Stories in Pictures

ROBERT W. WALKER
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Colorado vocational agriculture teachers participate in a summer workshop on Animal Reproduction. Each teacher had an opportunity to identify the parts of the male and female reproductive tracts of beef cattle, sheep, and swine. (Photo by Stanley Loxias)

Students learn to adjust, maintain, and operate equipment used in the horticulture industry in Michigan. (Photo by Rodney Telloch)
From the Editor . . .

What Priority for Adult Education?

The sixties was a period of renewal and reorientation for agricultural education. High priority was placed on expanding and broadening secondary school programs to include courses for agricultural occupations other than farming and ranching. Preference was also given to the development of new programs of technical education in post-secondary technical institutes, junior colleges, and community colleges. Again programs emphasizing the off-farm aspects of agricultural education were given priority. A distant third in the race for reorientation and expansion during the sixties was adult and continuing education for persons who were no longer actively engaged in or are in the process of becoming employed in agricultural occupations.

Enrollment data indicate progress toward reorienting vocational agriculture in secondary schools and in establishing technical education programs in post-secondary schools. Data from the U.S. Office of Education indicate that 30 percent of the secondary students studying agriculture in 1965-66 were enrolled in agriculture courses which supplied and services, mechanics, products, agriculture, resources, and conservation, and forestry. In 1965-66, two-thirds of the post-secondary students in technical education programs were enrolled in courses other than produce agriculture. The rapid growth of post-secondary technical education programs is illustrated by the fact that enrollment in 1965-66 was double the enrollment in 1964-65. Enrollment data also suggest the contention that little has been done to expand or reorient agricultural education for adults during the last ten years. The Office of Education reports that some 52,000 fewer adults were enrolled in agricultural education programs in 1964-65 than 1953-60. Slightly less than 10 percent of the adults enrolled in 1964-65 were in agronomy and other off-farm oriented courses.

Several implications can be advanced to explain the lack of expansion and reorientation of adult education programs.

(Continued on next page)

Guest Editorial . . .

The Need for Full-Time Teachers of Adults

Instruction for young and adult farmers has always an important part of vocational agriculture. Data from the U.S. Office of Education indicate, however, that enrollment in adult and young farmer programs has decreased from 550,000 in 1963-64 to 288,000 in 1964-65. This reduction in enrollment is taking place at a time when adults need and want organized instruction more than ever before. It is happening in spite of the fact that state supervisors and teacher educators continue to preach the importance of young and adult farmer education.

Many teachers report that they enjoy teaching adults and young farmers more than teaching high school students, that there is a real need for adult education, and that adult education involves people who are actually engaged in the business of farming. Teachers are generally enthusiastic about adult education, yet enrollment continues to decline. So, why is enrollment in vocational agriculture programs for young and adult farmers declining?

The reasons most often given by teachers for not conducting adult education programs include lack of time and competence required to conduct programs that really meet the needs of adults. We tend to rationalize and to say that some teachers have the time and competence to conduct adult programs, so all teachers could conduct adult programs if they really wanted to. We say this without giving serious consideration for the teacher of vocational agriculture and the real world in which he operates.

If a teacher does a thorough job of teaching high school classes and advising the FFA, is it doubtful if he has the time to conduct an adult program that will meet the real needs in the seventies. Agriculture is undergoing rapid and accelerating changes due to advances in technology and scientific developments and improved methods of organization and management. Today a key need is farm business analysis which emphasizes record keeping, summary and analysis of records, and using the analysis as a basis for farm plans.

(Continued on next page)
Teaching Adults Via Educational Television

H.W. GREEN, Superintendent
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A continuing need for adult and young farmer education is recognized; however, with increasing enrollments of high school students, teachers have less time to devote to this important phase of their work. Technological advances demand more specialization and depth in solving adults' needs and interests. This coupled with the shortage of time makes teaching of adults increasingly difficult.

Television Instruction

Methods of teaching adults vary depending on the needs, interests, and area to be served. In addition to the traditional methods, educational television is rapidly becoming an accepted method. Since the Alabama Educational Television network has a potential of reaching 90 percent of the state's population through three UHF and four VHF transmitters, this seemed to be a logical means of reaching larger numbers of adults. It also had the added advantage of providing highly qualified instructors who were recognized authority figures in the home watching audience and other subjects of concern to those who want to spend, save, and invest their money wisely. Lessons topics include:

-Overview of family money management
-Effective buying
-Variable expenditures
-Planning for the future
-Banking services and savings institutions
-Consumer credit and consumer credit counseling
-Housing for family needs
-Investing money for best returns
-Insurance planning

Although the programs dealt with problems of concern to everyone, emphasis was given to financial problems occurring among working men and women in the 18 to 35 age group. These people have incomes that approximate

ment of 5,875 adults was reported by the 216 vocational agriculture teachers who conducted the course.

Money Matters

The 1970 series of programs using educational television was sponsored by the State Board of Education. It consisted of a ten-week series on the basic concepts of personal financial planning. Eventually this series is to be adapted for national television distribution. Preparation for this series of programs extended over a period of about a year. First a steering committee was appointed which included representatives from vocational agriculture, the State Board of Education, the Alabama Board for the Advancement of Education, and the National Association of Life Underwriters.

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$5,000, but rarely exceed $15,000. No matter how much the income is, it rarely stretches over their standard of living.

Class Sessions

After deciding on a subject and a target audience, members of the steering committee asked to develop program content in their fields of experience and training. This material was edited and consolidated into a resource manual consisting of a chapter for each program. This information served as a guide in writing scripts for the programs. The manual, a teacher's guide, and promotional material were distributed and discussed in teachers' meetings throughout the state. Five thousand copies of a viewers manual were made available by one of the larger state banks. The series of ten weekly programs was presented on educational television beginning in January, 1970. In the local schools the program was conducted under the supervision of teachers of vocational agriculture. The thirty-minute telecast lesson, presented at 7:00 p.m. weekly, was supplemented by the local teacher to make the information more meaningful to the members enrolled. Classes assembled at 6:30 p.m. During the thirty minute period

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AN ADMINISTRATOR'S ROLE IN ADULT EDUCATION

RALPH C. DOBBS, University of Missouri
and
WILLIAM J. ROSE, Central Missouri State College

Adult education is becoming one of the growth industries in American society. The administration of agricultural education programs which involve the education of adults is increasing in importance with each passing day. In this article administration is defined as a process which operates within a group and tends to motivate and guide the group toward a common goal. A study of the activities of administration, not only by present administrators but by those who serve in staff positions, is vital to successful progress of adult education in agriculture.

- Defining Areas of Responsibility

The area of responsibility for which an administrator of an adult educational program is responsible is quite extensive. However, the implementation of organization and principle exercise is not always easy. The administrator is not the only one who can make the decision. His duties include meeting with and advising the program director and other group leaders, however the implementation of policy is up to the administrator. The governing body having delegated this authority, should then leave the administrative function to the administrator. Increased complexity of institutions and their educational programs requires administrators who are professionally prepared.

Once the areas of responsibility have been delineated, the administrator should delegate to his staff those tasks for which he has responsibility. Just as the administrator should be allowed to execute his duties to the best of his professional ability, so the staff member has a right to carry out his duties with minimum interference. This is not to say, however, that the administrator should not stand ready to lend assistance if necessary.

- Establishing Objectives

When clearly defined goals are lacking it is impossible to evaluate a program efficiently, since there is no sound basis for selecting appropriate materials, content, or instructional methods. The administrator is responsible for making certain that objectives are established. Specific objectives are more meaningful at all levels if they are established cooperatively. From the classroom objectives, better relationships will result if all who are involved are allowed to help determine the objectives. This type of operation leads to shared concerns.

- Involving Staff and Others

The competent administrator may spend many hours in planning and laying out the groundwork, but he should involve other people in planning before attempting to carry out a project. The qualified administrator should keep links of communication open to facilitate the exchange of ideas so necessary to the implementation of objectives.

An administrator who is respected by his colleagues and staff members will recognize that problems and criticism will occur. In planning, he will establish high standards and expect these standards to be carried out. He will accept responsibility for decisions made and will expect others to do the same. Unless a group error on the part of a staff member calls for discipline, the fair administrator will use occasions of this kind for instructional purposes.

- Encouraging Staff Improvement

Perhaps one of the most profitable tasks on an administrator engages in is that of securing developing and upgrading a staff of competent instructors. To be in charge of a program of adult education is to be always on the watch for qualified teachers. The administrator should be concerned that the teachers know how to instruct adults and is also interested in self improvement. It is also profitable to record outstanding effort. There is much to be said for the administrator who recognizes initiative and potential administrative ability and who is not afraid to delegate administrative authority and to promote from within.

The able administrator will establish an atmosphere of firm, fair treatment for all. He will maintain high ethical standards, values, and expectations. He has respect for the rights of others and will not use his power for personal sale. Administration by authoritative methods may at first seem more efficient, but the long range efficiency and team effort developed by the democratic process will result in a more productive program.

- Making Sound Decisions

To maintain the respect of his staff and fellow workers the administrator must not make decisions that turn out wrong. Not all decisions are going to be perfect. If a baseball player makes a 300 average, he is considered a good hitter. An administrator must score a "hit" more often. He can more nearly achieve the perfect batting average if he does some pre-planning and also involves others in planning the program.

Staff members who have helped in formulating programs are less likely to blame the administrator for weaknesses that occur. Plans based on combined intelligence, attitudes and objectives are carried out with less involvement in emotions and undue sensitivity.

- Evaluating the Program

An integral part of the process of program development is the formulation of a system of continuous evaluation to ascertain the effectiveness with which the objectives of the program are being realized. An administrator can be sure that his program will be evaluated by students, instructors, the public, and many other groups. It is important that he develop a system of evaluation which allows participation by the people involved, including students and teachers. He must ensure that evaluation is done frequently and early enough to help avert any problems that might arise. A good administrator arranges for feedback to himself and those who helped establish the program and its objectives.

If evaluated on the basis of objectives, a well-planned and coordinated program will usually stand the test of public inspection.

- Implications

The act of administering has relevance to any profession. Because of the integrable nature of administrative action, many people feel that just about anyone can be a good administrator. Modern adult educators cannot fully subscribe to such a claim. Rather, they hold that many administrative skills must be practiced and learned. More administrators should become involved in group participation training and discussion workshops, whereby they can develop these skills while gaining respect for the rights and responsibilities of others.

We have listed a few characteristics and principles which we feel are necessary for good administration of programs in adult education in agriculture. Today's emphasis on programs in post-secondary and adult education in agriculture would seem to indicate the following implications:

- There is a need in adult programs in agriculture who have a background in agricultural education.
- Objectives of programs in adult education in agriculture should be formulated by students, staff members and administrators who have empathy for and are actively participating in such programs.
- Supervisors and agricultural educators should encourage teachers with an administrative ability to participate in workshops and courses in educational administration.
- Adult education programs in agriculture will not continue and keep pace with the expanding need without promotion from the ranks of agricultural education.

Teaching Adults Via Educational Television

(Continued from page 29)

prior to the teletask, an introduction was given to the lesson. Following the television, additional time was spent by the teacher or a resource person to discuss practical application of principles outlined in the telecast.

Following, the students would record memorized parts to record outstanding effort. There is much to be said for the administrator who recognizes initiative and potential administrative ability and who is not afraid to delegate administrative authority and to promote from within.

Some Conclusions

Several conclusions can be drawn from the results of the series of programs.

- Educational television can be used to provide a recognized authority as a teacher of the course.
- The television instructor should have personality that is compatible to televised broadcasts. The subject selected should meet the needs and interests of a wide variety of people.

The use of capable resource people in the community should be to the following advantages:

- The awarding of certificates and other recognition to the members helps promote attendance.
- The use of educational television serves as an innovation to attract some members who would not otherwise attend.

Membership should receive home instructional visits as a follow-up to the course.

The use of mass media conserves a teacher’s time and makes it possible to reach more people.

- Educational television assists teachers in developing the concept that their role in the future will be organizer of the group and they will need to get experts or resource people to provide much of the instruction. The teacher will still maintain his role as leader of the group.

August, 1970

Members of the winning team in a television educational program on "Family Money Management."
Meeting the needs of adults in agriculture through a systematic year-around program of vocational short-courses has produced an innovative impact upon young and adult farmer education programs in California. One school, Healdsburg Union High School in the picturesque Redwood Region of Northern California, focuses on a cooperative concept of community involvement.

In a community of some 7,000 residents, Healdsburg's 100 orchard and vineyard growers have literally returned to the classroom. An estimated 60 percent of the growers in the vineyard industry and their permanent employees and 30 percent of those with orchards have been involved in one or more of the twelve different vocational agriculture courses offered. Course attendance has averaged twenty-three enrollees per class. Each course involves at least three different resource specialists and four different sponsors representing both public and private concerns.

Planning

Behind this concept, most importantly, is a supportive administrator whose philosophy regarding adult education is "If there's a need, meet it." However the real responsibilities for meeting the need vary. Each education program falls on the vocational agriculture department manned by two full-time teachers with over 300 students. And in order to accomplish the need for adult courses, the use of a "community task force" has become the motivating tool behind the success of the program during the past three years. Members of the task force include growers, agricultural personnel, members of the Farm Labor Service, University Agriculture Extension staff as well as the vocational agriculture teachers who have assumed a promoter-coordinating role primarily.

Courses

A recent and dramatic example of the adult courses offered is an 18-hour vini-culture course that averaged 103 enrollees for six sessions. It included planning, training, and management, and involved as instructors and consultants a local viticulturist, an extension specialist from the University of California, Davis, the farm advisor, and a local grower.

Courses which have been offered are: —Orchard pruning techniques —Grapevine propagation-harvesting —Fundamentals of grape pruning —Service and preventive maintenance of farm machinery —Farm labor supervision —Vineyard grading techniques —Basic farm welding —Fundamentals of orchard pruning

Projected adult education courses for 1970-71 include the above plus courses for assistant farm foreman (for high school students), fork lift operation, winemaking, and a language adaptation of the farm welding and vineyard care courses in order to meet the needs of the Spanish-speaking members of the community.

The courses have evolved from community needs. The courses are monitored by the Farm Labor Service staff, whose responsibilities reflect their role in recruitment, referral, and placement of farm labor trainees. A basic aim has been to include both growers and workers in the same class. Instructors have had to realign their methods to deliver both the "why" for management and the "how" for labor. A side effect has been a definite increase in community cooperation. The background of enrollees covers a broad spectrum involving permanent and seasonal laborers, growers, and retired persons. Each enrollee offers a specific training need.

Funding for the courses is from two main sources: adult training school funds (public reimbursement) and self-help or community sponsored. Under the high school adult program, instructors are paid $5.00 per hour and enrollees are charged a small registration fee of $2.00. The community-sponsored source of funding varies from vineyard employers contributing $25.00 for each employee attending the grapevine propagation course to outright donations of time, equipment, and facilities.

Key Characteristics

Underlying the successful adult education program are these key characteristics:

—Short course concept, averaging 18-24 hours from start to finish
—Proper timing of course to meet the need for specific skills
—Selective use of resource specialist as instructors
—Inter-agency coordination to accomplish training objectives
—Variable funding including community involvement and the self-help approach to funding
—Resource role for vocational agriculture teachers to promote and coordinate the program
—"Learn by doing" curriculum

Need for Adult Education

A state-wide agricultural liaison committee based the University of California, Davis, is documenting the role adult education in agriculture can play.

This inter-agency committee's task of determining what schools should be doing to meet job-training requirements has revealed data reflecting industry's opinion that vocational farm training, or even education that will enhance on-the-job training, is not being adequately provided by the school system.

Of the more than 4,000 farm industry and employees interviewed in 10 California counties, more than half the farms involved offered no regular "in-house" training programs. Twenty-five percent of the employees contacted believed that in agencies are education their in on-the-job, they must voluntarily meet their own educational needs by taking community college or high school adult education courses. The findings reflect an obvious challenge to the educational system.

In talking to many farm workers, the things that worried growers and agricultural leaders alike were all functions of education: the need to train workers, the time to train and the lack of good teachers, and the need of what they feel are qualified workers who can train. The need for adult education is dramatized by the committee's chairman when he says, "Demands for trained people in agriculture and agriculture business would completely swamp the school systems if we could fully fill the need in the next five years."

Reflecting this concern to meet California's needs for adult education, the California Bureau of Agricultural Education recently assigned a special supervisor to assist high schools in the area of adult education. The supervisor's duties include identifying innovative adult education programs in the present California scene in adult education, and assisting young farmer advisors with short-course programs.

Healdsburg Union High School is simply demonstrating the value and effect of an aggressive community-oriented adult education program in agriculture can have in meeting the training and retaining needs of its number one industry throughout a year-around program of adult courses.

BOOK REVIEW


The book deals with experience programs for students of vocational agriculture who are preparing for either farming or non-farm agricultural occupations. It is organized into three parts with a total of thirty-four chapters.

Part I deals with "Vocational Agriculture." Included are chapters dealing with Agriculture and its Significance, Vocational Agriculture — What It Is, How People Learn, How We Study Vocational Agriculture, Why We Have Supervised Experience, Some Characteristics and Competencies Needed in an Agricultural Occupation, and Planning an Experience Program.

Part II consists of thirteen chapters dealing with "Experience Programs in Farming." Included are chapters on purposes, planning and conducting farming programs, together with material on record keeping, financing and analysis of farming programs. The final chapter in this section deals with the "Value of Experience and Training in Farming for One Who May Not Farm."

Part III describes "Experience Programs in Off-Farm Agricultural Occupations." Fourteen chapters are included in this section. Seven of these chapters deal with occupations in various non-farm agricultural fields such as agricultural sales — supplies and equipment, ornamental horticulture, agricultural mechanics, outdoor recreation, and others. The remaining chapters of Part III provide very good material to assist teachers and students in planning and carrying through meaningful experience programs in non-farm agricultural occupations.

The book is well-organized and clearly written. It should be very useful to vocational agriculture students at high school and vocational-technical school levels as well as to teachers and teacher educators. Students preparing for teaching careers in vocational agriculture will do well to give this book a prominent place in their libraries.

Raymond M. Clark
Michigan State University

AUGUST, 1970

THE EDUCATIONAL AGRICULTURE MAGAZINE

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For too many years educational programs have been neglected. They are a formative group who need help. Why is it that we do not have more young farmer programs? These young men have real problems and will adapt the practices taught.

Number of Young Farmers

When a high school graduate is asked "what are you going to do next year?" frequently the reply is not to do before beginning farming, namely, post-high school education, military obligation, or other work. This response, however, leads many people to believe that young men are not starting or becoming established in farming. Vocational agriculture teachers are also guilty of developing this image because they are not about the young farmers in their community, they reply that there are not enough young men to have a young farmer program.

Even though farm size is increasing and farm numbers are decreasing, still has 25 to 30 farmers in nearly every school district, which should be adequate for a young farmer program. The number of young farm operators who are 20 to 30 years of age varies according to economic areas of Iowa and by county and by townships within counties. The estimated mean number of young farmers was 8.5 per township, 137.6 per county, and 2,750 per economic area for a total of 13,650 young farmers in the state in 1968.

Establishment in Farming

The data reveal a changing pattern in the age of young farm operators at the end of the 1950's in farming. The mean age of all young farm operators was 21.6 years of age when they began farming. However, those who started before 1955 and 1960 had a mean age of 19 years; the 1961 to 1965 group had a mean of 21 years of age; and the 1965 to 1968 group had a mean age of 23 years when they began farming. This information supports the finding that in more recent years beginning young farmers hold other occupations prior to farming. Only 20 percent went directly into farming. Twenty percent held only agricultural occupations, another 20 percent had only non-agricultural occupations, and 40 percent had both agricultural and non-agricultural occupations before starting to farm. This information has relevance for the high school vocational agricultural program also. If teachers know that graduates who plan to farm will be performing other work before farming, training related to occupations will be more meaningful.

Fathers and wives are credited with being the most helpful persons in assisting young man to become established in farming. In many cases the father loaned equipment, assists with labor, and provides his son with capital or managerial help during the first few years. In some instances an uncle, grandparent, neighbor or even a stranger serves in this capacity to the young farmer.

Wives are helpful in many ways including everything from doing chores to keeping the farm records and doing field work. Their positive attitude toward farming was considered to be the greatest asset in overcoming the start years of beginning to farm.

Lack of Programs

The young farm operators who were interviewed were not very active in educational programs. Over one-third have attended youth or adult farm clubs. However, several did not have the opportunity since there was only a mean of 56 vocational agriculture departments in Iowa that offered young farmer programs in the years 1950 to 1968. There is a definite need for increased emphasis by vocational agriculture teachers to make young farmer programs an integral part of the overall vocational agriculture program.

The number of vocational agriculture departments conducting young farmer programs has been limited. Reasons for the lack of emphasis on young farmer programs include: vocational agriculture teachers are not concerned with conducting programs for adult farmers. In which young farmers have been included: the number of young men under 30 years of age who are farming is limited when compared to the number of high school students and adult farmers; vocational agriculture teachers believe there is not a sufficient number of young farmers in their community for an effective program; and in most instances, the vocational agriculture teacher has a full-time teaching load without additional work.

More multi-tasker vocational agriculture departments may help to alleviate this situation. All educational agencies need to explore new ways and means for assisting with the education of young farmers. This heterogeneity of young men may be difficult to reach, but they have a need to be reached.

Young farmers are truly a rewarding group with which to work. They need your help and will respond to your efforts. Now is the time to organize your program for next year.

BOOK REVIEW

AMERICAN COOPERATION 1969.

Billed as a yearbook on the business of agriculture, the book is a membership record of the proceedings of the 1969 meeting of the American Institute of Cooperation which was held at the University of Illinois. The Institute held annually serves as a review of the goals, accomplishments, problems, and management techniques of agricultural cooperatives. The yearbook includes speeches by national leaders in agriculture, papers presented, a listing of the 1969 administration and board of directors and a list of the national committees and sections on credit, marketing, production, and education. Sections of the book will be of particular interest to agricultural educators include Research and Education, Training, Youth and Cooperatives, and Young Farmers and Their Wives. The section on training deals with manpower planning and training programs for employees and prospective employees of agricultural cooperatives. The youth section contains reports by representatives of youth organizations in agriculture and descriptions of the accomplishments of the four FFA Chapters which won national A.I.C. awards. A section entitled "Farming and Food" reports the result of a project to develop and disseminate a unit of study on the four ways of doing business. The unit was designed for use in vocational agriculture, economic, and social studies courses. A review of the department of materials appeared in the August 1969 issue of "The Agricultural Education Magazine." Teachers of vocational agriculture will want to become familiar with these materials, some of which are available from A.I.C.

American Cooperation 1969 should be a welcome addition to every vocational agriculture teacher's reference library. Students at the high school level and above who are interested in studying agricultural cooperatives in depth will find the book useful.

Norman D. Ehresman
Western Kentucky University
Planning and Conducting Adult Education Programs

WAYNE W. WOLFE
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Teachers of vocational agriculture have conducted adult education programs for farmers for many years. Many have been presented with problems and guidelines for conducting vocational agriculture programs for farmers. In this article, I present some principles and practices which I have found successful in organizing and conducting adult farmer programs.

Planning
Planning and organization are essential for a successful adult farmer program. Some teachers' lack of success in teaching adults is due to a failure to recognize the importance of planning and organization.

Adult education must be planned as a result of the role and expressed needs of farmers. Surveys, personal observation, and discussions with farmers, community leaders, and personnel of community and governmental agencies should be used to determine the needs of farmers.

Personal contact should not be over-emphasized in planning the program. The farmers should be consulted so that the program meets their needs rather than being a program conceived by the teacher.

Planning should result in specific objectives for the entire program as well as for each lesson. Objectives should indicate what is to be taught, the period of time in which it is to be taught, the period of time in which each farmer will be taught, and the level of proficiency at which the farmer is expected to operate.

Individual Instruction

It is essential that on-farm or individual instruction be a planned part of adult education for farmers. On-farm instruction related to group instruction will be accompanied only if the teacher is convinced of its value.

The ideal situation is to plan and organize a program so farmers report on-farm instruction. Contacts before the course is started can help to bring this about. Group instruction should include specific suggestions where individual instruction would be worthwhile.

Methods used for individual contact are very important. Definite purposes should be developed by the teacher before the contact is made. Farmers should be helped to define their problems and goals. Group contact should be planned on some phase of their operation.

Individual instruction should be limited to one or two improvements at any one time. Farmers should be guided to determine solutions to their problems and the solutions where the solution is not what the teacher desires. Encouraging farmers to go with the teacher to other farms, to meetings, or to demonstrations is usually effective. Key farmers or members of the advisory committee can also be used effectively in helping individual farmers.

Written records of on-farm instruction should be kept. Sometimes it is a good practice to give the farmer a written report of the suggestions. The teacher should use the written report to refresh his memory and plan the next lessons.

Most teachers enjoy and believe in the value of individual instruction, but it is the exception rather than the rule for many adult education programs because teachers feel that what is accomplished is not worth the time and effort that is required.

Systematic Instruction

It is generally accepted that the systematic presentation of vocational education in adult education is that of providing systematic continuing education in agriculture. This method of instruction requires that each farmer course be designed to carry out this function. If systematic instruction is to be provided, there must be specific enrollments for each course, specific units taught as part of each course, and a definite and regular sequence of courses providing continuity between courses.
SUCCESSFUL Use of Advisory Committees

Ken Howard, Instructor
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The use of advisory committees in agricultural education is not new. Successful agricultural education programs usually rely on the use of advisory committees. The most successful programs frequently rely on the lack of advisory committees. There is a close relationship between the use of an advisory committee and the success in agricultural education. Agricultural education programs are benefitted by the use of an advisory committee even if the committee is not as functional as it should be.

Recently a stigma has been attached to a precise set of guidelines for selecting members and using and organizing advisors. For my part, the stigma is why some committees have not been beneficial. Guidelines should only be used to direct and not be accepted as exact policies to follow.

Factors for Success
From my experience with advisory committees in secondary and post-secondary agricultural education programs, I believe some factors can be associated with success and some with failure of advisory committees.

- The size of the committee seems to vary with the program. Large advisory committees with twelve or more members are found in the best programs. Five should be the maximum number. It is much easier to orient five members than a dozen. More harmony prevails, assembly can be quicker in emergencies and there is a feeling of honor among the five individuals.

- Who should be selected to serve? The committee should be composed of a small number of people. It is essential that the members represent the vocational area for which you propose to prepare applicants. For example, in agriculture you should select the most progressive farmers. School administrators are too busy to be members. Civic club members are not knowledgeable about the program or you generally interested. Newspaper men are interested only in news and will attend only one meeting—the first. Labor union personnel will likely join the staff. State employment personnel are, by law, noncomittal. Yet these groups can be helpful. When the need arises, invite them as special guests to meet with your committee for a specific purpose. Do not ask them to pledge their time to be active members of the committee.

- How often should the committee meet? You can kill the committee by too many meetings. A committee, except in one or two meetings, would be a poor investment of the committee and the job done. The number of meetings required will vary with the program, but no more than three regular scheduled meetings per year should be attempted. Remember, these men are businessmen who are employed all the time. How would you like to work in their business one day per month? Here is another thing to consider. A committee of twelve or more members meeting once per month will require as much time as it would to conduct a good adult or young farmers program. Where do you place your priorities?

- We must recognize and acknowledge approved and effective policies that come from suggestions of committee members. Nevertheless, it is more important to have deep enough to let him know that some of his ideas become established. We are not always the best committee members. You should not be guilty of inferring the members they may not have policy-making authority. Why do we ask for their advice? Let them know that we respect their use or to reject their ideas. However, never fail to give credit to members of the committee.

- Personal contact should be main-tained with the committee members. My objective is to visit each member at his place of business at least four times per year. Usually a member will be more receptive to cooperation with his ideas in the privacy of his office than in a group meeting. Some of the most effective advice emanates from individual visits. Personal contact helps to maintain a social atmosphere between you and the committee members. If an individual cannot socialize, the group usually cannot compromise.

- What does the committee actually do? The committee should be asked to do only things the instructor or coordinator cannot do. They may help you do the things that tend to re-enforce your own ideas. When members are asked to help conduct community surveys, evaluate the results of a program, or publicize the program, we are doing the members of the committee and the institution. The major objectives of an advisory committee should be to help the institution better prepare its students for success in industry. The major objectives of an advisory committee should be to help the institution better prepare its students for success in industry.
Education for Young Farmers

DOYLE BETL, Supervisor
Wisconsin Board of Vocational, Technical and Adult Education

One of our greatest, undeveloped resources is the people who are already living in our areas. With today's emphasis on innovative job-oriented programs, this idea may not be emphasized enough.

Funds invested in preparing people to maintain and operate farms generate both tangible and intangible financial and other rewards. Frequently the theme is recited that disadvantaged people move into the country and become valuable workers. Also, more affluent members of society are moving to the country. It is my belief that adult education for neither of these groups will return dividends based on agricultural education as we know it. Unless there is a type of program not normally associated with production agriculture.

Young Farmers

This article deals with educational programs for persons becoming established as farm operators. Many are called young farmers. Age is not the criterion in the definition; degree of establishment in farming is a more accurate criterion. These beginning farm operators have several characteristics. They often require a great deal more credit than is good according to the rules of thumb used by bankers and other credit agencies. Frequently their families are very young, with pre-school and elementary school children making up most of their dependents. Willingness to discuss mutual problems, an interest in the new technologies associated with farming, and a desire to learn are other characteristics of this group.

Experience in Wisconsin indicates there is a desire by these individuals to learn. Programs of this nature increased by ten during the 1968-69 school year with enrollment increasing by 12 percent. In 1969-70 the number of instructors increased by seven and enrollment increased by over 400.

Instruction

The learning situation for young farmers must have relevance. Much of Wisconsin's program is based on both the oldest and most trusted of educational concepts — one teacher to one pupil — which is illustrated by individual on-the-job instruction. On-farm instruction averages about one and a half hours per month or 18 hours per year, an individual-on-the-farm instruction per year for each of the first two years. As enrollees become more adept at solving problems, on-farm instruction is reduced to one hour per month in the third year and to one and a half hours each month the fourth and fifth years. At the end of five years most enrollees have "graduated."

During the five-year enrollment, at least ten classroom sessions are offered each year by the instructor. Classroom instruction ranges from units as short as one session each year on income tax law changes to four or five sessions on a unit meeting major emphasis during the initial year and to short reviews on new developments during ensuing years.

Curriculum

The curriculum is designed to meet the agricultural needs of local areas. A student may enroll at any time which allows him to complete the entire program five years later. The curriculum is not designed to disseminate the latest research information or to accommodate a desire to learn a subject in depth. Only basics are covered. This is not by accident. A beginning farm operator often lacks a knowledge of the basic skills, techniques, and concepts which will allow him to incorporate new research into his operation. Hopefully, he will learn basic skills and problem solving methods which will enhance his farm income, his family's stability, and his community tax structure and give him confidence to try new ideas.

Typically an enrollee's farm and farm operation are surveyed during one of the first individual instructional sessions. This allows the instructor to determine where the enrollee is insofar as establishment of a sound farm operation is concerned. It also allows the enrollee and the instructor to develop a realistic training program geared to individual needs.

Often an enrollee begins receiving instruction no later than the second meeting. If he enrolled in August, the second meeting in September or October may be on "determining corn yields," which involves estimating corn yields. The calculation of yields may point out a poor population, need for a seed test, insect and disease problems, and possibly a harvesting problem. On the basis of this lesson, two or three minor individual lessons may be developed which are spinoffs from discovered deficiencies.

Enrolled management records are important. Also important is the instructor's ability to use records with the enrollee. In the enrollee having his records and present recording system are perfect he cannot be helped and must be directed from the individual instruction program. Because dairying is important in Wisconsin, the herd must be on test.

Some Questions

Two questions must be answered. What happens to the graduate? We hope he continues his education through enrollment in an adult farmer class. These classes may be taught by high school teachers whose primary responsibility is to secondary school students. These instructors may teach skills, or if they are interested in a particular area and have expertise, they may teach new techniques. Also they may look to outside people as resource persons.

Their programs must have objectives and not be arranged only to accommodate guest speakers. Usually a single lesson unit, such as winter feeding of dairy cattle, is reviewed relating back to the experiences and problems of the previous season. University Extension specialists serve a class very adequately.

This brings up the second question. How is liaison and good working relationships with the University Extension Service maintained? Certainly the efforts of the extension and vocational education programs will be coordinated. The young farmer instructor must meet with the person representing extension frequently to ensure that each group knows what the other is doing, to eliminate conflict of meeting dates, and to gain maximum use of extension specialists.

Successful Use of Advisory Committees

(Continued from page 41)

Activities of the Committee

Some things the advisory committee is asked to do in helping develop a program in agriculture are: Prepare class at the proper time. Three Rivers Junior College, Poplar Bluff, Missouri are listed.

—When it comes to selecting equipment for the classroom and laboratory, we could make some mistakes that would be unpalatable. We ask the committee to advise us when selecting the kind of equipment needed, the amount needed, the test, and source of particular brands or types. For example, one of our members manages a grocery store, so we were able to select the most popular types of menu mixtures for testing grain. Who know? You may know the answer.

—We request information relative to a particular training station. Businessmen know their competencies better than the coordinator. If you need a character reference, ask your advisory committee member.

Prevention of insect damage can be protected through field inspection.

Some Problems

Some of the common problems that exist when using an advisory committee can be avoided if special attention is noted. Here are some things to keep on guard against.

—The members will have a tendency to agree on everything. They will start to use the easiest way to solve a problem is to compromise with each other. Be on the alert for this.

—The committee may become inflexible.

—The chairman of the committee may try to rule with an iron fist.

—Be careful that the committee members do not choose sides and become deadlocked on all issues.

—Prevent patronism by recognizing the cost in money and time.

—The minority can control the group by withholding their vote.

Many rewards can be realized if you are privileged to work with a functioning and effective advisory committee.
Adult Education for Animal Technicians

STEWART S. McDONOUGH
Walter Biddle Saul High School of Agricultural Sciences
Philadelphia, Pennsylvania

The Walter Biddle Saul High School for Agricultural Sciences (Philadelphia) offers eight courses in vocational agriculture. In addition to agricultural production, courses are offered in machinery sales and service, resources management, floriculture, landscape horticulture, meat cutting, turf technology, and laboratory animal technology.

Adult Education

In Philadelphia there are well over 2,000 animal technicians involved in some way with the production, care, or use of experimental animals. These men and women are employed by animal breeders, hospitals, universities, drug and research corporations, veterinarians, the zoo, and other forms where laboratory animals are kept. The demands of their jobs are equally varied and range from semi-skilled labor to managerial responsibility. A need for better trained technicians resulted in an adult education course for individuals who work with laboratory animals.

The evening course was the result of a cooperative effort between the high school and the Philadelphia branch of the American Association for Laboratory Animal Science. This organization sponsors and disseminates information related to laboratory animal care and provides a valuable link between the scientific and educational communities.

At the national level the Association provides for recognition of technicians with advanced skill levels. One purpose of the course was to fulfill one of the Association's requirements for certification as a junior animal technician. This qualification often means promotion, pay increase, and greater self-esteem.

The Course

In the planning stages questions arose as to the need for such a course, the manner of presentation, and the specific skills and understandings that are to be emphasized. Although enough diversity would probably exist among the students to cause a comprehensive overview to be less than ideal, it was felt that an introductory course was needed as it would provide widely based appeal and usefulness. Thus a lecture series taught by a number of outstanding authorities and speakers was decided upon. Experience thus gained would pave the way for more specific programs in the future.

By using the influence of the re- search community, thirteen outstanding speakers were recruited from as far as Oak Ridge, Tennessee, St. Louis, and Baton Rouge. The speakers themselves gave the course a probably significant factor in its success. Honoraria and traveling expenses were provided where necessary, however, most speakers from commercial organizations were presented with gifts of appreciation. Tuition of $35.00 for the entire course or $5.00 for audit of any given lecture was charged to cover expenses.

The course included the following units of instruction: role of the laboratory animal technician; live, living matter, and biological organization; genetics and mating systems; breeding data for laboratory animals; nutrition and metabolisms; handling; animal health and disease; sanitation; animal facilities and design; bedding materials; administration, management, and record keeping; safety; and animal experimentation.

Enrollment

Extensive publicity began three months before the course was to begin. All releases who belonged to American Association for Laboratory Animal Science were asked to carry the word in their daily visits. Notices were carried in a number of professional journals and in many allied newspapers. Local news media cooperated with publicizing details, over 500 printed programs were mailed to members of the New York, Washington, and Philadelphia chapters of the American Association for Laboratory Animal Science.

It paid off! Fifty-three people representing seventeen institutions from three states enrolled. The tuition fee for all but six pupils was paid by company.

Demonstrations and student participation are important in developing proper animal handling techniques.

Of the forty-seven students who completed the course, age was distributed from less than twenty years to greater than sixty. Formal education ranged from six students without high school diplomas to three who held bachelor's degrees. Experience in animal care varied from less than one year to greater than ten years with over half of the students having worked fewer than five years in animal care.

Evaluation

Ninety per cent of the students stated that their reason for taking the course was to better understand animal care and to increase technical skills. While only 30 per cent indicated employer base requirement, 78 per cent wished their supervisors to be informed of their participation in the program.

A majority felt that a text would be helpful. Many also stated a preference for a few select instructions to many guest lecturers. Many felt that the course should have been augmented by additional movies, slides and demonstrations, increased student participation, and more frequent quizzes.

Most students wrote favorably when asked anonymously for their comments. In general, they thought that the course provided new and meaningful information which was easily understood, that it dealt with their interests, that it was well organized, and that speakers were well prepared. The majority indicated an interest in advanced programs and felt that the $50.00 tuition fee and their time were well invested.

Although the format of the course was the same throughout the year, each student decided how any single technique could effectively meet the varied educational needs of those enrolled. Furthermore, differences among the entire community of animal technicians are even greater than among those enrolled in the course.

Future Planning

When vocational objectives are identical, it is debatable whether the grouping of students is worth the effort. However, when the desired level of achievement is not consistent and when students need to develop different skills or operational techniques, it becomes evident that they should be grouped according to their needs.

Future training programs should be carefully geared to the needs of the participants and their employers. Long and broad spectrum courses should be emphasized in favor of concise units dealing with specific jobs and problems. These units would be more adaptable and thus better able to utilize the resources of the animal care community and would enable technicians to strengthen areas of weakness and to increase knowledge in their areas of interest. New knowledge would be put to immediate use, employers should be willing to send a greater percentage of technicians to units concentrating in special skill areas and dealing with specific problems.

This experience has shown that cooperation between schools and employers can result in dynamic and useful courses for adults. The industrial community will offer many resources to educators who are willing to expend the time to organize and conduct worthwhile programs. Industry will arrange tours of facilities, encourage employer participation, pay for many course related expenditures, and provide qualified consultants. Schools must reciprocate by providing direction, organization, and teaching.
Developing Human Resources
Through Adult Education

LAMBERT SCHELLING
Dorrit Lakes Area Vocational-Technical Institute
Dorrit Lakes, Minnesota

One of my greatest enjoyments in teaching has been observing farm women and family members work together. Observing a father and son hike a roof, observing a father showing a one-year-old how to adjust machinery, observing a mother and father assisting in preparing an animal for market — PFA show, the genuine interest of the whole family in the farm operation, and the general happiness of families even though the returns are meager at times are worth the sacrifices families working together. It is good to have a part in developing boys and girls with farm background to take their place in society.

My greatest disappointment has been the gradual deterioration and disappearance of the small farm. Present farm programs are not helping the small farm; in fact, they have help create its downfall. The resulting social upheaval is beginning to show. This is the reason for our program and my story.

The Program
Forty farm families are requesting services of the Detroit Lakes Area Vocational-Technical Institute in specialty crops production, consisting mainly of small fruit and vegetable production. The program includes approximately 90 per cent of all producers in a 50-mile radius of one of the greatest resort regions in the nation — the Northwest Minnesota. The slogan for the area is “412 Lakes Within 25 Miles.”

Statistics label the counties in the area as economically depressed. This is basically due to low income derived from farming because of higher initial costs, costs of operation, poor management, and marketing problems. Young farmers are disappearing from the land, farms are being sold to absentee landlords, and many farmers are looking for work elsewhere which leads to other unrelated problems. In many cases, farms deteriorate further since there is no economic gain.

The area has a very strong element of largely, hard-working people with very large families who are determined to stay on the land even if the family is not on the farm. Their hope is something which would increase their income enough to make this possible. With education and material help, the Specialty Crops Program is designed to meet this objective.

Objectives
The general objective of the Specialty Crops Program is to establish the small fruit and vegetable growing industry in the area as an organized and recognized industry of commercial growers dedicated to quality produce which contributes to a sound economic force and a better community. Some specific goals of the program include the following:

- Help save farm families which can adapt to change and improvement
- Raise net incomes from $500 to $3,000 per farm
- Increase efficiency of farms by record-keeping and by producing quality produce
- Less unemployment payments
- Enable farmers to stay home and earn a living
- Furnish households extra spending money and income to teenagers

Through assistance in buying seed, plants, fertilizer, and irrigation equipment, an agronomist of the Office of Economic Opportunity assists in the program with Mahube enrollees.

Long Term Goals
The following long-term goals have been established:

1969-70: Run trial forty producers; establish new strawberry and raspberry acreage; establish farm record system; build six marketing sheds for berries; establish experiment per farm; design and test irrigation systems; add fifteen irrigation systems; establish weed control plot with University of Minnesota cooperation; and hold organized classes and business meetings.

1970-71: Enroll fifty farmers; establish a Farmers Market; organize into marketing cooperative; attract outside buyers for produce; establish refrigeration at market sites; add new specialty crops; have forty irrigation systems in area; have an experiment on every farm; analyze records of farms which are diversified; assist in other farm production areas; hold organized classes and business meetings; cooperate with University of Minnesota in conducted experiments.

1971-72: Enroll seventy producers; attract processors; secure refrigeration trucks; build greenhouse; build complete facilities at Vocational-Technical Institute for loaning sprayers, irrigation parts, and classroom facilities for area seminars; establish permanent market stand at outlying areas; secure contracts for production; consider joining with marketing area; have public stands at fairs; use a marketing label for quality; cooperate with University of Minnesota in experiments for blueberries, variety trials, and chemical trials; secure marketing specialist as full-time employee; have irrigation systems for all producers; and establish production quotas.

Producers enrolled in the Specialty Crops Program will elect officers and form committees dealing with cooperatives, publicity, finance, and irrigation. Each committee will develop a program of work. The group will select a name and symbol. Regular classes will be held from October to April. There will be one business meeting per month and at least one officer meeting per month.

Accomplishments
Twenty class sessions have been held relating to all phases of fruit and vegetable production. Twenty additional sessions of office and committee meetings have been or will be held this year. Attendance at class meetings has averaged forty-five with wives generally participating. The farthest participant drives 55 miles one way. Four Indian or part-Indian families are enrolled. Nine families have over nine children each. One family has fourteen children. Five families had net incomes under $500 before enrolling.

Four power sprayers, three mechanical planters, and other equipment purchased by the Mahube Council has been in continuous use. Portable irrigation is also planned for these who have not yet secured their own systems. The devotion of the families to the program has been tremendous. Twenty families attended a class session when it was over 40 degrees below zero. Thirty families participated in drawing new symbols for marketing products from which a selection will be made. Already after short duration of the program, family working relationships have improved. The wives see some money returns for their efforts. Dads are beginning to taper away from farm work and taking much more interest in their small farm operations. General housecleaning about the farmstead is showing improvement since farm class members will be visiting projects on class tour. Best of all, the program is recognized by the Detroit Lakes Industrial Development Corporation.

Our philosophy is not to remove the small farmer but to save him.
In the early years of vocational agriculture, "farm mechanics" was commonly referred to as "farm shop" and was designed to teach boys how to perform the common repair and construction jobs around the farm. The teacher concentrated on developing skills in the use of general tools and materials and in doing practical farm repair jobs. This was the philosophy of the role of farm mechanics through the 1920s.

In the 1950's the shop program changed somewhat, still development through shop exercises and projects became the major objective. A typical program included areas such as forge work, carpentry and woodworking, new-fitting, tool fitting, cold metal work, plumbing and water supply, harness repair, rope work, concrete work, a little electricity and machinery repair.

**Nail Box Era**

During this era of the shop program we saw the introduction of the building of "trinkets," or as they are called by some "survival kits" — the shoe shiners, the nail box, the trend board, the cedar chest, the picture frame, the gun rack, and others. During this same period of time, 1930 to 1960, we saw a movement in reorienting the farm with tractors, complex field machines, crop processing equipment, electrical equipment and controls, and more sophisticated farm structures.

During this period we also saw a mass movement of the farm population to urban areas and the rapid development of the nonfarm businesses. Yet the objectives and teaching of farm mechanics did not keep up with the changes that were occurring. Little teaching was directed to the more complex areas of the mechanization of farming. The farm mechanics program has been in many cases shop skills which are a vital part of the program, but shop skills should not be considered to be the total program. The major question in hand today is what are we going to teach about modern machinery and mechanization?

There has always been some question whether making nail boxes, broom heads, chicken feeders, or putting a bottom in a wagon box were the most important things to teach. Teaching skills in the use of hand tools is important, but it was not so important that the entire effort of the program be directed in that direction. The real problems are in the areas of electricity and power and machinery.

**Terminology**

What about the terminology of the program? Terminology has already, in part, directed the program toward a skill-oriented program. It has never been clear exactly what the term "farm mechanics" means since "mechanics" has reference to the science that treats forces and their effect. A mechanic, on the other hand, is a person who performs manual skills.

The change in the long and short definition of agriculture is that farm mechanics has expanded to include preparing students for employment in nonfarm occupations and for pre-professional training. The majority of job opportunities exist in the services and other nonfarm related areas. A subcommittee of the American Society of Agricultural Engineers which is comprised of teacher educators and agricultural engineers have in the past established the trend in the total program in agricultural mechanics. The new program is referred to as agricultural instruction which is a more descriptive term and has reference to instruction related to the machinery and automation of agriculture and related concerns. The new program includes areas: processing agricultural products, agricultural power and machinery, soil and water management, agricultural electricity and controls, agricultural buildings and conveniences; basic processes or skills — shop work.

**Progress?**

Let's reflect on how the mechanization phase of vocational agriculture has expanded through the 1950s and 1960s. We must admit that it has done so in large by adding more welders and a few more woodworking benches. Is this a progression? This is progress, but the question is, in what way is this progress being made, but the question is, in what way is the program expanding, but the progressiveness is in question. How about building more nail boxes or more cedar chests? Is this progress?

The time has come when teachers must re-evaluate the broad objective in this area. Building trinkets and welding generate enthusiasm among students and parents, but can this re-tune justify spending most of their time doing this? We must raise our sights higher toward the more important and more profitable areas which will help prepare students for jobs in this highly technical world.

**What to Teach**

The basic problem in teaching agricultural mechanics today is not how to teach but what to teach. Teachers are usually well qualified in the mechanics of teaching, but the total concepts of the program are vague. There is evidence that the mechanization phase of agriculture is probably the most neglected.

From a national picture, 20 to 60 per cent of all teaching time is earmarked for the teaching of mechanics. However, from observations, the program is somewhat ametic. Why is this? Could it possibly be that we have not properly prepared ourselves? Is this area too difficult to teach? are we satisfied with the knowledge we have in this area and refuse to learn more? or have we not defined our objectives?

There is no one prescribed way to teach this area of vocational agriculture. The main point to remember is to teach the basics of the whole program — not just farm shop work. Vocational teachers have for years rationalized by saying that they didn't have time to teach other things. Today, there is an increased awareness that the things which have been taught have been taught so long that it is not needed. This is a question whether there are justifiable excuses. Instructional material has been scarce; however, today there is ample teaching material available which can be adapted for the student. Some must be purchased. The teacher may, in some cases, have to use their own money to buy books and other instructional materials.

**The Problem**

How do we start teaching agricultural mechanization? The old concept is that the shop is the place to go for this type of training, but the program is expanding, but the progressiveness is in question. How about building more nail boxes or more cedar chests? Is this progress?

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Demonstration Plots

Aid in Teaching Adults

DON JENKINS
Teacher of Agriculture Occupations
II. P. A. B., Illinois

The man advertised for in the accompanying ad is you—a teacher of agriculture. The persons placing the ad are the farmers in your community. If you do not believe it, drive out into the country and look for yourself. How do farmers in the community greet you?

The preparation for the job described in the ad doesn't come from a textbook primarily but through direct work and practical experience. One way to gain the practical experience is through research farm laboratory plots. The site of the plots isn't as important as your desire to find answers to problems.

Problem Solving

Be open to suggestions and jot down questions that students and farmers have asked. Then seek the answer to applying the problem-solving method: define a definite problem; state a goal; collect and organize the evidence; act; and evaluate your performance. This is set up additional study.

Work on a single problem, that is, don't mix herbicides with hybrids in one plot. Do only what can be done well. You won't have all of the answers but hunt like the devil for those you are trying to find.

Define definite problems that farmers have and work on those a few at a time. Let people know that the plots exist. Teachers should not be afraid to be seen in the plots during and sometimes after, working hours. If this is not worth extra hours of your time, start it. Conduct tours of the plots for groups and individuals.

WANTED

A man to live in our community to assist a large group of farmers to make wise production decisions.

Job Includes: Teaching and helping farmers select and plant hybrids correctly; control weeds, insects, and diseases; analyze and solve harvesting problems; and provide other information of value.

Working Conditions: Office space will only be used in the winter. All of the other time will be spent in the field.

Salary: Gratitude for someone who cares paid on the following scale: if the man ignores our problems, we ignore him; if the man says hello, we offer the same; if the man is concerned enough to help us, we will sound on his door at 7:30 a.m. to give him a chance to help us.

The following was written by Roy Hallstein, President, Washington Vocational Agricultural Teachers Association, Coastine, Washington, and appeared in the Association's Newslette in November 1969. I believe, like Roy, that we are facing much uncertainty of our day, there is an even brighter future ahead for vocational agriculture and the FFA.

We are living in a confused age with many traditional concepts, ideas and procedures being questioned. Maybe this has always been and always will be the state of man however uncomfortable it may be. Education and society itself are in a state of flux. We have flexibility to quickly adapt to different needs and situations. We have subject matter that covers the broad spectrum of human learning and experience geared to future needs.

We have the strength need experience of searching examination and criticism. We have the knowledge that the traditional high school curriculum was not designed for today's students. We have the ability to make use of modern educational facilities and teaching techniques. We have the opportunity and responsibility to offer the student a wide variety of educational experiences which will enable him to become a productive member of society in a rapidly changing world.

We have the knowledge that the man is on the stage of becoming a specialist he needs to do more than follow the logical principles that have long taught in plant and animal science. We know that he faces many unknowns in the preparation of young people for future careers.

For over three fourths of those now living in the next quarter century, we know that our environment is becoming more pollu and damaged and that it will not furnish the conditions and materials necessary for life by the lowest acceptable standards.

The opportunities in food technology and environmental science seem to me to be without limit. Even if many of our students do not plan to follow an agro- cultural career, it is necessary that as participating members of society they are made aware of the ecological problems facing mankind. After all, no problem is solved until the problem is recognized as a problem and defined.

"Press" the need to look at, seek information, and understand the effects of the food system on the environment which are significant to their careers in agriculture in the future.


Improving your personal ability in oral communication is the central emphasis of the book. Problems of talking at home, on the job, at a party, and in group discussion are identified and used to focus suggestions. Only one chapter is devoted to organizing the formal speech. Suggestions, tips, and "practice selections" cover the general concerns of self control, preparation, voice control, vocabulary and grammar. The need for "You're Talking!" is relatively easy to read, making it adaptable to various age groups. The choice of exercises would appear most satisfactory for adults. The lack of sections from the current scene could be compensated for by an alert teacher. Generally, it would seem to be best suited for adults and for limited use in secondary school classes. It should prove a most helpful reference for students in vocational education engaged in a cooperative type of training program.

W. Howard Martin
University of Connecticut
Stories in Pictures

ROBERT W. WALKER
University of Illinois

Facilities for teaching floriculture in the high school at Jackson, Michigan. [Photo by Walter McCrady, Michigan State University]

Richard Hieatt (left), President, and fellow alumni of the Southern Illinois University College of Agriculture FFA Chapter discuss plans for their organization's leadership. At a recent meeting, Thomas Scherf, Vice President; David Heikka, Treasurer; William Dyer, Secretary; and Gerry Kraft, Executive Director, worked on the planning process. [Photo by Southern Illinois University]

Featuring — FFA: PAST — PR