Stories in Pictures

ROBERT W. WALKER
University of Illinois

Students at Walkersville High School, Maryland, checking shell-corn samples for moisture. The vocational agriculture instructor, Paul Still, explained the need for proper moisture in grains to insure quality harvesting and storage. (Photo by James Pope, Maryland Department of Education)

David Lee (right), student teacher, Franklin, Ohio, conducts a judging exercise at a local pageant in the selection of sweet corn by two students in his class for their vocational agriculture program. (Photo by Bruce Banta, Vocational Agriculture Teacher, Pataoka, Ohio)

A South Dakota vocational agriculture teacher, Robert Johnson, left, teaches the parts file to an equipment maintenance establishment as part of an internation workshop conducted by South Dakota State University. (Photo by H. W. Caudle, Professor, Agricultural Education, South Dakota State University)

Horticultural students experiment on farm by using the chemical phosphin, as a spray treatment. (Photo by G. C. Bayne, Vocational Agriculture Instructor, Herndon, Virginia)

This six-man committee met at the National FFA Center in Alexandria, Virginia, to discuss changes in the FFA National Chapter award program. Standing, left to right: Dennis W. Tordi, Vocational Agriculture Instructor, Aiken, Virginia; Harry Schiott, Vocational Agriculture Instructor, Belvidere, New Jersey; and Paul Paul, Minnesota. Seated, left to right: Harold W. Stollman, Program Specialist, Vocational Agriculture; and Charles E. Diehl, Director, Department of Education, Alexandria, Virginia.

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**PROFESSIONAL IMPROVEMENT**

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- Concrete workshops are sponsored jointly by the Cornell Central Association, the Wisconsin Concrete Products Association and the Wisconsin Supervisory Staff in Agricultural Education, to improve the competency of effective teaching. This is an area of interest to educators. (Photo from Texas A&M. Extension, Head State Supervisor of Agricultural Education, Wisconsin.)

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**From the Editor...**

**PROFESSIONAL IMPROVEMENT**

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**PROFESSIONAL IMPROVEMENT**

**EDITORIAL**
- Moving we two slowly in agricultural education. Continuing graduate study towards a Master's degree is the common concept of professional improvement for many teachers. Others think of attending at a yearly teacher's conference or an off-campus workshop as professional improvement.
The importance of a continuing in-service teacher education program cannot be overemphasized. The best of pre-service teacher education programs can not adequately prepare its graduates for all the situations they will encounter in that first year of teaching. Historically, teacher education departments have concerned themselves with the pre-service and graduate phases of their programs. After all, as academicians, they were evaluated by their peers on the basis of resident instruction and published research with little or no concern for credit for efforts to assist the practitioner in the field. Yet, teacher educators in agriculture were concerned about the practitioner and developed programs of in-service education which were concerned with the beginning and/or returning teacher as well as the experienced teacher.

Prior to the passage of the Vocational Education Act of 1963, this concern could be translated into course and workshops dealing with either professional education or production agriculture. Multiple teacher departments of vocational agriculture were the exception and one man could supposedly be competent to teach the range of production agriculture from apples to soybeans, including all areas of agricultural mechanics. Anything pertaining to making a beginning and advancement in farming was fair game for the vocational agriculture teacher. Through natural selection, the agricultural teachers found positions in geographical areas where the agriculture emphasized their particular technical competencies.

Generally, the in-service education problems were solved in this era by credit courses for the beginning and returning teachers and non-credit workshop type programs for the experienced teacher. If the experienced teacher wanted a master's degree, summer session courses in both professional education and technical agriculture were available. Small states who could not afford to offer graduate programs for their teachers of agriculture generally recommended a nearby state.

When President Johnson signed the Vocational Education Act of 1963, agricultural education found itself in a new ball game. To some, the 93 Act meant fulfillment of a long awaited dream to others, it was the death knell of vocational agriculture. Vocational agriculture no longer was just teaching and farming; but included other areas of specialization related to farming. This emphasis of specialization in the program had its effect in the in-service teacher education program. As teachers started to specialize, workshop attendance dropped due to the varied interests of the teachers. Evening extension course enrollment in professional education began to include teachers from all areas of vocational education. Teacher educators began to discover that many of the in-service needs of teachers of vocational education were similar. To meet this challenge, some state teacher educators' reaction was to change courses to meet these needs. Others continued to serve only the field of vocational agriculture.

This is the position we find ourselves in today. In some states there exists vocational teacher educators' programs put together and two or more fields of vocational education. In other states, separate institutions are required for vocational teacher educators. What direction can we provide to assist in this dilemma? We are in an era where school boards are concerned with the central theme. This approach works well for the teacher; however, if we believe in meeting the changing needs of our in-service educators, we must think of a modular approach which would provide short term units which meet these needs. For example, teachers in vocational education in agriculture as well as other teachers in vocational education, need to develop competency in a systems approach to planning. (This unit is normally taught in a supervisory or administrative course.) I question the needs for these same teachers to be required to sit through the complete course in supervision and administration just to receive this one enrollment module. A modular approach would allow all vocational teachers to participate in those instructional areas of need and not be required to complete a Carnegie unit credit course. And the manner in which this content is offered to teachers on an in-service basis means the content for courses on the needs of teachers, we find some of these courses irrelevant to various groups in the class.

In conclusion, it is highly desirable to have courses traditionally have been developed around the concept that each teacher, in each course, should be able to use any units of in-service education, need to be more individually oriented. This approach may require a completely new attitude among educators, but it is an approach which can be utilized in the guidance of our students or graduate program, be utilized as part of the requirements for an undergraduate or master's degree.

The approach suggested in this article is not original with the author, nor will it work totally for all situations. It is an approach which will work in some states and provide worthwhile coordinated in-service teacher education to vocational-technical education in all fields of service.

Do you really believe in the professional organizations in which you hold membership? Do you support them in their work with fellow teachers and the public in order to maintain their membership and support of your professional organization? If you can do it at the same time you do your school office work at a reasonable place — one which will gain in added opportunity to speak for your organizations.

Here a few ideas on how to make the job easier:

1. Reduce your responsibilities. Some days are stressful, some are not. This is obvious to everyone. Schedule your week to include less stressful days for those days you need them. If this is not possible, plan to have a stress relief day or two, perhaps a day off from work. If you can't take a day off, try a walk, a yoga class, or a spa day. This can help you relax and reduce stress.

2. Use your support system. This includes friends, family, and colleagues. They can provide emotional support and help you stay focused on your goals. Make sure you have a support group that you can turn to when needed.

3. Practice self-care. This includes eating healthy, exercising, getting enough sleep, and taking time for yourself. These activities can help you stay healthy and reduce stress.

4. Use stress management techniques. These can include deep breathing, meditation, and progressive muscle relaxation. These techniques can help you manage stress and reduce its impact on your health.

5. Set realistic goals. This includes setting achievable goals and breaking them down into smaller steps. This can help you stay motivated and reduce stress.

6. Use time management techniques. This includes setting priorities, using a schedule, and avoiding procrastination. These techniques can help you stay organized and reduce stress.

7. Practice gratitude. This includes focusing on the good things in your life and expressing gratitude for them. This can help you stay positive and reduce stress.

8. Use positive thinking. This includes focusing on positive thoughts and minimizing negative thoughts. This can help you stay motivated and reduce stress.

9. Seek professional help. This includes seeking help from a mental health professional if you are struggling with stress. They can provide you with strategies to manage stress and reduce its impact on your health.

10. Use relaxation techniques. These can include deep breathing, meditation, and progressive muscle relaxation. These techniques can help you manage stress and reduce its impact on your health.
The experience of seventeen Louisiana vo-ag teachers who participated in the three-week summer 1970 "Internship" indicates that the program offers promise as a means of in-service training on a short-term basis. Four of the teachers were placed with farm machinery and equipment dealers in a group of thirteen wholesalers and retailers in wood-working or forest industries.

Thirty-one Louisiana vo-ag departments conducted programs in Cooperative Agricultural Education of various types in the schools of the state during 1970. The internships was the first experience in a Cooperative Program for many of the teachers. Through supervisory visits by supervisors and teacher trainers, it became evident that the average vo-ag teacher was not easily able to develop new competencies in order to provide the guidance, counsel, and subject matter needed by the students. In some meetings during the year, consideration was given to several plans for workshops, institutes, or other programs. It was concluded that a program which would involve vocational agriculture teachers in active participation with the agriculture business and industry could provide the most effective type of training. The program as now offered to as an internship in Otf-Farm Agriculture.

The interns were enrolled for three hours credit in the LSU Experimental Station School except for those who had registration difficulties. These two were permitted to participate in all activities with the other teachers. Arrangements were made to permit teachers to be available for their students for three weeks. Most of the local school administrators were enthusiastic about the program and some noticed that beginning teachers enroll in the course as a prerequisite for employment.

The Department of Education at Baton Rouge, Louisiana, sponsored and administered the program. The internship began in January and it was expected that this would be ample time to prepare for the internships to begin around June 15th. Subsequent events proved, however, that this was barely enough time to make the necessary arrangements between the schools, the University, the teachers and the business firms involved.

In a meeting of the State Supervisory Staff and Teacher Trainers from the four teacher training institutions, it was decided that the teachers would devote full time to the course, eight hours per day for three weeks. During this first year, enrollment would be limited to three teachers who desired to enroll for training in one of the wood-working industries or with farm machinery and equipment dealers.

The three groups each have a state-wide association with an executive secretary who was available for assistance in the program. The executive secretaries were selected on the basis of their leadership of more than a decade serving the Louisiana Forestry Association and the Deep South Farm Power and Equipment Dealers. It was realized by the LSU staff that none of these groups had interested vo-ag teachers and had not been successful in securing in-service staff training in the internships program. A meeting in mid-June included all prospective enrollees, representatives from each of the three groups, and other members of the business firms who had agreed to cooperate as members of the LSU staff and to State Supervisory staff in Vocational Agriculture.

During this meeting, the LSU staff presented an outline of the training program for each of the groups along with guidelines which would be followed throughout the training period. Major objectives of the group's internship would be to acquaint their teacher with job titles and job descriptions. These were found in the industry field of his or her choice in the area of the state. An important step was taken to acquire a job in the field of his or her choice with a firm which had agreed to cooperate in the internships program.

The program was arranged to be meaningful and at the same time to be meaningful for the students. The interns were assigned to businesses in the area of their interest, usually with arrangements to work with the business of the state. The program was arranged to be meaningful and at the same time to be meaningful for the students. The interns were assigned to businesses in the area of their interest, usually with arrangements to work with the business of the state. The program was arranged to be meaningful and at the same time to be meaningful for the students. The interns were assigned to businesses in the area of their interest, usually with arrangements to work with the business of the state. The program was arranged to be meaningful and at the same time to be meaningful for the students. The interns were assigned to businesses in the area of their interest, usually with arrangements to work with the business of the state.
EFFECT OF SUMMER ACTIVITIES ON VOCATIONAL AGRICULTURE PROGRAMS

Robert J. Ford, Chief
Elementary and Secondary Education Section
Area Schools and Career Education Branch
State Department of Public Instruction
Des Moines, Iowa

and

Clarence E. Bandy, Chairman
Department of Agricultural Education
Iowa State University
Ames, Iowa

As changes occur in our educational systems and in agricultural technology, questions have been raised regarding continuing emphasis on the summer phase of vocational agriculture programs. These concerns prompted a study to determine the relation between the summer phase and the total programs of agricultural education. A four-point rating scale (2-4-8-2) based on two sets of criteria was used to make the comparisons. All vocational agriculture departments in Iowa were asked if teacher change occurred during the summer of 1969 participated in this study.

Seventy-three percent of the departments were rated highest on summer programs, in general, their professional and their summer programs were rated highest on total program effectiveness. It was found that enrollments in day school and adult farmer programs increased as the summer program rating increased. The data revealed that summer program effectiveness was a reliable predictor of total program effectiveness and is an important and integrative component of a total program of vocational agriculture and agricultural education.

Another objective was to determine whether the summer program was positively affected by specific educational factors and activities used by teachers in conducting programs of vocational agriculture. The factors and activities, in order of the degree to which they were positively correlated with summer program rating are:

1. Number of farms visited by the instructor
2. Miles traveled by the instructor during the summer months
3. Number of Iowa Farmer degrees attained by students
4. Total farm visits made in summer
5. Number of exhibitors at shows
6. Total dollars of labor income earned by students
7. Number of news items and public relations activities
8. Number of participants in speaking contests
9. Day school enrollment
10. Number of educational field trips taken
11. Number of exhibitors at state fair

It is apparent from data in Table 1 that farm visits for educational purposes were an important aspect of the summer program. It is the opinion of the authors that a minimum goal of four visits per student per year, and preferably six, is desirable. If the visits are well spaced, it would mean one visit per quarter (3 months) or 12 in the four years a student is enrolled in vocational agriculture. These visits would provide needed individualized instruction in an area when individualized instruction is being emphasized in all areas of agriculture.

### Table 1: Average Number of Farm Visits per Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Summer</th>
<th>Upper 40%</th>
<th>Lower 40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>37</td>
<td>185</td>
<td>201</td>
</tr>
</tbody>
</table>

### Table 2: Added Wealth to Communities From Supervised Experience in Farming Programs

<table>
<thead>
<tr>
<th>Program No. of Ave.</th>
<th>$/Dept.</th>
<th>$/State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>37</td>
<td>21,598</td>
</tr>
<tr>
<td>2</td>
<td>37</td>
<td>20,575</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
<td>32,050</td>
</tr>
</tbody>
</table>

The high correlation between summer program rating and dollars of labor income earned by students provides strong evidence of the importance of participants in the state fair.

For the best way to start this program would be to give a brief idea of the things that I did for the six weeks Farming Exchange Program, I was involved with three Minnesota Cooperative, Inc. All of my activities were under the direction of the division manager.

The objective of the Institute are:

a. To develop the interests of youth leaders in the future of farmer cooperatives in their own community.

b. To assist in the training of youth people for leadership roles in agriculture, in cooperatives and in other community programs.

The second week was spent between the Young Cooperators' conference at Morristown Agricultural and Technical College, the bulk tank truck drivers, and a dairy service man.

The third week was spent in the milk plant and ice cream plant in the city of Utica, New York.

The fourth week was at the Vernon plant of Dairyland where I had the opportunity to work with a dairy service man, one of their contract bulk tank truck operators, and the manager of the new soft milk products plant who was in the process of hiring a staff for this plant.

The fifth week was spent at the Gothen Dairy milk plant where one

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TEACHER EXCHANGE PROGRAM

George W. Keller
Vocational Agriculture Instructor
Canajoharie, New York
Most managers preferred a generalized type of agricultural course rather than a specialized one. However, it did want the teaching to be centered around the farm. The one addition to the usual program was to include some practical bacteriology as related to the farm and the milk industry.

The first and by far the most important change in the use of the results of the program is to get more young people to attend the conferences, meetings, and field trips where career ideas are being discussed. We do a lot for the college-bound student but very little for the other student who needs to have the world of work really made important. The two conferences that I attended with young people were good examples of what can be done. There are many new ideas and methods that I hope to see this year in my classroom as a result of the program.

The man in charge of Quality Control for Dairy will work during the year to help develop a program for students aimed at improving the quality of milk produced on the farm. This will be in line with the effort to expose the students to poor quality milk and the reasons for it. We hope to do more than just develop a program; we need to study the student to be able to understand the reasons why milk does not remain at the same high quality as it has when produced by a healthy cow.

I hope to work closely with different people who are charged with keeping up the various programs that our students are exposed to during the year, and to correlate this with the local people who feel that the cooperative way is the best way for the farmer to market his products or buy his supplies or services needed. This is an effort to get more people to invest either time or money in the young people of the area to equip them with the desire and knowledge so that they can better make vocational choices.

There were many other reasons why I worked closely with the milk industry. My entire exposure was from the farm to the point of sale. I have now a complete picture of the movement of milk through its various routes to the consumer, with all of the problems that many people, especially students today, have to face in meeting these problems.
FARMING THE SEA

Florida, a state well-known for its citrus, cattle, forestry and truck farming, has initiated a training program in an entirely new dimension of sea farming. The pictures accompanying this article, supplied by Joe E. Kirkland, Executive Secretary, Florida FFA, Tallahassee, were submitted as cover pictures for the March issue. Your editor was intrigued by this program and requested this article which describes the program in detail.

William Morgan
Vocational Agriculture Instructor
Carrabelle, Florida

The Vocational Agriculture Department at Carrabelle, Florida decided it was time to "grow new ground" as they expanded their curriculum to include sea farming. The economy of the area is oriented to marine activities. State and federal agencies estimate seventy per cent of the economic activity in the Carrabelle-Apalachicola area is attributed to the seafood industry.

Information obtained from a county-wide survey indicated an interest and need by industry for training in the cultivation, processing and marketing of seaweeds as well as conservation practices.

Student dropouts were surveyed and many indicated an interest in diesel mechanics and seafood production, processing and marketing.

With the help and advice of interested students enrolled in the Vocational Agriculture program, and an advisory committee comprised of representatives from the seafood industry, a program was designed to teach propagation, cultivation, harvesting, marketing and conservation practices related to the production of oysters, shrimp, scallops, crabs and fin fishes.

Objectives of the program are to enable the student to:

1. Identify and explore the various opportunities in the seafood industry.
2. Describe the life processes of the commercially important seafood species in the area.
3. Use up-to-date techniques and methods for cultivating and harvesting oysters, shrimp, scallops and fin fishes.
4. Navigate safely in coastal waters.
5. Safely use equipment found in the seafood industry.
6. The curriculum is centered around classroom and laboratory instruction with actual handling of various marine species and equipment and application of certain practices in the sea laboratory. Supervised occupational experiences are provided as students gain first-hand knowledge through employment in the seafood industry after school and on weekends.

A study of an oyster bed at low tide.

The Florida Board of Conservation and a permit was issued to the agriculture department of Carrabelle High School providing an ocean bottom area containing approximately thirteen acres for the purpose of conducting marine cultural experiments with oysters for educational purposes.

The equipment for the program was purchased with a grant from Federal Funds. The equipment list was developed with the assistance of the students and included tongs, nets, baskets, microscopes, safety equipment and an outboard motor. The boat was designed and built locally for the multi-purpose use of oystering, shrimping and fishing.

Students are presently constructing oyster rafts, a relatively new technique in oystering, designed to utilize the vertical as well as the horizontal water column to simplify harvesting and increase yield.

A modern indoor laboratory now in the planning stage will enable students to study water samples and marine life to determine the feasibility of "farming" certain water areas. Lab analysis will assist in the study of predators and other organisms and plants.

The program has been well received by students and local industry. It reduces out-migration of students upon graduation from high school, provides better trained personnel for the industry, and motivates some potential dropouts to continue their education.

With world population vastly increasing every day new methods must be discovered in order that the masses can be fed. Since land is in short supply, attention must be turned to the sea. Students in Vocational Agriculture in Carrabelle, Florida are truly plowing "freshes" in the sea.
LeGRANDE R. HUMPHREYS

LeGrande Rich Humphreys (known as "L.R." by his many friends), prominent educator and author, was appointed State Supervisor of Agricultural Education in Utah in 1926. From 1928 to 1973 he served as both State Supervisor and Professor of Agricultural Education at the Utah State University. In 1937 he was named Teacher Educator in Agricultural Education at the Utah State University on a full-time basis and Mark Nichols was appointed State Supervisor. "L.R." held this position until he retired from vocational education in 1950. From 1950-1969 he assisted in administration programs at the Utah State University, in Summer School, and in University Extension class work. He was always a great champion of vocational education and especially of vocational education in agriculture.

LeGrande graduated from the Utah State University in 1912. He studied at Harvard, Cornell University, and the University of Chicago. He taught as a visiting Professor at Colorado State University, the University of Arizona, Louisiana State and Ohio State Universities. He served as Vice President of the Agricultural Education Division of the American Vocational Association and was President of the A.V.A. 1940-41.

Besides contributing numerous articles to the Agricultural Education Magazine and A.V.A. Journal, "L.R." edited the Early Development of Vocational Education in Agriculture in Utah and co-authored Agricultural Enterprises.

Active in civic affairs he was past President of the Kiwanis Club, member of the Cache Valley Boy Scout Council and chairman of a committee that built one of the major L.D.S. chapels in Logan.

Numerous educators over the state and nation have expressed appreciation for the inspiration and leadership given by "L.R." He was a tireless worker, a motivator, and an innovator with a keen sense of humor and the ability to get teachers to "plan their work and work their plan."

L. R. Humphreys was a trained engineer. Perhaps it was this background that made him exacting, precise, and accurate in his work. He insisted on the same performance from his students and teachers in the field. There was no place for guesswork or shoddy performance. As you reflect upon the life of this good man, there are four very definite philosophies in Vocational Agriculture that stand out above all others:

Instruction: Based on Farm Survey

L. R. Humphreys insisted that instruction begin at the farm gate. Community surveys were the basis for all instruction that took place in the local Vo-Ag departments. Techniques in making farm surveys were a part of the teaching in L.R.'s methods course.

Plan Your Work - Work Your Plan

Students who graduated under the tutelage of L. R. Humphreys were very familiar with the cliché, "Plan your work and work your plan," was so much a part of L. R. Humphreys' life as was his dedication to Vocational Agriculture.

F.F.A. is Vocational Agriculture

L. R. Humphreys was among the handful few that sat around the table in the old Baltimore Hotel in Kansas City in 1935 and outlined the first draft for the national organization of Future Farmers of America. This development of F.F.A. leadership was impressive in his mind, and he played the game to win when promoting F.F.A. activities.

Graduate Farm Work

L. R.'s enthusiasm for evaluation was clearly demonstrated in the preparation of the first instrument prepared nationally for the evaluation of Vo-Ag departments. He believed that it was not enough just to teach - it was more important to deliver a trained product. He was chairman of the committee that prepared the bulletin, An Evaluation of Local Programs of Vocational Education in Agriculture, first published in 1949 and reprinted in 1957. Dr. F. W. Labey was secretary and compiled the bulletin under the direction of Dr. W. T. Ignagni. This was one of the most comprehensive instruments ever developed for the evaluation of the complete program in agricultural education.

This book was really only one of strong programs and contributions for the role of Vocational Education. His enthusiastic dedication concerning Agricultural Education will long be remembered in Utah and throughout the nation.

The Arlington School District in Stochnio Township, Washington State operates a farm training program on 140 acres of class '4' forest soil that was logged of the old growth timber and at present has trees growing over 25 years of age that were planted by students of this program. Beth Steiner, 17, farmer, with the "Bethfork Spot Sprayer Machine" ready to spray for red elder and other undesirable tree plants. Keith Stewart, vocational agriculture instructor, is assisting. [Photo by Alex Crowder, State Supervisor in Vocational Education]
PLANNING IN-SERVICE PROGRAMS IN AGRICULTURAL MECHANIZATION

George A. Robinson, Research Director
Kansas State University

1. Teaching specializations in agricultural mechanization as part of their production programs.
2. Farm equipment dealers from the counties where the teacher was teaching.
3. Teacher educators and state supervisors of agricultural education.

In the main purpose of the study, five major objectives were developed. Stated in question form they are:

1. What was the relationship between teacher perception of the extent that competencies (skills) were used by mechanical in farm dealerships and the extent that persons in dealerships (owners, managers, or shop foremen) say they were used?
2. What was the relationship between teacher perception of training needed by persons to perform at the entry-level as a mechanic in farm equipment dealerships and the training which persons in dealerships expected of beginning (entry) workers?
3. What was the relationship between teacher estimates of their training needs and the training which persons in dealerships expected of beginning (entry) workers?
4. What was the relationship between teacher perception of training needed by entry-level mechanics in the state at dealers for 76 of the items about technical knowledge and for 18 of those on skill development. As a result, the null hypothesis for objective two was accepted for the 76 of the items on technical knowledge and for 18 of those on skill development. As a result, the null hypothesis for objective two was accepted for the 76 of the items on technical knowledge and for 18 of those on skill development.

Data needed to answer the questions raised in the objectives was collected by three separate instruments. The first...

THE AGRICULTURAL EDUCATION MAGAZINE

MAY, 1972

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POLARIZATION IN VOCATIONAL PHILOSOPHY

Herman D. Brown, Associate Professor
and Jay P. Grimes, Graduate Fellow
Agricultural Education
Texas A&M University
College Station, Texas

"Let's get it all together." A recurrent theme is developing around this phrase in contemporary America. The combustion, the "getting it together," is a demand for the fusion of common goals and opinions and attitudes in order to develop approaches appropriate to society's problems. Our society seems to be overwhelmed with diversity of opinion and attitudes.

Vocational education and guidance are no exceptions. Polarization exists at their very heart—the concept of work. This philosophic polarization in vocational education, vocational guidance, and the concept of work. These attitudes have tended to fluctuate over the years, eventually developing to their current state and consequently affecting the three areas mentioned in such a manner as to drive them into the contemporary polarized condition. To better understand this condition, it might be well at this point to consider the development of attitude in the three areas.

Since a concept of work is fundamental to either vocational education or vocational guidance, possibly it deserves first consideration. Our concept of work has moved from one extreme to the other throughout history. Biblical writings indicate that man viewed work as evil or as punishment for his sinful nature. The attitude continued for centuries, being modified only in that those close to God were deserving of freedom from physical labor. Both rulers and the clergy were believed to be selected by God and, as such, "above" the travail of common man.

Only when man (the clergy in particular) began to drift away from an absolutely identifiable philosophy toward realism did work begin to lose a dim sense of its evil connotation. Even then, work was of a positive nature only when it was in the service of God. This attitude still exists to some degree.

Perhaps the greatest change in the concept of work occurred during the great depression of the United States during the 1930's. Under the primitive and adverse conditions then existing, many individuals found that survival was dependent on individual and collective ability to work. Consequently, work was viewed as a positive value. The kind of work involved had little to do with its value. The crusade was as important as survival as was the physician. Individual independence in a vocation was deemed desirable.

Today, the individual labor involved every step from the raw material to finished product. As a result, he could take pride both in his work and in his personal contribution to society, for both the work and his contribution were highly visible.

The industrial revolution, however, brought an end to this visibility for both the craftsman and the laborer. Their work became specialized, or even fragmented. Only the entreprenuer had control of the "big picture." The demand for survival became less pressing, and the time arrived when the kind of work a man performed determined the value of that work and of the man himself.

The working man was no longer dependent, and was under supervision and pressure to produce more and more, as efficiently as possible. Personal freedom of thought and action toward work and toward vocational interest has been lost. A concerted effort has been made to get workers to think of the function of their occupation.

Current societal attitudes and values are basic to the polarization in vocational preparation and guidance. One within those values is a means of achieving pleasure through other ends. Here is the point where we are to set ourselves today in regard to the concept of work.

Vocational education is based primarily on the idea that the effort is necessary if things and the kind of things are not to change. The concept of work, vocational education, and vocational guidance is to take place.

A program of occupational appreciation needs to be developed for the early primary grades. The young child is the one who is the background for his learning, and is the one who is learning. The program should be based on the development of the child's early years of public education.

A start has already been made, but there is still room for improvement. This program needs to be based on the development of the child, and should be developed by the child and the parents. Second, by the placing of teachers at all levels of training and the development of work. Teachers and society in general must accept the fact that all students cannot become leaders in industry and society. In addition, they must be willing to accept education as a learning process, not a "weeding out" process.

The program of occupational appreciation should gradually phase into one of occupational exploration. Such a program should permit a student to explore, individually, those occupations which he has considered heretofore in his world of fantasy.

The student should next move into a program of vocational experience, or internships. This experience or exploration should follow tentative decisions and guidance. The lines of occupational exploration and vocational guidance have provided a much more valid assessment of interest and aptitudes. At the end of this program, the student should be ready to prepare for a "job cluster," or possibly a specific occupation.

Actual preparation or extended experience in specific occupations should begin at the point when students are completing high school. This program should provide a flexible transition, however, allowing for both early and late vocational choice. This particular phase of vocational training should be conducted at the community or junior college level. Training at that point should remain pre-occupational in nature, i.e., still development of personal interest. A concerted effort has been made to get workers to think of the function of their occupation.

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SUMMER COURSES AND WORKSHOPS

Each year many Universities offer summer courses and workshops to maintain and improve the teaching skills of those who are interested in teaching in other states. Your editor has compiled the following list at the request of readers who have received a questionnaire mailed to each land grant college and institute training teachers of vocational agriculture.

University of Arizona, Tucson 85721
Guest professor — E. M. Jonerger, U. of Calif. Davis. Title of Course: Utilizing Land/Livestock Laboratories. Description: Guide lines, standards, policy and procedures for planning, organizing and utilizing school-owned land/livestock laboratories. Dates: June 14-16. 1 semester hour credit. $16.00 tuition.

Southern Illinois University, Carbondale
Ag I 525 — Developing and administering Cooperative Ed. Program, coordinator's duties. 4 quarter credits. June 21-July 16.
Ag I 512 — Prepare coordinators to fulfill their responsibilities through an internship — 6 quarter credits.

University of Illinois, Urbana
Guest professor — Marvin McMillion, U. of Minnesota
Vocational Education in Agriculture for Adults. Methods and procedures for planning, organizing and teaching adults; using advisory groups; evaluation of outcomes of instruction. June 21-July 16. 2 semester hours.

Michigan State University
Dr. Frank Bobbitt. Structured Occupational Activities in Agricultural Education. Provides an opportunity for experienced ag business for area vocational school instructors, college teachers and teachers of agriculture who wish to move into these areas. Summer placements in an ag business of the student's interest area to acquire the student with some hands-on experience. June 21-July 2. 4 quarter credits. Tuition $136.00.

University of Minnesota, St. Paul
Guest professor — Robert Warmbrod, Ohio State University. Planning and Policy of Vocational Education. June 14-19 2 3/4 quarter hours.

Rutgers University, New Brunswick, New Jersey
Coop Staff: Developments in Crop Production — vegetable, field, greenhouse, turf. July 19-30. 2 semester credits. $50.00

Cornell University, Ithaca, New York 14850
Workshop. To develop modules of instruction for use in agricultural education programs. July 12-30. 2 semester hours. $25.00 per credit hour.

North Carolina A & T State University, Greensboro
Cooperative Work Study Program. Principles, theories, organization, and administration of cooperative work experience program. June 24-July 2. 3 semester hours. $151.00 non-resident. Development and Trends in Agricultural Education. July 5-23. 3 semester hours. $150.00 non-resident.

The Ohio State University, Columbus
Leon W. Boshcer. Workshop for Cooperating Teachers. To develop competent cooperating teachers for Vo-Ag. 3 quarter hours. June 15-July 2. (may enroll for another 3 credit course of your choice)

Oregon State University, Corvallis
Guest Professor — Richard V. Jones, Stansfield State College.
Workshop in Teacher Education. Each participant will design and implement a learning package for a selected topic. 3 quarter credits. June 21 - July 16. 3 semester hours.

Guest professor not indicated at date of submission.

Courses — Administration and Supervision of Agricultural Education; Federal, State and Local Organizations for Agriculture Education in Agriculture. July 5-23. 1/4 semester hours. $25.00.

University of Vermont, Burlington

Practicum in Business and Industry. 2 week directed field experience combined with 1 week class room. July 5-23. 3 semester hours. $108.00.

Virginia Polytechnic Institute, Blacksburg
Workshop. Organizing and Conducting Programs for the Handicapped. Responsibilities and tasks involved. 2 quarter credits.

Workshop. Organizing and Conducting an Agriculural Optics Program. Preparing teachers for a specialized option in agriculture rather than farming. Emphasis on visual, ocuopational experience, programs, program development, resources needed. 3 quarter hours.

Workshop. Organizing and Conducting an Ag Machinery Service Option Program. Curriculum, facilities, teaching techniques, planning and conducting occupational experience programs. 3 quarter hours. June 14-25. $55.00 per quarter hours.

Washington State University, Pullman


Course — Melvin Barden, University of California. Los Angeles. Problems and Trends in Voc. Ed. Physical Education in Agriculture. July 2-15. 2 semester hours. $150.00 per semester hour.

A FIRST-YEAR TEACHER'S COURSE

One of the critical issues facing teacher educators in agriculture is the preparation of teachers who understand the complexities of today's agriculture as well as the diversity of interest, motivation, and ability of today's student. Teacher educators . . . how good is our product? Teachers of agriculture . . . are they able to perform their role effectively?

How well prepared is the beginning teacher for his position? After the accumulation of graduation and subsequent move to a community to launch a career in teaching, the first year teacher may become a lonely person in a large environment. The immediate question facing the teacher is to establish a professional pride and to decide where to begin.

With these concerns in mind, the staff members in the Agriculture Education Department at Nebraska developed a graduate course exclusively for first year teachers. The idea was not original to Nebraska, however, limited number of staff members frequently encounter teacher educators initiating programs conducting intensive follow-up and assistance to their graduates for an entire year. Since school administrators express surprise when they discover teachers educators intended for a first year teacher on an elective basis for an entire year.

The purpose of the course is to evaluate the status of the product being offered by the teacher education department and to assist the first year teacher in coping with the problems facing him by providing instruction, encouragement, and moral support during the first six months in the new career teaching.

The course usually begins in mid-August, continues during the first six months in the new career teaching.

The course usually begins in mid-August, continues during the first six months in the new career teaching and is designed for 20 to 25 first year teachers may be scattered across the entire state. Generally the teachers are placed into four groups where driving to class involves 100 miles or less. As a rule, the groups will meet about once every five weeks throughout the year and the teacher will receive three hours of graduate credits through the University Extension Division. The staff meet in different school each time from 5:00 until 10:00 p.m. In the group meeting the first half of the time is spent discussing the problems and subject matter which the teachers are experiencing at that time of the year. The second half of the time is spent discussing topics such as organizing an adult class, planning and planning for FFA and Vo-Ag Congress, planning for summer programs, managing the Vo Ag department, curriculum development, offering agricultural occupations programs and teaching techniques. In addition, each teacher is observed for one entire day by the teacher educator responsible for the class. Generally, first year teachers are eager to get together, discuss their problems, exchange ideas and gain new insights for more effective teaching. They are not embarrassed to discuss problems since they have nothing to lose. The course has resulted in a total new approach to the undergraduate pre-service prepara tion program. Today, undergraduates in Agricultural Education at Nebraska are taught on an individual basis utilizing individual materials and a variety of media. Thus, the first year teacher's course has and continues to improve continually in the teacher education program.

These mutual benefits make the first year teacher's course a high priority. We feel that if we are to be accountable for our product.

Majors: Robert E. Bader, Associate, Turfgrass. P.O. Box, California. Pearson Publishers.

Majors: Roland L. Peterson Agricultural Education University of Nebraska Lincoln, Nebraska

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TEACHER PREPARATION FOR THE CULTURALLY DIFFERENT
DOES THE PROFESSION BELIEVE THE CAUSE IS WORTH THE EFFORT?

Henry E. Schmidt, Assistant Professor, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, and Ralph E. Bender, Professor and Chairman, Department of Agriculture, The Ohio State University, Columbus, Ohio

"Are you trying to figure out if school rules are different? You really will need to think about that. You're just trying to figure it out, that's what."

Who listens to such critics of black youth from the central city schools of Cleveland or Appalachian white youth from the rural schools of Kentucky? The comments seem somewhat confusing or do we as educators merely hear what we want to hear and not really care about the needs of these students?

The vocational teacher in agricultural education is a key person upon whom the educational success for minority youth enrolled in agriculture courses depends. Yet the majority of agricultural educators have remained in the back waters of pedagogy, regarding visible course offerings for minority youth. Teachers of agriculture tend not to care about the welfare of minorities for this reason because teacher education institutions have not provided the necessary guidance for perspective teachers of minority populations.

A bold new strategy for change must be initiated if the status of orthodoxy in teacher education are to be broken. This process of curriculum needs to be adjusted to influence both the minority and the majority cultures. These three developments occurring in the latter half of this century must be considered in developing a relevant teacher preparation model.

1. Exposure to quality in information and knowledge available to minority youth. (2)2. Exposure to quality instruction in technological knowledge and the cybernetic age. (3)3. Significant shifts in the economic, political and social power structure of society. (4)4. Significant shifts in the economic, political and social power structure of society.

The following premises provide the foundation for the preparation of teachers in agricultural education. These premises reflect Schmidt's personal experiences with minority youth, his research, and recent data collected from 92 percent of all institutions preparing teachers in educational agriculture.

Premise 1: Vigorous efforts must be placed in recruiting and selecting candidates from the target minority group. Increased numbers of Black Americans, Appalachian Whites, American Indians, Spanish-Americans, Mexican-Americans, and Puerto Ricans should be encouraged to become vocational teachers in agriculture. "Role identification" which leads to a positive self-concept as a student of a minority can be obtained if teachers recognize these cultures for minority groups have been successfully recruited.

Premise 2: Professional agricultural teacher preparation curriculum must provide a wide array of alternatives for prospective agricultural teachers of minorities. A teacher must be successful in teaching students from which to select. An interdisciplinary approach rather than traditional courses must be provided by teacher educators.

Premise 3: Teacher preparation in agriculture must provide a continuum of educational experiences from classroom to the field, to the research laboratory. Stimulating and meaningful experiences must be provided for the student from the initial field of frost to the end of the term. Teachers of agriculture who fail to meet this challenge are not fully qualified to teach agricultural education.

Premise 4: Teacher preparation in agriculture must provide a student teaching experience which is meaningful to the minority student. Obviously, it takes considerable time, preparation, and changes of the curriculum to break a broken home, living on a deficient diet, accustomed to alcoholism or drug addiction, school discipline, and unique culturally different style life.

Premise 5: Teacher preparation programs in agriculture must provide opportunities to develop an understanding that the teacher has an excellent chance for success. The minority youth they teach must be provided with numerous opportunities to be a part of the majority culture. To solve the "helpless" problem, teacher educators must encourage minority students to pursue the "agricultural route", the "FFA", and "production enterprises" to create a positive base from which adequate financing can be secured.

The vocational teacher in agriculture must be increasingly "person-oriented" and "student-centered". This is the road to educational success for agriculture. The vocational teacher in agriculture must provide professional training in agriculture, but must also have an understanding of minority youth. This professional training must provide a student teacher in agriculture with the knowledge and skills to meet the special needs of minority students. The vocational teacher in agriculture must be concerned with the total student, and must be concerned with the total student, and must be concerned with the total student.
The 1970 World Conference on Agricultural Education

July 28 - August 8, 1970 saw a new benchmark established in agricultural education on the world scene. For the first time in history three international agencies cooperated in a World Conference on Agricultural Education and Training. These agencies are part of the United Nations and include the International Labor Organization (ILO), the Food and Agriculture Organization (FAO), and the United Nations Educational, Scientific and Cultural Organization (UNESCO). It is therefore clear that the leadership of these organizations devoted hours of planning to develop a conference that would bring about advancements in the whole spectrum of agricultural education and training.

Aims and Objectives

Because this was a world conference it involved under-developed, developing and developed countries. Thus, the establishment of aims and objectives necessitated consideration of a wide range of problems, educational levels and administrative structures. Nevertheless, the conference was faced with the challenge of bringing about solutions to some of the world’s most pressing agricultural education problems. Thus, the decision was made to concentrate on the following areas:

1. Professional training and the critical assessment of agricultural education and training in different regions of the world relating them to their economic and social needs for agricultural development.

2. Examination of Problems which prevent improvement in present systems of agricultural education and training. This examination must deal with the structure, organization, and functions of agricultural education and training systems, and must involve a critical examination of the above quantities and administrative structures.

3. Identification of Principles upon which effective action can be based in the future. Particular factors will be placed on providing a clear and satisfactory basis for future work both at the national and international levels; it is in this respect, particularly, that the experience of the developed nations will prove important.

4. A World Conference must help to provide the basis for fresh thinking, better planning and the more effective use of resources, as well as opening the way for more effective international cooperation.

The World Conference was essentially a technical meeting and included representatives of various countries speaking from widely variant backgrounds and philosophies, each with ideas, arguments and suggestions. There was throughout the Conference evidence of good will and a genuine concern for the man on the land.

Outcomes

So what did it all amount to? What really took place after the participants visualized their prejudices, supported their theories and laid claim to solution of some vexing problem? The answers to these questions are only contained in the UNESCO/FAO/ILO joint programme in agricultural education at all levels.

It was not the purpose of the World Conference to reach decisions, pass official resolutions or to make other actions binding on the sponsoring agencies. The purpose was as described earlier, a search for new approaches and fresh ideas so that there was an opportunity for free exchange and broader understanding.

A review of the report of the Rapporteur-General of the Conference leads on to wholeheartedly support his statement that...
is believed to be essential also to include training in the techniques of communication and the human and social aspects of the cultural environment. Increased attention needs to be given to educational facilities, textbooks and teaching materials and to new forms of communication. This is a field in which international agencies and other bodies could most usefully collaborate.

5. Active partnership and cooperation between the different ministries, institutions and agencies involved in the improvement of systems of agricultural education and training should be formulated. The Conference also stressed the importance of more effective partnership between non-governmental organizations on the one hand and agencies and governments on the other in planning and execution of programs in agricultural education and training.

6. Since the most important results of the Conference are expected to emerge as the result of follow-up action taken by Member States, it is important that national governments, international agencies and other bodies implement action based upon the findings of the Conference in a determinate manner. Practical implications of these findings should be further discussed at regional and national seminars and meetings.

Summary
Perhaps the most significant outcome of the World Conference was the process itself. If the three international agencies, FAO/ILO/UNESCO, with all the attendant bureaucracy, can demonstrate the ability and capacity to successfully collaborate on worldwide problems of agricultural education, there is no reason why it cannot be duplicated in other fields.

The final recommendation suggested a Second World Conference on Agricultural Education and Training be convened before the end of the Second Development Decade. The experiences of that First World Conference should prove most valuable in this venture.

To have agricultural education recognized as a priority for international economic and cultural development is as challenging as it is rewarding.
This notice was received too late to include in the list of Teaching Assistantships in the January issue. MICHIGAN STATE UNIVERSITY—Teaching Assistantship; 12 mo.; Sept.; 1/4 time; doctoral; $350-400; teaching and advising students in Ag Production; apply by July; Institute of Ag. Tech., 120 Ag Hall, M.S.U., East Lansing 48823.

Young blacks enter the 70’s with a larger but still lagging share in the American economy. Young blacks have made gains in the amount of formal schooling completed. The proportion of blacks graduating from high school each year has been rapidly rising and the educational gap between blacks and whites is narrowing. But the unemployment gap between whites and blacks who leave high school each year has not closed. In 1960 the black unemployment rate was about twice the white unemployment rate, and in 1968 this rate continued to be about doubled.

Well over 1,000 people every year leave their own countries under a fellowship program for raising educational standards, spreading specialized skills and helping to promote appreciation of other cultures, in one of UNESCO’s longest established yet least known activities. The program began in 1948, two years after the Organization was founded. Today, close to 1,200 fellowships are granted every year in fields ranging from electrical engineering to the creative arts, and for periods running from a few weeks to three years. Nearly half of these fellowships have been in the field of education, particularly teacher training and educational planning and administration. The United Kingdom is the country which accepts the largest number of Unesco fellows, followed by France and the U.S.

UNESCO FEATURES

The number of workers in the prime 25-34 year old group will increase dramatically in the 70’s. They will be better educated than workers of the same age group in the 60’s. In 1965, 41% of the civilian labor force age 25-34 had 4 years of high school compared to 46% by 1975. Only 28% of the 1965 labor force had some college education compared to 33% in the 70’s. Thus, there is a combined education total of about 10% greater in the 70’s.

Along with more education, these people will generally bring to the workplace higher occupational aspirations and expectations, more innovative and creative interests, higher mobility and an eagerness for greater participation in decision-making at the workplace.

U.S. Dept. of Labor

U.S. exported a near-record $6.6 billion worth of farm products to foreign customers in 1970. This represents a fifth of world agricultural exports and, for U.S. farm exports, a rise of 16 percent from 1969.

Illinois is our largest single exporter of agricultural products, accounting for $650 million — nearly a tenth of the total. This state is first in soybeans, feed grains, protein meal and soybean oil, as well as an important shipper of wheat, lard, tallow, meats, and hides and skins. Ten states accounted for 3/4 of U.S. agricultural exports. They were: Illinois ($650 million), Iowa ($305 million), Texas ($422 million), North Carolina ($406 million), Kansas ($304 million), Arkansas ($296 million), Minnesota ($276 million) and Nebraska ($270 million).

For seven major agricultural products — wheat, rice, soybeans, tobacco, cotton, cattle hides, and tallow — our exports equaled one-third to two-thirds of the year’s production. Production from about 1 of every 5 harvested acres goes abroad, and the U.S. farmer gets about one seventh of his income from these exports.

The Farm Index
December 1970

The rate of productivity growth dropped in the late 1960’s. Increasing productivity will reduce inflationary forces, increase our output of goods and services, raise purchasing power, and help raise living standards. The productivity of the U.S. worker is still the highest in the world. But the growth in U.S. productivity has generally been below competing nations such as Canada, France, Germany, Italy, Japan, Netherlands, Sweden and the United Kingdom.

The Department of Health, Education, and Welfare has been requested to prepare a memorandum on vocational education. Six basic questions were posed in the request:

1. What are the strengths and weaknesses of current vocational education programs? To what extent do the weaknesses reflect administrative shortcomings rather than unsatisfactory legislation?

2. What is the proper relationship between vocational education and other federal programs, particularly in manpower and higher education?

3. How can federal vocational education programs best reflect the administration’s interest in (a) the ‘income strategy,’ (b) the New Federalism and (c) the blue collar worker?

4. To what extent could substantial improvements in vocational education be made within current levels of expenditures?

5. How can federal vocational education programs best serve as a catalyst for reform in the often moribund state vocational educational agency without violating the principles of the New Federalism?

6. How can the longstanding conflict that exists between HEW and the Department of Labor in this field be eased, and administration of federal vocational education programs be correspondingly simplified?