The annual meetings of the American Association of Teacher Educators in Agriculture were held during the AYA Convention in Boston, December 1969. Charles C. Drexelbaugh (right) of Rutgers University, AATEA President for 1970, performs under the watchful eye of Paul Revere. (Photo by Robert W. Walker)

W. Howard Martin, Professor of Education at the University of Connecticut, presents the AATEA Lecture on "Agricultural Education: Image and Subtext." (Photo by Robert W. Walker)

George F. Blumen (right), Emeritus Professor of Agricultural Education at the University of Missouri, is presented the 1969 AATEA Distinguished Service Award by George L. O'Kelley, Jr., Vice President for the Southern Region. (Photo by Robert W. Walker)

AACTE EXECUTIVE COMMITTEE: (Left to right) George L. O'Kelley, Jr., University of Georgia, Southern Region Vice President; Richard H. Wilson, The Ohio State University, Central Region Vice President; W. H. Ayres, University of New Hampshire, Secretary; Charles C. Drexelbaugh, Rutgers University, 1970 President; Orville E. Thompson, University of California at Davis, 1969 President; William E. Drake, Cornell University, Atlantic Region Vice President; George L. Luder, University of Kentucky, Treasurer; Irving G. Jones, Colorado State University, Pacific Region Vice President; Alfred H. Kraka, Virginia Polytechnic Institute, Past President; and Gerald E. Tucker, University of Vermont, Atlantic Region Alternate Vice President. (Photo by Robert W. Walker)
**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Editorial Feature</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Programs in Agricultural Production</td>
<td>233</td>
</tr>
<tr>
<td>C. E. Bundy</td>
<td>233</td>
</tr>
</tbody>
</table>

**Editorial: Instructional Programs in Agricultural Production**

A wide variation exists in the emphasis given production agriculture in the instructional programs offered by vocational agriculture departments in the nation. In some communities, very little emphasis is given to production agriculture. In others, much of the instruction is still directed to meeting the needs of those individuals who plan to farm or are currently engaged in farming.

Fortunately, we have not had prescribed courses of study in most states. Neither have we tended to base instructional programs around specific textbooks. It has been the responsibility of the local teacher to determine the needs of the individuals enrolled in the secondary and post-secondary classes and develop an instructional program to meet those needs. A large number of the students now enrolled in vocational classes may not remain in the immediate community or remain in agricultural occupations. Instructional programs anticipate the future needs of those individuals as well as their present needs. The instructional program, however, must begin with their present needs.

Production farming is big business in the United States and will continue to be a very important segment of our national economy. The 1969 production of the farms of this nation amounted to nearly $50 billion. The products sold or used for home consumption on the farms and ranches of California amounted to more than $9 billion. Production agriculture is a $37.4 billion business in Iowa and a $31 billion business in Texas. As a matter of fact, more than $20 billion of the products are produced in each of 21 states and an additional 32 states each produce more than a half-billion dollars of products each year.

These data indicate that production agriculture must be given an important place in instructional programs.

(Continued on next page)

**Guest Editorial...**

**How Realistic Are Beef Judging Contests?**

_Whenever any point on livestock ceases to be of practical value, it ceases to be a major place in livestock production._ This statement, found in the Livestock Judging Handbook, bears reading and re-reading by many in our profession who help organize or are connected in any way with beef cattle judging contests.

For some years now we have paid lip service to the new book in beef type, but for some strange reason, we continue to see fat, wavy beef animals dominate shows and fairs. In too many cases, this is the reason many vocational agriculture judging teams lose out or make low scores in contests. This, in turn, leads to discouragement and confusion by vocational agriculture students as to correct beef type.

If a progressive teacher prepares a judging team to think modern concerning beef type and then rewards contests set up according to old standards (which too often is the case), his team turns up in a poor score and any possibility of a learning experience is lost in the confusion. The teacher has taught students one thing to look for concerning type, but the official judges are teaching another. For example, in a recent fair, steers and barrows show in Loudonville, Kentucky, the animals that placed first on foot beat the last place carcass.

One has but to talk to a few commercial beef operators to find out the true story. Recently, in answer to the question as to what type of feeder calf he looked for, a well-known operator in my area replied, "Give me an animal with a lot of style, strength, and stamina; those make me the most money."

After all the knowhow or the consumer, not a panel of beef experts, really determines type. He will not pay for worthwhile fatt the swine industry got rid of fifteen years ago.

As a vocational agriculture teacher, I plan to continue to prepare beef judging teams to think modern and hope modern concerning beef type and then reward contests set up according to old standards. 

(Continued on next page)
The number of farms in Iowa and in the nation decreased 3 percent during 1969. The average size of farms in the nation in 1955 was 258 acres. In 1970, the average size of Iowa farms was 287 acres. It is anticipated that the trend toward larger farms will continue. As farms increase in size, the capital invested per farm in land and buildings, machinery and equipment, and livestock inventories is projected to increase by more than 50 percent between 1965 and 1980. The great increase in capital needs has implications for future programs in production agriculture. Much of this capital must be given to the obtaining and efficient management of capital.

While the larger farms of the future will involve the use of large equipment permitting each man to cultivate larger acreages, there will be a tendency for the farms to be multi-purpose businesses. Large livestock operations will necessitate the employment of two or more workers. The operators of these farms must be schooled in the use of management techniques, finance, and be able to analyze carefully farm business records. Farm operators and managers must be sufficiently knowledgeable of the basic sciences to understand the developments in technology related to the use of agricultural chemicals, fertilizers, and feed additives in livestock production. They must understand the principles of breeding to be able to cope with the changes occurring in varieties of crops and in livestock breeding.

While we will witness decreased numbers of persons employed in production agriculture in our state, the total number of persons employed will continue to be large compared to the number employed in other occupations.

Some knowledge of production agriculture is needed by persons preparing for employment or currently employed in off-farm agricultural occupations. Persons engaged in the retail distribution of feed, seed, fertilizers, chemicals, and others who assist the public must be knowledgeable concerning the problems related to the production of farm commodities. Even though in some communities there are more persons employed in off-farm agriculture than in production agriculture, there is still need for some instruction in production agriculture. In most communities, the instructional programs must prepare individuals for productivity in both production and off-farm agriculture.

It is probable that some teachers are devoting too much time to agriculture education and not enough time to those competencies needed by persons who will be employed in non-farm agricultural occupations. Other teachers may be devoting entirely too little time to production agriculture, and as a result, students are entering off-farm agricultural occupations without certain competencies deemed essential by employers. Teachers, both at the secondary and post-secondary levels, must carefully analyze the probable needs of students and plan a program of instruction which will meet those needs.

Dr. Alampi listed programs in production agriculture are not a thing of the past. For those who will be engaged in production agriculture in the years ahead, instruction in production agriculture is now more important than at any previous time in the history of American agriculture. The farm operator and farm worker of the future must possess greater competence in agriculture technology and management finesse than possessed by any former group of farmers.

**How Realistic Are Beef Judging Competitions?**

(Continued from page 248)

The "powers of the" be will also see that there is a drastic need for change. What really is our purpose? Is it to prepare students, in the case of beef judging teams, to place these students according to the official placings; or is it to prepare students to select animals that will yield the most dollars now or in the future when they are engaged in beef cattle raising as owner-operators or as farm managers?

I choose the latter reason.

Let's put our new thoughts concerning beef type into action and in so doing give our students a "taste test."

**Themes for Future Issues**

May General and Practical Arts Education in Agriculture

June Evaluation in Agricultural Education

July Agricultural Education in Post-Secondary Schools

August Adult Education in Agriculture

September FFA: Past — Present Future

October Ideas for Effective Teaching

November Research in Agricultural Education

December Innovations in Agricultural Education

**Education for Farmers in the Seventies**

**PHILIP ALAMPI Secretary of Agriculture State of New Jersey**

Let's look at the farmer of the 1970's. I must confess that he is vastly different from the image we had in my early years as a vocational agricultural instructor. We pictured an able, intelligent, skillful husbandman of the till whose primary goal was production. Today we find him wearing many hats. To succeed he must be not only the able husbandman, but also an efficient buyer, seller, tax man, businessmen, and citizen. For the farmer of today "how to do it," there has been substitution of the greater challenge of "what to do with it."

Today vocational agriculture instructors are dealing with sophisticated ideas and sophisticated young persons. If they think they are dealing with a "bunch of kids," either they are wrong or the bright young people are wrong for excelling in their courses. I have the utmost respect for the young people of today.

**Some Observations**

Although we are all very much concerned about the educational programs in agriculture, there remains the need for a good grounding in the basic sciences as well as in mathematics, English, and other general subjects. These subjects should be retained, but perhaps upgraded. The present population built to rural areas already is raising the standards of many schools which formerly suffered by comparison to those in urban areas. Farm leaders and organizations must assume more of the responsibility for these improvements in order to provide equal opportunities for rural students.

All curriculums should be reviewed and appraised with a view to upgrading all courses. This means further revision in many schools where the "how to do it" approach of past years continues to survive.

**Problems and Pressures**

Instructors must recognize the need for self-improvement and further study in order to be able to maintain higher standards in both methods and subject matter. Fortunately, such efforts are being recognized now with improved salary schedules in many school districts.

The vocational agriculture instructor must recognize that social changes and new factors involved in the modern farm enterprise today. I would like to stress the importance of what might be called the "off-farm" factors and pressures which have become as important as the "on-farm" practices. I have in mind such problems as taxes, credit, seeding, planning, labor, schools, federal farm programs, health codes, water, soil conservation, and the encroachment of industry, highways, airports, shopping centers, and housing developments on our open space.

Most of these problems and pressures were unknown or of little concern to past generations of farmers. There are a few guidelines to follow as we consider these pressures and the first reaction of many farmers to resist them. I urge that vocational agriculture instructors assume at least some of the responsibility for meeting these problems better understood by both high school students and adults.

Many instructors may feel that these problems are beyond their jurisdiction. Perhaps they are, yet I believe they present an exceptional opportunity to render a valuable service to farmers and to communities. They might be considered to be a worthwhile activity in the field of public relations as well as an effort to update and broaden the curriculum.

**Some Areas for Emphasis**

Further emphasis on marketing and the economics of the food industry are essential to a sound agriculture. The old prejudice against the middle-man—"the processor, the distributor—has blinded some farmers too far. Even at the risk of being accused of disloyalty to the farmer, none of us can overlook any opportunity to promote ways and means of better understanding of marketing. I urge much more attention to this subject—another decisive "off-farm" factor.

Because of the complex intricacies of buying, marketing, legislation and other services, the average farmer cannot accomplish as much as he would like as an individual, so he must depend more and more on farm organizations. This is true in the case of all organizations for greater recognition in the curriculum of vocational agriculture. The function,
The Role of Supervisors

Alfred Stewart, Supervisor
Louisiana Department of Education

Supervision is the systematic and continuous effort to encourage, assist, and direct teachers such that they become increasingly more effective in contributing to the achievement of students for whom they are responsible. To do this, supervisors must give consideration to the attainment of students and to the growth, effectiveness, and welfare of teachers. Teachers' strengths, weaknesses, and attitudes must be understood and considered if supervisors are to operate effectively.

Supervision must also be concerned with day-to-day activities involving practical educational matters and difficulties so that educational plans can become reality. Supervisors should strive through encouragement and assistance to see that teachers understand and accept worthwhile objectives and that they select and use effective means of attaining objectives.

Some activities which local and state supervisors should perform are discussed in this article. Some of these activities can best be accomplished in group meetings; others are more effectively adapted by educational goals. What should be accomplished through dialogue with teachers? What supervision activities can be classified as assistance to teachers? What should be accomplished through collaboration with other educational personnel.

Assisting Teachers

A major role of local and state supervisors is assisting teachers in developing the educational, professional, and leadership qualities that teachers must possess to perform their professional duties responsibly. Questions such as the following should be considered:

What is meant by a teacher's professionalism?

Assistance to teachers is essential in order to keep them informed and motivated. Supervisors should encourage and assist in recruiting and training teachers. Teachers must be aware of existing as well as projected needs.

So the supervisor serves as a member of the recruiting and placement team for students completing educational programs. This includes individual students as well as those going on to college and need assistance in choosing an institution, and those completing programs of professional teacher education who seek placement as teachers of vocational education.

Cooperating with Others

An effective supervisory program must involve communication with other agencies and personnel. Channels of communication need to be established with deans of colleges of agriculture, teacher educators, livestock show managers, vocational education specialists, experiment station personnel, and commercial agencies. All of these provide supervisory assistance in areas such as curriculum development, education, work experience, project development, and information, recruitment, and placement services.

It should be emphasized that the major function of a state supervisor is specifically to provide staff to assist teachers to grow professionally. Relationships among state supervisors, vocational agriculture teachers, and local supervisors should be that of professional assistance.

The supervisor should arrange to give counsel as needed to the teacher and to the principal and superintendent concerning finances and administrative matters. He must do this with some degree of diplomacy so as to make the counseling productive and positive. Counsel-ability resides in the local school and that he is interested in assisting where necessary, desirable, and possible.

Teachers of agriculture must be reminded that the real responsibility for administering and supervising all educational programs rests upon their shoulders. They should, however, be encouraged to seek assistance from supervisors when it is needed and desired.
A complete program of vocational education in agriculture must provide instruction on decision making for the operating farmer. The young farmer in particular is faced with management decisions that involve the "whether" science of agriculture. Errors in judgment in farming today are more catastrophic than a generation ago.

The farmer’s changing role from operator to manager has necessitated demands greater skill and more knowledge to make decisions. Farmers depend on more people to assist them in running the farm, and in turn more people depend on the farmer for their livelihood.

Today’s advances in agriculture through research require a continual review of farming methods, farming techniques, and even the laws connected with agriculture. Some of the things that have helped change the picture of agricultural education for farmers in the past generation are noted in the accompanying chart.

**Sources of Information**

Where do farmers learn about new and more efficient ways of doing things? In a recent survey of 378 young farmers in Kansas, over 70 per cent replied that they used two sources: one was the advice of successful farmers; the other was commercial companies producing products and equipment used by farmers.

The survey also turned up some interesting comments concerning problems young farmers encountered in their quest for knowledge and how they found answers to these problems. Many young farmers travel hundreds of miles to observe livestock production systems and grain handling equipment. Suppliers and manufacturers of farm equipment finance trips for interested young farmers to view equipment which they want to purchase.

There are fewer opportunities today for farmers to exchange ideas with fellow farmers. The country schools, churches, Saturday nights in town, and other places where farmers gathered in the past have been erased from many rural communities. Young farmers provide an opportunity for the exchange of ideas among farmers with common problems.

One young farmer living in an irrigated area reported that a group of young farmers met at a cafe early each morning to discuss problems connected with irrigation. Records were jotted down about the different practices being followed and a type of research resulted. The completion of crop yields added to the interest. The common problems of these men and their desire to learn from one another created a type of education wanted and needed by farmers. The successful young farmer course must include all sources of information necessary to supply farmers with the latest facts on agriculture.

**State Organization**

Kansas has developed a State Young Farmer and Young Farm Women Association. Each local chapter elects officers, has a constitution, and receives a charter from the State Association. Dues are $1 per member. Each member receives the state newsletter six times each year.

Members under thirty-five years old are allowed to compete in an extensive awards program financed by commercial firms. A convention is held each year, and two delegates from each chapter act on business of the State Association. Theawards’ organization has no dues, but receives a part of the fees collected from the young farmers’ organization. The State Association conducts a two-day tour sponsored by local chapters. Young farmers and wives visit members’ farming operations. The State Association requests that the tour not include the biggest and best farms of the community but rather farming operations of young farmers.

**Young Farmer Programs**

Those who organize and operate young farmer courses must recognize the following rules.

Young farmers accept information or facts from those who speak with authority about agricultural subjects. Young farmers do not question the facts given on swine production from a successful producer or someone who has actually done research with swine. Few classes will accept the bulletin or book approach to young farmer education.

Young farmers must have a part in planning the educational program. This time has passed when the vocational agriculture teacher should point a finger at a young farmer and say, "Come to school — I want you to teach you something about farming." Farmers know what they want to know. They are just looking for a place to find answers or facts on which to base their decisions. Given the facts, any farmer is smart enough to make decisions.

Young farmers must become involved in the actual operation of the course. They must develop their own leadership through serving as officers or as committee members. Many class members will be college graduates — most of them former vocational agriculture students. Latent leadership must be developed. The young farmer must be made to feel important. The course should be theirs, and the success or failure of the course must also be theirs. The vocational agriculture teacher’s part is organization and leadership of the course. The group should become a part of a state organization for young farmers.

The total educational program for young farmers must include the wife and family. The course must meet a social need for the farm family. A young farmer program that overlooks the need for including the wife cannot meet the needs of the young farmer. The recreation aspect of the young farmer program is important. The fact that farmers learn early in life how to work many hours means he needs to learn how to relax and enjoy living.

**Key to Success**

Schools in rural communities are in a favorable position to include an educational program for young farmers of the community. It is doubtful that a community not offering young farmer education can justify a vocational agriculture program in its high school. A properly planned and organized young farmer program will be an asset to the school and a benefit to the community. Yet, the key to the success of a young farmer program remains with the vocational agriculture teacher.
Based upon their 1968 farm records, the Wayne Bakers made four changes in their 1969 farming program. Keeping accurate records and studying the analysis of their records along with the records of other farmers, they leased 20 additional acres for peanuts, their top economy crop, and moved 84 acres into improved pasture and cattle for disease infested and water-short land; substituted a mid-season grain sorghum for a full-season grain sorghum to reduce the cost of production; cut the cost of fertilizer on cotton; and planted only 65 per cent of their allotted cotton acreage.

Decisions to make changes in a farming program must be based on complete and accurate records of each livestock and crop enterprises as well as records for the entire farm. The Bakers realize that making a farm program change based on one year's record is a dangerous thing. However in comparing their analysis with the analyses of 30 other farms, it was felt that sufficient evidence did indicate some changes should be made.

Keeping Records

Wayne and Joanna Boker started keeping farm records as newly married beginning farmers seven years ago. "I started keeping records for tax purposes but now see the real need for enterprise records," Wayne recalls. Records were kept for each livestock and crop enterprise in a Farm Business Management course which was a pilot program started on a county basis in the fall of 1967. Four school-community management groups were organized in 1968 with a total of 38 members. One additional group was formed in the fall of 1969 bringing the total enterprises to 45 farm and ranch families for 1969. Like the Bakers, each of these families has come to the conclusion that, if economic program is to be made in farming, complete and accurate records must be kept.

Joanna Boker says, "My family living records at the end of the year were quite revealing. Now I know where the money goes." Her husband frankly admit that for several years he did not include family living as a part of farm operations but has found that this item is a must if a realistic budget is to be made.

Continuing Education

Record keeping was a natural for the Bakers. Joanna was a former 4-H member and home economics student; Wayne was an active vocational agriculture student in high school. They agree that record keeping in public school was good but they were too immature to take full advantage of the instruction given.

Both feel that the schools have a responsibility for continuing education exactly the same way: "I think as far as education is concerned, a dollar spent on me now will go a lot further than when I was in high school. I am ready now." If this problem exists for the Bakers, it probably exists for many other young farm families.

What have the Bakers learned that is valuable to their work and study on records? They have learned that family living is a part of the total operation; that to achieve family goals, net worth must show progress; that accurate records are needed for tax purposes; and that they have at their finger tips valuable information for decision making.

The more popular courses were farm electrification (45 courses), small gasoline engines (56 courses), operation and maintenance of chain saws (52 courses), selecting and breeding beef cattle (27 courses), and farm income tax and social security (61 courses).

Contributions

Local teachers of vocational agriculture request the assistance of area teachers when planning local programs of work by listing the courses in which they would like to have help. The area teacher follows up after checking the programs of work and develops schedules with teachers with whom he will be working.

The area teacher is able to give expert technical instruction in areas where the regular teacher of agriculture is not a specialist. The area teacher programs in Georgia has made a significant contribution to both the quality and quantity of young and adult farmer instruction.
"Young farmers are on the move!" This was the way a past state president began a letter written with enthusiasm upon returning to his eastern beef and tobacco farm from attendance at the Texas and Nebraska state Young Farmer Association conventions. At the 24th National Young Farmer Educational Institute at Hunt Farm Resort Motel, Lancaster, Pennsylvania, last December, many who were there made arrangements to attend other state VFA conventions in 1970. Education, service, and leadership are key words that describe the purposes of the Institute. The state associations and local units in high schools where vocational agriculture is offered have the same goals.

**Growth**

Eleven young farmers from eight states attended the 1967 Institute at Cleveland, Ohio. Fifty-four young farmers from twelve states were at the 1968 Institute. One hundred and thirty young farmers from eighteen states attended the 1969 Institute at Lancaster, Pennsylvania. Total attendance at Cleveland was 35; at Dallas (46); and at Lancaster 320. The American Vocational Association provided meeting rooms in Cleveland and Dallas. Seven agricultural industries provided funds for expenses of the Texas arrangements committee and twenty-six companies contributed to the costs of the 1969 Institute. An increasing number sent representatives, furnished speakers and consultants, and set up educational displays. The Institute provides for exchange of information among states. Young farmers proudly contribute to the program by showing color slides, exhibiting crops, soil types, and publications, and describing educational, community service, leadership, and recreational activities.

**State Associations**

Before the Institutes were initiated, there were state associations in California, Hawaii, Indiana, Kansas, Kentucky, New Jersey, North Carolina, South Carolina, Texas, Utah, and Virginia. In 1963 Oklahoma, Missouri, New York, and West Virginia attended the Eastern Committee sessions at Lancaster and named delegates to the 1970 committee.

The autonomy of the young farmer associations is in the states. This may be exemplified by the fact that each of the twelve long-established associations has its own distinctive emblem. The state constitutions and by-laws, along with the charters of the states where incorporated, say clearly that VFA is entirely educational in nature and purpose, associated with local and area school districts that teach vocational and agricultural education, and that all activities are for the occupational and personal development of members engaged in agricultural production and in industries and services that provide food for people.

**National Institute**

If you have attended a state young farmer convention in the winter and a state young farmer tour in the summer, you know what the National Young Farmer Educational Institute is like. Members and their wives, along with instructors, supervisors, Agriculture Industry and agency representatives, and guests assemble at a modern motel or hotel for two, three or four days of a varied program including talks, discussions, and social and recreational activities.

The National Institute tours are strictly limited to visits to farms and ranches of young farmer members. This is similar to the summer tours sponsored by most state associations. Four large buses were used on two afternoons. Half of the group went each day to five young farmer's farms in the Garden Spot High School community at New Holland, Pennsylvania, and half to farms of four Penn-Manor High School young farmers at Millersville, Pennsylvania. Major enterprises observed were dairy cows, beef and swine feeding and breeding, laying hens, commercial vegetables, and tobacco.

Size of farm businesses of Lancaster County young farmers vary from 40 to 100 dairy cows, 200 to 400 steers, or ten to thirty thousand laying hens. Coopland usually includes 150 to 500 acres of field crops and alfalfa hay, with part of the land being rented.

Most of the questions young farmers ask are concerned with management and marketing. Mechanization and labor quality are of great importance. It is evident that young farmers and their wives are involved in community planning. Their homes are modern and they have plans for the education of their children.

**Activists**

Young farmers who participate in local classes in agricultural production, some of whom serve as state officers, are activists in very constructive ways. They are articulate, alert, efficient, and cooperative. Enduring friendships are established. Horizons become national, even international, as they spend several hours each month in continuing adult education in agriculture in their local high schools and a few days each year attending state and national educational meetings.

The 1970 Institute will be sponsored by the Kansas Young Farmer Association, South Carolina young farmers bid for, and were named as hosts for, 1971. The Pennsylvania arrangements committee has completed the important job of planning and distributing the proceedings of the 1969 Institute. Copies will be sent on request.

**APRIL, 1970**

**BOOK REVIEW**


This book was designed to help bridge the gap between animal nutrition and livestock feeding practices. The subject matter is treated under four main sections. Section one deals with definitions and a consideration of terms and expressions used in describing feedstuffs. Section two deals with the nutritional requirements of animals with special attention to the biological bases for feeding standard data. Section three features the classification of feeds and ration formulation involving the transformation of feeding standards into terms of total mixtures, composite mixtures, and mixed supplements. The book features the use of a new system allowing easy identification of products used in animal feeding mixtures. Information on the use of the caloric system of describing biological energy is provided. Quantitative data are given in both the metric and avoirdupois systems. Approximately 290 pages of appendixes are provided which include tables for metabolizable and numerical conversion, the chemical and biological composition of feed stuffs, and tables related to feed composition.

The book was written for use by junior and senior students in colleges of agriculture. The authors assumed that students using the book would have as prerequisites subjects of a college undergraduate curriculum necessary for an understanding of fundamental animal nutrition which would include courses in general and organic chemistry as well as courses in animal care and management. But Applied Animal Nutrition has a place in the library of high school vocational agriculture teachers. Its main use will be by the teacher and upper classroom with superior ability. The book definitely has a place in post-high school programs related to animal nutrition and feeding.

**Iowa State University**
Realistic Instruction—
Our Continuing Challenge

Gene L. Elliott
Agriculture Occupations Instructor
 Farmer City, Ill.

Agricultural education has the same goals today that it had twenty years ago—meeting the needs of people. Agriculture is constantly changing, but needs of people change too. This is our challenge—serving those that need us rather than limiting the program to a select group as many of us have done in the past.

Charges and Problems

I would like you to ponder the following charges and problems facing agricultural education.

—With the great shift from a rural to urban populace, there are fewer people farming the land and fewer young people returning to the farm. Therefore, the number of people directly involved or interested in production agriculture is less.
—Too many people still think that teaching agriculture means teaching proficiency in farming and nothing more. Therefore, the need of an agricultural program is decreasing.
—Many larger schools have never offered agriculture or have dropped it because of a lack of interest or enrollment.
—Smaller schools have enrollment problems or scheduling conflicts with time required for some "academic" subjects, or the underlying feeling that "agriculture" isn't as necessary as it used to be.

As a result of these situations, many vocational agriculture instructors or agriculture occupations instructors (even our title is confusing today) are frustrated about where they are going, what they are teaching or are supposed to be teaching, and even who is going to be left to be taught agriculture.

Responding to the Charges

Perhaps some of the following ideas will help us face these charges and come up with positive solutions to aid agricultural education.

We know that most people moving to the large city do so because of economic opportunity. Never before have city dwellers been so concerned with their health and conditions. Although these jobs may be in the city, we see the mass migration to the suburbs or to the country as people seek the "rural" atmosphere of a home of their own, a backyard, a garden, and a flower bed. These people need some of the skills we should be teaching.

Because of technical advances, production agriculture is an important part of our way of life, but we need to include recreation courses for those not directly associated with the farm. Most teachers of agriculture have done this to some degree. The important thing to remember is that many of the skills and concepts we teach are just as important in the agricultural related fields as they are in production agriculture.

Agricultural education should consist of programs that need to be adapted by the larger schools. There are things gained by students in the good vocational agriculture programs of the small schools which would also be valuable and appropriate for students in the larger urban and suburban schools.

Air and water pollution, grounds and building maintenance, horticulture, home repair, small animal care and use, home entertainment are all being taught in the classroom or practical level in every school.

"Doing"

Today we have too many courses in which students learn simply for the sake of learning. An example is an English course that spends two pages discussing the mechanics of parliament procedure but never once mentions that students stand and actually do parliamentary procedure.

Soil and water conservation, another example, is probably the most poorly taught subject throughout our school systems. Yet it is one of the major problems facing us today. John Q. Public is not concerned unless he is part of the minority connected directly with the soil or has some connections through outdoor recreation activities. Groups interested in outdoor recreation are growing by leaps and bounds and are quite concerned about conserving natural resources. What a program could be made by ourselves, both as a vocational program, and outdoor recreation program that would stimulate students to participate more in these activities.

A good production agriculture program has been essential in our rural community. But we have had to make changes to include boys and girls not going back to the farm. More emphasis has been placed on students fit for farm life. H. M. Harlin years ago commented in one of my graduate courses that we "spend too much time talking about pigs and not enough time talking about boys." Maybe we are finally getting to the point of his comment!

Opportunities in Small Schools

We must recognize the opportunities that exist for the teacher of agriculture in the small school and we must accept the challenge that we face. This is not the time to see decreasing enrollment in agriculture departments closing.

Perhaps we should look at ourselves and ask "why?" We still have a place; we must not sell ourselves and our programs short by letting educational pressure or the will to do all else limit the activities, the changes and changes required in an effective program.

How do we do this? The answer is not simple or easy. Here are a few guidelines that can be used to promote the road ahead:

—Set goals and objectives that are realistic and expected.
—Treat others as you would like to be treated.
—Be a good listener.
—Be a good teacher.
—Be a good worker.
—Communicate.
—Be enthusiastic and be open to new ideas.
—Be patient with ourselves and others.
—Be willing to change the programs we are teaching.

Projects and Activities

I feel a few of the projects and activities we have developed which are designed to interest students and help them develop vocational objectives, whatever they are interested in producing agriculture or one of the many agriculturally related areas.

We developed a small test laboratory in the classroom into a classroom plant growth and reproduction area by enclosing it with plastic and using artificial light. Potting skills, simple cuttings, air-layering, fertilizing, diseases and insects, and general plant care are the basic core of the horticulture course taught as part of the freshman year.

We developed an outside fire-place, picnic, and recreation area. It also includes six types of fruit trees, several flowering shrubs, evergreens, and shrubbery for a good landscape and identification work.

We built a combination planter and greenhouse of front of the high school for school announcements. This involved design, concrete foundation, block and brick laying, and welding skills.

We have the largest visual in school with caving projects! It is an actual size, cross-section of a range type house, complete with crawl space, service entrance head, and light meter. It also shows paneling, types of siding, roof shingling skills, and methods involved in brick veneering.

We follow-up meat identification and labelling instructions with each student cooking meat and preparing an outdoor meal over charcoal just as the man of the family is expected to do in later years.

—In our area, camping, fishing, and hunting have increased in popularity. This interest is used in the basic art welding unit. We make a camping deep-dish fryer from mild steel plate that the students use on camping trips. A Coleman camp stove is set up in the shop with a fire on it and at the beginning of the period a demonstration is given on how to prepare chicken or for frying. During the period the boys go on with their welding skills. We quit ten minutes early so we can eat the leaves!

—We have a unit on salesmanship in which each student must research a product, then make a pitch to the class. This involves having the product there and desiring it as it actually selling. This unit seems to challenge more students than the public speaking or parliamentary procedure unit. Selling is a very competitive sport and we have white the name of the game today. Education is it and selling is not. Everyone is selling. Why not teach it?

Perhaps you can try some of these ideas. Try something; use anything that would be realistic, be imaginative. You will be learning; students will be learning skills and knowledge that can be used occasionally or to live better and enjoy life as adults in any occupation. Is there a better purpose for teachers of agriculture?
DO YOU NEED A SCHOOL FARM?

H. QUENTIN DUFF
Teacher of Vocational Agriculture
Miami, Florida

In some states, school farms are relatively new; in other states, they were established over fifty years ago. Florida was one of the pioneer states in establishing school farms to be used by vocational agriculture for educational purposes. The number is still increasing. The size of these farms varies from a few acres to several hundred acres. Some school farms are owned while others are leased by chapters.

SUPERVISED EXPERIENCE

The educational value of supervised experience programs has long been established. Traditionally, all educational experiences are supervised and it is not the case today. Recent legislation greatly enlarged the scope of secondary school programs in vocational agriculture. Many new responsibilities, opportunities, and aids have been added. The clientele to be served has been expanded to include students who can not have a traditional supervised experience program.

The vocational agriculture curriculum has been broadened to include all of agriculture—off-farm as well as on-farm. If a local supervised occupational experience program is to be developed, one might ask: Where does the school farm belong in the expanded program? School farms or land laboratories provide the opportunity for "learning by doing" for many students who otherwise would not have the opportunity to do so. Through careful planning on the part of the teacher a rather broad occupational experience program may be developed that can be used in many specific fields or areas can be developed. The school farm is also a natural for many useful field trips.

Most teachers of vocational agriculture have the professional competence and practical experience to operate a school farm, but these qualifications alone do not necessarily guarantee success. The operation of a school farm involves school administrators, teachers, parents, and the public. These people must become involved in the program. Their involvement will develop understanding of and support for the program.

QUESTIONS

Teachers of vocational agriculture in urban schools are faced with many problems in providing supervising agricultural experiences. A school farm may be the answer. The following seven questions will aid in determining the need for a school farm. If you can answer all the questions in the affirmative, you have taken the necessary precautions to assure success in the operation of a school farm.

Have you developed a realistic plan?

Look before you leap! Some former teachers of vocational agriculture are now employed in other areas of education because they did not do their homework properly. These teachers started school farm operations with the promise of facilities and equipment to come later. There must be a master plan with a timetable for completion.

Only general guidelines for establishing school farms are available since many schools throughout the United States were established to meet the needs of a local school situation. Therefore, you must develop your own specific guidelines. The addition of a school farm to your program is a large undertaking. You must be absolutely sure that the school needs a school farm and you must know how a farm is operated before you can adequately discuss its educational values with school administrators. A visit to established school farms should be the starting point.

Have you and your school administrators discussed the purpose and value of a school farm operated by the vocational agriculture department?

To enhance the success of the school farm, it is essential that all involved school personnel discuss the value of a school farm instructional program. The objectives of instruction and the guidelines for operation of the school farm must be identified and discussed before being adopted. This meeting is of utmost importance since you will be obtaining the service and support of specialists in the fields of finance, curriculum development, and guidance. The function of the school farm must be for "educational purposes only."

Will the local school board finance the basic facilities—land, buildings, and equipment?

Or will the vocational agriculture department or the FFA chapter have to rent crop or pasture land, borrow a tractor and equipment from a local farm, market the baby chicks from a local hatchery? The purpose of the school farm is no different than that of a chemistry, physics, or biology laboratory. It should be adequately equipped and kept up-to-date with modern equipment. The budget should include the purchase of new equipment and the replacement and repair of equipment.

Will the school board finance the operation of the school farm?

By this I mean who will do the maintenance, the secretarial work, and the harvesting and marketing beyond educational values? Time and labor factors will determine the successful operation of the school farm. Will all students do most of the work? If so, how much during class time? How much work will the vocational agriculture teacher be expected to do that is unrelated to teaching? We must keep the basic objective before us—education. Therefore, maintenance personnel and custo hired labor must be in the plan for operational procedures of the school farm.

Will you be director of the vocational agricultural program?

This question has been partially answered. The objectives of the program and the plans for financing and operating the school farm will determine how effective your time will be used. If you cannot answer the above questions "yes," you become a farm manager, a salesman, a buyer, a mechanic, a truck driver, a bookkeeper, a file clerk, and a part-time teacher.

Will the school farm be put to its best use in curriculum innovation?

The Vocational Education Amendments of 1968 call for bold new programs. Are you ready to implement them? You cannot answer the above question "yes" if you are not interested in the best use of curriculum innovation. Believing that vocational agriculture has done a good job does not foster innovation. An intense desire to do better is the basis of most innovation. Not only must there be a change in the vocational agricultural teacher, there must be a change in the teaching facilities. The facilities should be determined by the course of study. Will you be guilty of teaching agricultural occupations in a production agriculture classroom?

Are you willing to teach in a multi-teacher department?

The vocational agriculture department has traditionally been a one-man operation. Teacher education has been directed at the one-man department. The one-man program concept is fascinating but an impossible task. Curriculum changes are occurring in undergraduate agricultural education in colleges across the United States. The new graduate in agricultural education will be better prepared for the multi-teacher department; he may also be a specialist in a specific area such as poultry, ornamental horticulture, or agricultural business.

Are you, the one-man department, ready to become a specialist and a member of a team? Cooperating with other teachers is probably the most important factor in the successful operation of a multi-teacher department. The future of vocational agriculture depends upon how well teachers, principals, and supervisors are able to develop and operate large departments.

The Vocational Agriculture School in Miami and its school farm provide occupational experiences for students who have no facilities for supervised experience.

H. Quentin Duff is Teacher of Vocational Agriculture, Miami Central Senior High School, Miami, Florida.

The Agricultural Education Magazine
TEACHERS' PROBLEMS IN CONDUCTING SUPERVISED FARMING PROGRAMS

EARL S. WEBB, Teacher Education
Texas A&M University

It is generally recognized that effective teaching is in a real life situation. Thus the application of classroom instruction becomes meaningful only when applied in the real situations—farm, for example. Classroom instruction is not enough unless applied, regardless of how well it is done.

The aim of preservice and inservice teacher education and supervision is to equip teachers of vocational agriculture in conducting learning activities of students in a manner that will bring the greatest degree of satisfaction and the highest possible benefit to society. Therefore, evaluation is necessary if teacher education is to determine how well former students are performing. Inservices can be drawn from a determination of deficiencies encountered by teachers that would enable educators in making adjustments in either preservice or inservice programs.

The Study

The major purpose of the study reported in this article was to determine the relative degrees of difficulty experienced by teachers of vocational agriculture in conducting supervised farming programs. Specifically, we sought to answer these questions:

What are the relative degrees of difficulty encountered in conducting specified activities of supervised farming programs?

To what degree do relative degrees of difficulty change with years of teaching experience?

To what extent does grade level influence the relative degrees of difficulty encountered by teachers?

To what degree do area supervisors estimate a need for improvement among teachers in conducting specified activities of supervised farming programs?

Information forms were sent to teachers of vocational agriculture requesting that they indicate the degree of difficulty encountered in performing specified activities of supervised farming programs. If the teacher responded negatively to the activity, he was asked to select one of five reasons why he responded as he did. On the other hand, if he responded positively, he selected a degree of difficulty he experienced in conducting the activity. Information forms were also sent to supervisors who were requested to estimate the percentage of teachers who needed improvement in the activities listed.

Findings

Neither years of experience nor hours of graduate study were related to the degree of difficulty expressed by teachers. The degree of difficulty expressed by teachers in performing the specified activities tended to parallel the percentage of teachers estimated by supervisors to need improvement in performing the activities. In general, teachers rated at the highest level of difficulty were those teachers supervisors suggested needed much improvement.

The ten items ranked by teachers, from the most difficult to the least difficult, were:

- Making a written record of recommended measures during supervisory visits.
- Developing teaching programs or other educational projects needed to start, maintain, or improve farm programs.
- Develop students' interest in supervising farm programs.
- Developing a written schedule of supervisory visits during summer months.
- Requirements of students to study the records of farm programs.
- Requirements of teachers to study the written plans of farm programs.
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The agricultural education magazine
Farm Laboratory Aids Post-Secondary Instruction in Agricultural Production

LARRY L. VATERLON and R. J. JUHL
Kirkwood Community College
Cedar Rapids, Iowa

In most vocational-technical programs, an extensive and well-equipped laboratory is essential. For some reason, the attitude has been prevalent that perhaps a laboratory was not needed or was not important for programs in agricultural production.

At Kirkwood Community College (Cedar Rapids, Iowa) we felt an extensive laboratory was very important for postsecondary production, so we launched our Central Demonstration Farm. This farm laboratory is presently used almost full time by 500 students in agricultural programs at Kirkwood Community College.

Student Involvement

First-year agricultural production students are engaged in the various demonstrations and operations having to do with purchasing, producing, and marketing the various products. These problems and activities are carefully woven into the classroom activities.

The farm laboratory, so far as decision making, is run by second-year agricultural production students. The program is a two-year post-secondary production program. Second-year students serve as a student board of directors or as hypothetical stock-holders. They have hired two students from their class to serve as student managers. This has proven to work very satisfactorily with the student managers supervising others in the actual carrying out of the work tasks.

Finance and Records

The Central Demonstration Farm is financed on a revolving account basis, whereby all funds expended by the School Board of Directors are replenished by the earnings of the enterprises.

Recently, for the first time in a detailed enterprise record basis so that each phase of the enterprises are recorded and analyzed. This record system is such that a group of students can set up and conduct various demonstrations and analyze the results of these demonstrations. We believe our students in agricultural production are receiving instruction in practical decision-making in agriculture.

Jack F. Lawrence

By organizing a high school vocational agriculture program in Sonoma County, California, to help organize a regionally recognized farm, Jack F. Lawrence, a high school principal and guidance counselor, has provided vocational agricultural students with a high level of instruction.

He has developed a high school vocational agriculture program in Sonoma County, California, to help organize a regionally recognized farm. His program has provided vocational agricultural students with a high level of instruction.

High School Instruction

Material on the management of labor has been presented to superintendents of vocational agriculture programs for future owners and supervisors also. Consequently, a nineteen-hour instruction unit was developed in 1966 and distributed to vocational agriculture teachers throughout California for use at the secondary level. The curriculum guide, "Supervision in Agriculture," which evolved from the adult farm management courses, was developed by vocational agriculture teachers and the staff of the Department of Applied and Behavioral Sciences at the University of California's Davis campus.

The integration of instruction on the management of labor into existing high school farm management courses or ag-business courses where personnel management and business techniques are covered has been very successful. An example of another type of labor management instruction is the vocational agriculture program at John W. North High School in Riverside, California, where the teachers offer teacher-aide and crew leader training in advanced courses in horticulture, landscaping, and horticultural mechanics. This course develops students' abilities to supervise a crew of agricultural workers. In Placerville, California, the vocational agriculture teacher has initiated a special skills course for handicapped students. The students are supervised by student crew leaders who are considered disadvantaged.

Learn by Doing

In addition to classroom instruction, supervision of people can also be taught through activities such as supervising activities at the county fair. My experiences as a high school teacher attest to the "learning by doing" experiences vocational agriculture students encounter while performing duties which I call "on-the-job" training. For example, placing a student leader in charge of the chapter's beef division exhibitors has brought student interest returns in human relations and productive skills as well as help to the teacher as a teacher-assistant.

Lodging judgment represents another activity for applying human relations skills with FFA sponsored field days for 4-H members and with the use of student coaches for 4-H judging competition. A teacher's project validation can also provide the opportunity for older agriculture students to assist in the correct methods of demonstrating skills such as carrying, tagging, and shearing.

Teachers of high school students and adults can serve a vital function by examining programs for determining curricular and extra-curricular needs for training supervisory skills. We can be proud of the technical impact of vocational agriculture programs on agriculture. It is now time to take stock of the emerging need to cope with "people practices."
Technical Education in Agricultural Production

Robert M. McGuire
Agricultural and Technical College
Cobleskill, New York

Post-secondary education is booming! The junior colleges in the United States are giving more people a chance for additional education than they have had for many years. They are called community colleges, two-year colleges, junior colleges, or technical institutes, easy well turn out to be one of the most unique and important contributions to the United States educational system.

Vocational and technical education in agriculture can thrive in a variety of institutions if there is the desire and understanding on the part of those responsible for these institutions. There are many young people in rural and urban areas who can use their background and interest for rewarding careers in agriculture and the natural resources.

Education in Agriculture

Agriculture, like all other elements in our society, has undergone vast and sweeping changes. Agriculture, one of this nation's largest and most vital industries, must remain strong. The way to a strong and vigorous agriculture is to provide the necessary education and experience for farm personnel.

We have looked at the need for education in agriculture. It might be appropriate to look at one of the Agri-cultural and Technical Colleges in New York State — Cobleskill. The college was chartered under the laws of 1911 of the State of New York. In 1919 the College officially began its program as the Schuyler School of Agriculture. Programs have attempted to meet present demands of the state and the area.

In 1951 the College, as an accredited technical-school junior college, of the State University, was granted the authority to award the Associate in Applied Science degree. In the spring of 1963 the Legislature funded the formation of vocational programs in Animal Husbandry (Dairy Cattle Husbandry and Agricultural Mechanics (Farm Mechanics), and in 1969 Grounds and Greenhouse Management in the plant science area was authorized.

Production Agriculture

It seems that everyone goes through a cycle of what appears to be the demise of production agriculture. But it comes back stronger and sounder for having gone through the reappraisal. We must remember that production agriculture is the show and substance of agriculture.

If an increase in the number of students enrolled in production agriculture programs is an indication of strength, then look at our enrollment figures for the last three years. There were 68 freshman Animal Husbandry students entering in the fall of 1967; in the fall of 1968 93 entered; and in 1969, 153 started their first term at Cobleskill. In addition, a vocational Dairy Cattle Management program was started late in 1968 with 12 students and this increased to 20 in 1969. Projected enrollments call for a continuing increase.

Programs

The Dairy Cattle Management program has as its main goal the training of dairy herd managers. Students take courses in feeding dairy cattle, dairy cattle selection and showing, animal health, and dairy farm machinery and field machinery as well as written and oral communications. In addition the student spends large blocks of time working with the college herds and on the college farm. The student has a personal responsibility for one cow in the herd. The courses and the course work are then structured around a particular goal. The job cluster is then more clearly defined.

Continuing re-evaluation of programs, facilities, and curriculum content is necessary. Without the re-evaluation, programs and faculty become outdated. The emphasis of the Dairy Cattle Management program is one result of this re-evaluation. Further expansion of a home option in the technical program has also helped to increase the number of students enrolled.

The program in Animal Husbandry is set up to prepare students for a career of jobs relating to livestock and livestock production. To fulfill degree requirements, students must complete satisfactorily a minimum of 60 credit hours of academic work, including 36 hours in the major field, 22 hours in general education, and 8 hours of electives.

Facilities and Faculty

The training of students in production skills requires that there be available tools, equipment, facilities, and livestock if students are to gain that expertise first-hand experience. The establishment of these facilities has been a slow process. In 1963, early equipment was moved from an unused building to the new Agriculture building. The large equipment was moved into the shop area in 1968 and the Grade machine was moved into the shop area that same year. The saw mill was installed in 1963 and the dairy herd of 130 Holstein and Guernsey cattle was purchased in early 1965.

Post secondary educational programs can and are filling the need for both the student and the employer. These programs on a college campus offer the student a chance for independent living away from the high school atmosphere. It is not just another year or two in high school; it is a period of time away from college! The student must learn to manage his time, money, and life. He must also learn to manage his relationships with other students that are part of college life.

The technological explosion in agriculture has increased the application of the sciences to agriculture. Hence, there is a great opportunity for individuals with technical education in production agriculture. Technical education at the junior college level is the ideal approach for a strong and healthy agricultural industry.

BOOK REVIEW


The author attempts to cover all the technical subject matter of ornamental horticulture, what the occupations are, their selection, and how to merchandise and sell horticultural products. The book is a text and a reference at the same time. It contains descriptions of all types of plant materials from trees to annuals, their culture, propagation, and special requirements. High school students without any background in agriculture could start at the beginning and use the book; however, a prior course in biology or botany would be most helpful.

Martin B. McMillan
University of Minnesota

There are no pictures and no review or study questions. The book is written for use in all parts of the United States, but it is not appropri-ate for climates like that of Kentucky and Ohio. Little attempt was made to describe which plants were hardy enough for the colder climates and the book does not have a learning by doing orientation. One copy of the book would be useful for the vocational agriculture library. City and suburban high schools without the usual collection of reference materials could use the book as a text with limited supplemental printed material for a special course in ornamental horticulture.

April 1970

The Agricultural Education Magazine

283
The Operation and Functions of Citizen's Advisory Committees

FLOYD L. MCKINNEY
University of Kentucky

Changes in the nature of jobs, the advancement of technology, population mobility, and an interest in the need for new skills and new knowledge create challenging opportunities in vocational agriculture. Agricultural educators take pride in providing opportunities for each individual to develop to his fullest potential. As the complexity of the individual's problems has increased, it has become more difficult than ever before to provide opportunities of a complex and varied nature so that each student can achieve his full potential.

The local citizens advisory committees have been called on more frequently to assist in developing and upgrading programs of agricultural education. Citizens of the community are generally eager to assist teachers; but unless teachers and administrators provide leadership and an opportunity to participate, the good intentions of citizens will be in vain.

* The Study

The operation and function of a citizens' advisory committee can involve a complex pattern of relationships. If teachers are to work effectively with citizen advisory committees, it is important to have a good understanding of how citizens and various educational groups perceive and expect the citizen advisory committee to operate.

This report describes the findings of a study designed to determine the perceptions and expectations of members of vocational advisory committees, vocational educators, and school administrators regarding the operation and functions of the citizen advisory committee.

Citizen members of vocational advisory committees, vocational educators, and school administrators associated with six comprehensive Michigan secondary schools participated in the study. Eighteen school administrators, 12 vocational educators, and 182 citizens (85 percent of the prospective respondents) returned questionnaires.

Generally, respondents were between 25 and 56 years of age and had worked with citizens committees for two years or less. About 55 percent of the school administrators had either a master's or specialist degree and nearly half of the vocational educators had completed a master's degree program. Twenty-three percent of the citizens had earned a bachelor's degree, 19 percent held a technical or associate degree; and 47 percent were high school graduates. Considering all respondents, 40 percent were high school vocational education, and 59 percent had not taken any post-high school vocational education.

* Findings

Citizens, vocational educators, and school administrators differ in their opinions concerning citizen's committee selection and organization. Generally, the respondents tended to support a committee size ranging from five to seven persons. Although there are distinct differences between educators and citizens regarding their choice of time for the annual organizational meeting of the citizens' committee, the date chosen most frequently was September.

Support for persons of various levels of education being represented on the committee was stronger by school administrators and vocational educators than by citizens. Vocational educators favored persons from any high school vocational education, and 59 percent of the school administrators regarding committee membership, including representatives from the community labor force.

Reaction to whether a committee member should accept appointment to a citizens committee only after he is sure the school is actually seeking advice was quite varied, but a distinct difference was evident. The citizens most strongly favored a committee member accepting appointment to a committee only after he is sure the school is actually seeking advice followed by the vocational educators with the school administrators exhibiting the most agreement. The citizens registered the greatest support for the local board of education making the final selection of committee members as directed to vocational educators who expressed the most disagreement.

The most support for regularly scheduled citizen's committee meetings was indicated by citizens followed by the school administrators and the vocational educators. Generally, all respondents favored committee meetings to be held by the lay members of the committee.

The general consensus of the respondents was that the vocational educational administrator or coordinator should be the school representative to the citizens advisory committee. However, nearly 50 percent of the vocational educators favored the vocational teacher as the school representative. Several administrators, followed in order by citizens and vocational educators, favored liaison persons from the school working with the citizens' committee, a person from the school serving as liaison is responsible for keeping the committee members informed about the school's vocational programs, and a liaison person keeping committee members informed about trends in vocational education.

The citizens agreed more than the school administrators or the vocational educators that the citizens committee could order only the problems assigned to it by the board of education or the school administration. It was evident in the responses of the group for a citizens' committee to evaluate local vocational education policies, local long-range plans for vocational education, facilities planning and improvement, and equipment planning and improvement. The respondents were almost unanimous in their agreement that citizens committees annually evaluate their own work and effectiveness.

* Recommendations

The following recommendations regarding citizen advisory committee membership selection and organization are based on the findings of this study, review of the literature, and the experience of the writer.

- Citizen advisory committee size should range from five to nine persons.
- September is the most ideal time for the annual organization meeting of the citizens' committee.
- Persons of various levels of education should be represented on the citizens' committee as follows:
  - School administrators
  - Vocational educators
  - Citizens advisory committee membership should include representatives from the community labor force.
- Citizens should accept membership to a citizens advisory committee only after they are sure the school is actually seeking advice.

* Implications

Future teachers of agriculture should encounter educational experiences during their formal years of schooling that would better prepare them for work with citizens groups. Teacher educators in agricultural education should be aware of the need for training agriculture teachers, coordinators, and directors of vocational education to possess a knowledge of citizens' committee operations and functions sufficient to allow them to work effectively with citizens groups.

Many educators agree that administrative commitment to the needs of citizens groups is critical to the successful operation of citizen advisory committees.

This would seem to make it crucial that prospective school administrators receive education in the techniques and procedures of working with citizens committees.

It can be assumed that important differences exist between citizens and practicing educators. In-service education programs for educators could prove to be a profitable means of securing better understanding in regard to the use of citizens committees.

The findings of this study suggest that school representatives working with citizens groups can improve the effectiveness of citizens' committees by the provision of local vocational and information program for the citizens committee members. Perhaps a good many differences existing between the citizens and educators can be overcome by a better understanding on the part of the citizens in regard to the purposes of the citizen committee.

* BOOK REVIEW


The subject matter presented in this book was selected from recent research findings relating to important phases of weed and insect control. It was edited by a leading toxicologist. The findings are given very explicity in rather scientific terms.

The book would have limited use in an agricultural program. It could be used in a junior college if the students are given the necessary scientific background and are trained for a specialization in agricultural pesticides. It should be used as a reference by teachers of agriculture who offer pesticide instruction. Students on the secondary level would not have had adequate science background for comprehension of the technical content of the book.

John D. Todd
University of Tennessee
Special Editors Appointed

Readers will note on the inside of the front cover that Special Editors have been realigned to serve areas corresponding to the North Atlantic, Central, Southern, and Pacific Regions. On this page, the appointment of five new Special Editors is announced. Special Editors continuing their present appointments are:

North Atlantic Region: Philip L. Edgecombe, University of Massachusetts and Charles C. Dressburn, Rutgers University

Southern Region: James G. Allerton, Louisiana State University

Pacific Region: Dwight L. Kindlesby, University of Idaho and E. M. Juergenson, University of California, Davis

Book Reviews: Gerald R. Fuller, University of Vermont

Pictures: Robert W. Walker, University of Illinois

NVATA: James Wall, Lincoln, Nebraska

Bob R. Stewart is Assistant Professor of Agricultural Education at the University of Missouri. Dr. Stewart is a former teacher of vocational agriculture at Gower, Missouri. He received his B.S. and Master of Education degrees in agricultural education from the University of Missouri. He participated in the National FFA Fellowship program at the University of Maryland, the institution with which he received the B.S. degree. He has served in Educational Administration and Curriculum with a minor in Agricultural Education.

Martin B. McMillen is Associate Professor of Agricultural Education at the University of Minnesota where his major responsibilities lie in the area of off-farm vocational education. Dr. McMillen is presently the National Secretary-Treasurer of Alpha Tau Alpha, and has served as secretary and chairman of the planning committee of the National Student Teachers’ Conference in Agriculture. He has a bachelor’s degree from West Virginia University, his native state, a master’s degree from the Pennsylvania State University, and the doctorate from the University of Illinois. Dr. McMillen has worked as a vocational agriculture teacher in West Virginia and Pennsylvania, as a graduate assistant at the Pennsylvania State University, as a graduate assistant and instructor at the University of Illinois, and has overseas experience in agricultural education in New Zealand and Brazil.

Wille T. Ellis is Associate Professor of Agricultural Education at North Carolina A & T State University, Greensboro. Dr. Ellis has experience as an instructor in the Veterans Farming Training Program and as a vocational agriculture teacher in North Carolina. He is a former Associate State Supervisor of Vocational Agriculture with the North Carolina Department of Public Instruction.

Wille T. Ellis holds B.S. and M.S. degrees in agricultural education from North Carolina A & T State University. He holds the Ph.D. degree in Agricultural Education with minors in Rural Sociology and Educational Administration from Cornell University. He is a member of the American Vocational Association, American Association of Teacher Educators in Agriculture, and Phi Delta Kappa. Dr. Ellis served with the U.S. Army in Japan.

Earl S. Webb is Professor of Agricultural Education at Texas A & M University. A native of Missouri, Dr. Webb taught elementary school in the state for four years and taught vocational agriculture in Missouri for seven years.

Dr. Webb received the doctorate at the University of Missouri. He was a member of the staff of the Department of Agricultural Education at the University of Missouri for five years before taking his present position at Texas A & M University. His responsibilities include graduate teaching and serving as graduate coordinator for the master’s and Ph.D. programs in the Department of Agricultural Education.

Flloyd G. McCormick, Jr., is Professor and Head of the Department of Agricultural Education at the University of Arizona, Tucson. Dr. McCormick is a former teacher of agriculture in Colorado.

McCormick is a former teacher of agriculture in Colorado. He has a degree in agricultural education from Colorado State University, the Ohio State University, and the Ohio Department of Education. Dr. McCormick holds the B.S. and Master of Education degrees from Colorado State University and the Ph.D. degree from The Ohio State University. He is a member of Phi Delta Kappa, Gamma Sigma Delta, American Vocational Association, and American Association of Teacher Educators in Agriculture. He served as a member of the Committee on Agricultural Education, GANAR, National Academy of Sciences, from 1967 to 1969.

From the Book Review Editor’s Desk

SAFETY AND HEALTH IN AGRICULTURAL WORK, Washington, D.C.: Industrial Health Association, 1963

This book contains a "body of practical recommendations for the guidance of employers, professional groups and all those with responsibilities in the promotion of safety and health in agriculture, including the self-employed farmers." This book is intended to bring national or local laws and regulations. It provides an extremely well organized and easy to understand listing of safety practices with which every agriculturalist should become familiar.

GUIDE TO SAFETY AND HEALTH IN AGRICULTURAL WORK, Washington, D.C.: Industrial Health Association, 1963

A publication designed to serve as a guide to the improvement of health and safety in the agricultural sector. This comprehensive publication is an excellent tool for agriculturalists in the field. It includes information on health and safety practices, including specific recommendations for improving conditions in the workplace.

This project is supported by a grant from the USDA, National Institute of Food and Agriculture (NIFA), under agreement No. 2019-67052-30956. Any opinions, findings, conclusions, or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the USDA. This publication is available for free online at https://www.ars.usda.gov/locations/large-center/arslca/18-67052-30956.

WHERE DO WE GO FROM HERE?

This question was answered by Dr. James Durfee of Wyoming, Chairman of the NVATA-USOE Committee, when he reported to the NVATA delegates at the National Convention in Boston with the following comments:

"We have not yet opened the right door or used the right pitch. I believe there are still ways and means to have an administrative decision made by the Administration. Some contacts with President Nixon are being planned at this present time.

More authority could be given to our voice of all of the vocational services, through AWA, would join forces with the NVATA in demanding that specialists be employed for vocational education.

Special legislation is not an impossibility but it will take time and it will take all in agriculture and education working together if it is to pass.

Another possibility is to build the whole house so we might have a stall in that. That would be to join all educators in order to have established a Cabinet Department of Education which would provide a level of leadership that is necessary for all of education thus giving agricultural education and vocational education a relative position in a continuing resolution until the work is completed.

Destroy Certain Reference Materials on DDT

The recent cancellation by the U.S. Department of Agriculture of registration for certain uses of DDT makes it necessary for teachers to update reference materials. Selected USDA publications have been withdrawn from circulation. Teachers may contact local Extension Service personnel for information concerning the USDA publications that are to be discarded.
Stories in Pictures

ROBERT W. WALKER
University of Illinois

A part of Minnesota's 31,276 dairy calves that were utilized from the Max McGee Wildlife Foundation are shown with a Northwest Airlines stewardess and PFA milk mixer from Long Prairie, Minnesota. (Photo by W. J. Kramermehl)

Vocational agriculture teachers cited by the Piusx Agricultural Division during the FVATA Convention in Boston for outstanding service to the FFA were (left to right) Ronald Shriver, Star, Minnesota; Cecil W. Gran, Jr., Swainsboro, Alabama; and Dean Pritts, accepting awards for Roy W. Kudlowe and Malcolm Watts, St. Rose, Montana. W. M. Hardick (right), Vice President-General Manager of the Piusx Agricultural Division, made the presentation. (Chas. Piusx and Company, Inc. photo.)

Agricultural Education

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Featuring — GENERAL AND PRACTICAL ARTS EDUCATION IN AGRICULTURE