with non-college businesses and production personnel were more easily made due to the assistance of council members. The publicity that comes when students are able to give to the program is of no small consequence, as is also the true of the feedback they get from their own communities and businesses.

Benefits

Evaluations of instructional programs is a never ending process. Since experience is the ultimate teacher, a great deal of the first year of operation which resulted in many changes. After nearly two years of operation, it is evident that changes will continue to be the “name of the game” in junior college programs. A continuing function of the council and staff will be to evaluate present programs and recommend changes that are educationally sound.

To those who have had no experience with advisory councils, the time and effort that is required to establish an agricultural council seems to be greater than the anticipated benefits. Time and effort are necessary, but for those who have a true interest, however, the benefits that can be derived from a functional council are essential to a program of agricultural occupations. Lay participation in many educational activities should be actively sought by educators at all levels.

William Martinez and Wayne Sampson are Director and Instructor, respectively, of Agricultural Occupations at Illinois Central College, East Peoria, Illinois.

Constitution and By-Laws for the purpose of reviewing and evaluating annually the document and making recommendations for changes to keep the document current and in line with changes encountered in program developments.

Program Planning which has the charge to assist the agricultural staff of the college in identifying needs, developing curricula, implementing data collections, and gaining local and state approval of new programs.

Training Program Development which is to assist the staff in locating possible employment centers, establishing methods for evaluating employment programs, and recommending changes in present training programs.

Evaluation which is to establish guidelines for departmental evaluation and annually evaluate achievement and actions of both the Agricultural Occupations Division of the College and the Advisory Council.

One of the first lessons learned by the Council was that the summer of 1967 was if the programs were to be successful, the help of lay people was needed in the development of curricula as well as in many other areas.

One of the Council’s first activities, after writing the constitution and by-laws, was to develop a long-range plan for implementing instructional programs. Following study by the Council’s Program Planning Committee and discussion at council meetings of survey and other information, the following recommendations for program implementation were made: 1968-69 Farm Mechanics Technology Program; 1970-71 Agriculture Marketing; 1970-71 Conservation Opt. 1971-72 Horticulture Opt. These recommendations were made providing that more detailed and complete survey data substantiate the need for the program and that there are employment opportunities available to graduates.

Work began immediately by both staff and council members in securing information showing a need (or lack of need) for the Farm Mechanics Technology program. A survey instrument was prepared, a survey made of the college district, and a summary report prepared. Following careful analysis of this data, the Advisory Council met to the College’s Boiler Feeders and to board a recommendation to implement the Farm Mechanics Technology program. This program was implemented in the fall of 1968.

By this time the council members had gained a greater understanding of their function and purpose, were more familiar with the junior college philosophy and with other council members, and were aware that two major activities had been attempted and successfully completed. This provided stimulus for further action.

Information was needed for the proposed Agricultural Marketing option. Data were collected and summarized. The Council recommended that this option be established. Data are currently being processed regarding the Horticultural option.

Continuing education is an integral part of the agricultural occupation program at Illinois Central College.
Policy and Planning Committee
Agricultural Education Division, AVA

The Policy and Planning Committee of the Agricultural Education Division, AVA, met in Washington March 5-8, 1960 with the Agricultural Education Advisory Committee and the AVA Departmental Planning Groups. The committee gave attention to the development of programs that should be emphasized during the next year.

It was agreed that the theme for the Agricultural Education Division’s program at the AVA Convention in Baton should be “Opening the Door to the 70’s.” New programs being initiated and conducted to meet needs of those engaged in off-farm agricultural occupations are to be featured.

Attention was given to the further development of a public information program initiated in March 1960, A. H. Krebs, chairman of the Division’s Public Information Committee, reported that plans are underway to establish public information committees in each state. Ralph Woodin, chairman of the Personnel Recruitment Committee, indicated that approximately 300 more teachers are being prepared now than two years ago. A current project of the Personnel Recruitment Committee is the development and distribution of a new brochure and posters. NVATA will sponsor a career booth at the 1960 National FFA Convention.

Operating policies of the Agricultural Education Division were reviewed and suggestions for revision were agreed upon. Present plans call for a discussion and adoption of the policies at the AVA Convention in Baton.

The new policies provide for a larger Policy and Planning Committee, representative of AVA Departmental committee, and new procedures for selecting members on the committees of the Division.

Members of the Policy and Planning Committee of the Agricultural Education Division are:

James Dinkler, Past President, NVATA (Representative to AVA Department on Career Development of Adulthood)
Thomson L. Peck, Past President, NVATA (Representative to AVA Department on Legal, Ethical, and Professional Problems)
L. G. Dunlop, Past President, AVAEd (Representative to AVA Department on Public Relations)
Earl E. Knebel, Immediate Past President, NVATA (Representative to AVA Department on Higher Education of Adults)
Heather B. Anderson, Program Chairman, Midland, NVATA (Representative to AVA Department on Vocational Education of Adults)

JAMES WALL  
Executive Secretary

News of NVATA

Farmers Union Policy: The National Farmers Union at their annual convention in Hot Springs, Arkansas, unanimously adopted a strong policy in support of proper identification for vocational agriculture at the national level and for keeping the Future Farmers of America as an integral part of vocational agriculture. James Wall, Executive Secretary, represented the NVATA at the convention.

Agricultural Education Division Advisory Committee Resolution: The Advisory Committee for the Agricultural Education Division, AVA, at a recent meeting in Washington, D.C., unanimously passed a resolution requesting the Board of Directors of the American Vocational Association to take proper steps in an effort to get recent policy of the U.S. Office of Education pertaining to youth organizations reclad. The resolution also called for identification of personnel in agricultural education in the U.S. Office of Education. The complete text of the Advisory Committee’s resolution is on page 306 of the June 1960 issue of The Agricultural Education Magazine.

A Department of Education and Manpower Training: Write to your Congressman for a copy of H. R. 8717, a bill to establish a Department of Education and Manpower Training. This bill would give Cattlemen status to educators. Perhaps this could be an answer to the bureaucracy that now exists in the Department of Health, Education and Welfare.


JULY, 1960
Stories in Pictures

ROBERT W. WALKER
University of Illinois

Dan Woody (left) of the Sears Foundation presents 35-year watches to James Wall (center from left), ANVATA Executive Secretary, and M. O. McCawley, Professor of Agricultural Education at the University of Nebraska. Ted Ward (right) was the recipient of the Outstanding Nebraska Teacher Award presented by the A. O. Smith Corporation. (Photo by Ray Eppley)

Ed Carter (center), Teacher of Agriculture at Albon, Oklahoma, receives an AYA Life Membership Certificate from Hamilton Hicks, Jr., Educational Director for The d-Con Company, as the vocational agriculture teacher of the 1968 FFA Star Farmers of America. Tom Davis (left), Past-President at ANVATA, observes the presentation. (Photo supplied by Wesley Smith)

Foreign students attending the University of Wisconsin visit the farm of Kenton Davis at Loganville, Wisconsin. Mr. Davis received the American Farmer Degree in 1962. (Photo by John F. Thompson)

B. Harold Anderson (left) presents $500 travel fellowship provided by the Alpha Tau Alpha Chapter at Colorado State University to Par Tim and Arum Knight, senior in Agricultural Education. (Photo by B. Harold Anderson)

The Wardsville (West Virginia) FFA Chapter presents a memorial to the community's Wardle Lake in memory of a local youth who died in developing the recreational area. (Photo by John H. Ajar)

Guidance in Agricultural Education

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