NEW SPECIAL EDITOR APPOINTED

Donald E. McGeeth, Assistant Professor of Agricultural Education at the University of Rhode Island, has been appointed Special Editor from the North Atlantic Region.

Dr. McGeeth is a former teacher of vocational agriculture at West Manchester, Ohio. He received his B.S. in Animal Science from the Pennsylvania State University, his M.A. in Agricultural Education from Ohio State University, and his Ph.D. in Agricultural Education from the Pennsylvania State University. His major responsibilities in Rhode Island include undergraduate teaching in agricultural education and coordination of a master's program in Youth and Adult Education.

Dr. McGeeth is presently the treasurer of the American Association of Teacher Educators in Agriculture, and a member of Phi Delta Kappa, Gamma Sigma Delta, Alpha Tau Omega, and the American Vocational Association.

HOWARD MARTIN RETIRES

Professor W. Howard Martin was born 1910 in Vermont, educated in her schools and graduated with honors from her state university. She served as a secondary school teacher, coach, and assistant principal before joining the faculty of the University of Vermont as an assistant professor. Her Masters from Cornell University and Doctorate from the University of Illinois did not complete her education, he is still a practicing scholar. Joining the University in 1948 as Associate Professor of Agricultural Education, he has had a distinguished career — Editor of Agricultural Education Magazine, Consultant to the Government of Northern Rhodesia, Editor of the Connecticut Teacher Education Quarterly, Director of an Education Professional Development Act Project. He provided strong leadership in the development of the Regional Vocational Education Centers in Connecticut. He will be remembered by his colleagues as he retires after 30 years of penetrating analysis of educational problems, his helpful hand, and his incisive wit. Howard enjoys his retirement in the beautiful Vermont hills.

OCCUPATIONAL EDUCATION STUDY TOUR

The University of Akron is presently planning its 1972 occupational education study tour to southern Europe. Included in the 21-day tour will be Spain (Madrid), Italy (Milan, Venice), Switzerland (Geneva), and France (Paris). The tour is currently scheduled to leave New York June 29, 1972 and return July 20.

The educational emphasis of the tour will be on visiting local vocational and technical education facilities in each of the cities visited. In addition, city tours and free time for independent adventures will be provided.

Tour participants may, if so desired, earn five quarter hours of undergraduate or graduate credit for the summer program of the University of Akron. Those who are employed in the field of occupaional or technical teachers, counselors, industrial arts teachers, administrators, etc., may be able to have a major portion of the cost of the tour as an incentive for deduction. All educators are welcome to participate.

For further information on this day courier tour, please write to Dr. Bill J. Prye, College of Education, The University of Akron, Akron, Ohio 44209.
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The Agricultural Education Magazine
Vol. 44 April 1972 No. 10

It is obvious that for a local teacher of Vocational Agriculture to plan and teach courses for a wide variety of clientele groups, he must give up many other teaching and counseling activities, and at the same time, may be spreading himself too thin.

Articles submitted for our theme "Serving the Out-Of-School Group" suggest that local secondary teachers consider the adult production farmer their second priority clientele group; the secondary students being first. This is as it should be. However, what steps can a local teacher take to enable an adult to be able to conduct effective programs which will serve a variety of clientele groups?

The secret is for the teacher to be in the lead in structuring the program. Do not allow the School Board or Administration to structure your program for you by: 1. selecting courses and classes, then inform you. 2. Defining maximum enrollments without consulting you. 3. Making decisions about your program budget and policy without consulting you. The innovative, interested and progressive teacher usually desires to do and does implement an effective program in his community. In most situations, school administrators and Boards of Education will approve the agriculture teacher extending the vocational program. The net effect is more program for the same amount of salary dollars. But, are you being fair to yourself, your family, and your profession by perhaps over extending your talents? It is possible to be "burned out" at an early age in teaching, too.

I submit that the more practical approach to systematically broadening a local program is for a citizen advisory committee, working with the teacher of agriculture, to study carefully the clientele needs within the school service area, and make well-defined recommendations to the School Board concerning:

1. Clientele groups to be served, in priority order.
2. Courses recommended for each clientele group, in priority order.
3. The amount of staff manpower, equipment, and facilities needed to conduct the total program, broken down in terms of 1, 2, 3, 4, etc., and projected operations. In other words, the recommendations would show that "we can serve the following groups, with these courses, facilities and equipment in a one-man program,""we can serve the following additional groups, with these courses, facilities and equipment in a 3-man program." etc., etc.

(Continued on page 251)

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MULTI-AGENCY COOPERATION IN ADULT EDUCATION NEEDED IN 70's

A Rationale for Greater Cooperation

The combined effort of advanced technology and economic pressure has forced agriculturalists to increase measurably their level of productive efficiency and depth of educational knowledge. Progress engendered in agriculture as either owners or entrepreneurs of large farming operations, or more appropriately, complex businesses, are seeking a coordinated solution in a conditional search for: applicable, reliable information.

The five major agencies that have emerged to provide educational services to agriculture for adults include: (1) the secondary public school system in the state-high school; (2) the federal and state cooperative extension service programs; (3) the agricultural colleges and universities; (4) the agricultural business and industry. Although there exists in educational programs provided by individual agencies and (Continued on next page)
One of the major thrusts has been to improve the proficiency of the food industry's labor force.
Dairy plants were concerned with the new laboratory techniques required to implement the requirements of new laws. The microbial area, waste disposal, sanitation agents, legal implications and sanitation methods and procedures were included.

Because of the tremendous response, the first section of the seminar was filled within two days of the initial announcement of the seminar. These seminars were well established and they also were filled within two weeks. Seventy-nine students from 18 different companies, both dairy and canoeing/leisure industries, participated. Because more students were interested than could be accommodated this year, the seminar will be repeated next year.

Also, a series of three separate one-week seminars on the farm essentials: managers for maintenance personnel of canoeing companies were held at all three campuses. They were sponsored and conducted by the Wyne Oil Company. These seminars also were attended by farm implement dealers, fertilizer, farm machinery dealers, farm markets, and farmers. However, in each of the seminars, one-third to one-half of the enrollment came from the state's canoeing and freezing industry. Over 200 persons attended these seminars.

The Moraine Park Technical Institute is currently working with the state's food industries to determine the needs for additional adult education subjects in future years. For example, in a survey just completed in cooperation with the Wisconsin Canners and Freezers Association, at least nine other causes not yet offered were identified as needed for the canning/freeze-drying industry. Topics preferred included such courses as hydraulics, freezing technology, applied electricity, quality control and control operation. Surveys are now in progress with the dairy industries.

The Moraine Park Technical Institute, at all of its campuses, has been put in the forefront of the state's food industries to the opportunity to improve the proficiency of its labor force by conducting well-planned educational programs and will endeavor to continue doing so in the future by serving the very important and growing dairy-industry group employed in the production of our most vital product - food.

**TEACHER SHORTAGE CONTINUES IN AGRICULTURAL EDUCATION**

Vocational agriculture is one of the few remaining teaching fields which report a shortage of teachers. Last year 150 teachers were reported needed but unavailable on the annual survey of "Supply and Demand of Teachers of Vocational Agriculture." A report breaking down the shortage in teacher numbers in 1971, the largest number of teacher openings in any of the past seven years. At the same time the percentage of all enrolled agricultural students who entered the profession to teach in the past four years was shown in Table 1. In 1965, 64 per cent of those qualified for teaching entered the profession compared to 56.6 per cent in 1971. A turnover of 9.7 per cent was expected for 1971 which is about normal for the profession.

**A SEVEN YEAR COMPARISON OF SELECTED INFORMATION ON SUPPLY AND DEMAND OF VOCATIONAL AGRICULTURE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Trained</th>
<th>Teachers Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>1,020</td>
<td>618</td>
</tr>
<tr>
<td>1965</td>
<td>1,046</td>
<td>604</td>
</tr>
<tr>
<td>1966</td>
<td>1,064</td>
<td>614</td>
</tr>
<tr>
<td>1967</td>
<td>1,064</td>
<td>614</td>
</tr>
<tr>
<td>1968</td>
<td>1,068</td>
<td>616</td>
</tr>
<tr>
<td>1969</td>
<td>1,068</td>
<td>610</td>
</tr>
<tr>
<td>1970</td>
<td>1,068</td>
<td>596</td>
</tr>
</tbody>
</table>

*Source: Table 2 does not include 957 teachers of agricultural education in technical institutes, community colleges and similar institutions.*

A comparison of the number of positions in teaching vocational agriculture over the past seven years shows that the professorial staff has stabilized at around 10,500 positions. These figures do not include 957 positions in technical institutes. Supervisors, however, probably predict that 11,577 positions will be available by 1975.

**Missing Future Teacher Shortages**

One way to meet future teacher shortages may be in employing teachers from states which have a surplus of agricultural personnel. Table 2 lists those states with twenty or more qualified persons who became employed in other fields other than teaching vocational agriculture. Such states represent desirable sources for teachers of vocational agriculture on the part of potential employers.

The first three states, Texas, Illinois and Kentucky alone had a total of 250 qualified persons last year employed in occupations other than teaching. Enough to have more than meet the nation's teacher shortages.

**PROGRAM BUDGETING CAN BROADEN YOUR PROGRAM**

(Continued from page 247)

Once you decide what your school needs, the next step is the budgeting process. Here is how to budget your program needs. It is called the program budgeting process.

Once you provide the local Board of Education with well defined suggestions, naturally you are involved in planning your program. You must continue educating your school board as well as teaching the other administrators and teachers what you want them to say if they want the teachers the "program" they are willing to pay for. This is also as it should be because the School Board should determine the needs of all school programs.

**Dr. Ralph J. Woodin is chairman of the Professional Personnel Subcommittee, Committee of the Agricultural Education Division, APA, and Professor of Agricultural Education, The Ohio State University, Columbus, Ohio.**

**TABLE 2**

<table>
<thead>
<tr>
<th>State</th>
<th>Total Qualified</th>
<th>Employed in Other Occasions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>330</td>
<td>156</td>
</tr>
<tr>
<td>Illinois</td>
<td>124</td>
<td>61</td>
</tr>
<tr>
<td>Kentucky</td>
<td>79</td>
<td>33</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>69</td>
<td>26</td>
</tr>
<tr>
<td>Alabama</td>
<td>64</td>
<td>25</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>50</td>
<td>28</td>
</tr>
<tr>
<td>Arkansas</td>
<td>45</td>
<td>22</td>
</tr>
<tr>
<td>Minnesota</td>
<td>63</td>
<td>21</td>
</tr>
<tr>
<td>Ohio</td>
<td>42</td>
<td>20</td>
</tr>
</tbody>
</table>

The well-informed School Board is more likely to approve recommendations for broadened programs, especially those for serving out-of-school youth. The intent of our message here is to encourage the local teacher to program budgeting process possible within his area of responsibility; knowing that additional client groups are in the hands of other staff. The person still skeptical for taking the lead in local program planning is the teacher.—R.D.D.
HAVE YOU CONSIDERED A "HOME GROUNDS MANAGEMENT CLUB"?

In the spring of 1971 a departmental decision was made to broaden our offering to the out-of-school group during the 1971-72 school year. As a result, we already had a Young Farmers program in operation and were again planning a shop program for adults of the county during the winter. With the idea of broadening the offering as a series of night lessons on caring for the home grounds, but after much consultation we decided to develop a club which would meet

monthly with programs on home grounds care. The club name thus became "Home Grounds Management." Observations indicated that people were spending more time, energy, and money on their home grounds and were taking more pride in their landscapes. The club identified a need for an adult education program on the subject. Agricultural education departments near urban areas would probably have even a greater interest in this type of program that we did here in our rural section.

To inform people about our new club, we printed a one-page brochure about the club and distributed a copy to each student in the Richmond County Schools to take home to their parents. A fifteen-minute radio program and spot announcements were presented on the local radio stations along with articles in the local newspaper.

Fifteen people paid the registration fee in September 1971. By January the membership reached 27. Local florists and nurseries have become members and have plans to play an active part in the club activities without thought of commercialism for themselves.

Would your department better serve the out-of-school group by organizing a "Home Grounds Management Club"? 

Outline of Brochure Distributed To Announce Organization of New "Home Grounds Management Club"

WHAT IS A "HOME GROUNDS MANAGEMENT CLUB"?
A very informal meeting (not a lot of committee meetings, etc.) of men and women who come together at various times to hear a program or participate in an activity on managing the home grounds.

WHAT IS THE PURPOSE?
Almost everyone has a home grounds which involves such things as a lawn, shrubs, flowers, shade trees, a garden, small fruits, and fruit trees. The more one knows about caring for these, the more attractive our area can develop which leads to greater pleasantness, enjoyment, and production.
The purpose of the club is to bring together those interested in learning more about managing the home grounds.

WHO SPONSORS THE CLUB?
The Agricultural Education Department at Rapsovanhk High School.

WHAT WILL IT COST?
A $2.00 registration fee will be charged to take care of postal cards, refreshments for meetings, etc.

ARE THE AGRICULTURE TEACHERS REALLY EXPERTS ON HOME GARDENING AND HORTICULTURE?
Certainly not, we are just helping plan a program that is a good way to include you in home grounds care which may include resource speakers, movies, pamphlets, etc.

WHAT TYPES OF PROGRAMS WILL BE HELD?
Programs will be held on the following subjects:

- Roses
- Bulbs
- Shrubs
- Lawns
- Small Fruits
- Flower Arranging
- Potatoes
- Gardens
- Landscaping
- Soil Culture, and Fertilizer

ARE THERE OTHER ACTIVITIES PLANNED?
Yes, some suggestions have been for a visit to a nursery and a tour to a farm grounds which might also use some propagation using the school greenhouse.

WILL I GET AN OPPORTUNITY TO SHARE IDEAS?
Certainly, this is always a very important part of a program. Many important ideas will be shared during a refreshment period after each program. Some articles may be written which may include resource speakers, movies, pamphlets, etc.

The AGRICULTURAL EDUCATION MAGAZINE
"Yes, That Is Correct" — J. H. Tichette, left, and Willi Mone, right. Moin's recent book to find the figures to solve a problem. "I really enjoy Tichette's farm visits here," says Mone. "I can't wait to see the farm and work on the books with you." the farm visits for instruction and interpreta-
tion. The operator and instruc-
tor have complete communication in the field to crop production, land use, soil and fertility practices, livestock practices, buildings, housing, manure management, and marketing. With all of these and more, the understandable procedures can be shown to wholesome and the de-
sirable practices strengthened. In the discussions the instructor must be fair, honest, sincere, interested in the opera-
tor's business, and be knowledgeable with confidence about the agriculture of the area.

The program can encourage business and the economic importance to the community. In total capital of beef cattle, building livestock, and land on De-
sc 31, 1971, the 40 operators had an investment of $5,954,394. This was an average of $209,193.00 total capital per operator, and a capital incre-
mment of $1,058,500. These are large figures and can easily leave a wrong impression in regard to profit or loss estimates.

The cash operating expense of farm for electricity, telephone, taxes, repair, fertilizer, chemicals, gasoline, oil, etc., averaged $4,935,000 per farm with an additional $7,799,000 for machi-

The Technical School in the spring of 1972. The Agricultural Education Program is a high school agriculture program. About 1,200 farmers are served by the program. More than 50 farm classes are taught by 7,571 full-time instructors and 51 part-time instructors. The call is made up of high school agriculture instructors, veterinarians, nurses, farm management instructors, and instructors from the Technical School day staff.

You th seated are enrolled in a five-year integrated program. These two classes 12 to 15 classes each year and are given for a period of 8 to 9 weeks each. These classes are held the spring and fall of each year. In addition to this, other areas are offered ten units classes in such areas as Herd Health, Farm Legal Programs, Farm Chemicals, Herd Im-

Themes For Future Issues
July — Plling the State and Local Program August — Evaluation September — A Guidance Role October — In-Service Education November — Agriculture in Transition December — Post-Secondary Education

THE AGRICULTURAL EDUCATION MAGAZINE

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How to Evaluate Results
1. Operators from year to year like to compare profits or labor earn-
ings. This method is an index of the financial success. When market prices in inventory are high, thus, we have higher labor earnings while that same inventory with a low market value will show a lower labor earnings. The table below is the average Labor Earnings for each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Labor Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>$7200</td>
</tr>
<tr>
<td>1969</td>
<td>9500</td>
</tr>
<tr>
<td>1970</td>
<td>9800</td>
</tr>
</tbody>
</table>

The higher earnings show a viable business, but these values can each year be in-
nected by market prices of corn, soybeans, etc. This is why the labor earnings are analyzed as an indicator but it has its limitations.

Cost of feed is not like the teach-

The Technical School has a six-

The writer, without reservations, tells that if an operator wants an answer about his farm business, the school's Vocational Agricultural Adult and Young Farmer Program can educationally give him this answer. • • •

LEONARD WARNER, Coordinator Agricultural Programs For Valley Technical Institute Neenah, Wisconsin

Programs have been developed at the Valley Technical Institute to serve the needs of about 1,200 farmers who are enrolled in farm program classes. Forty veterans and young men who are starting school as a recent high school gradua-

New programs are being offered this next year to people already working in Agri-Business establishments. A fact-
sion series on Business Management for farm machinery dealers has set up in cooperation with the Wisconsin Power Equipment Association. Short courses for farm machinery mechanics will be offered in the fields of hydraulics and diesel engines. These classes will also be held in the evening during the winter months.

It is expected that these types of extric classes will be offered to other products of the Agri-Business community in the near future.

The Agri-Business and Conservation staff have eight instructors, each a specialist in a specific field. A depart-

Student efforts are made in teaching assign-

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The education of the out-of-school segment of our population has been neglected for many years; however, education is a continuing process and one that is never complete; one is to succeed. There are many reasons for the neglect of adult education, some of which are apathy on the part of the individual adult, the emphasis on education for the school-age group, lack of time on the part of teacher as well as the insufficient funds, and lack of facilities.

Change is inevitable, if progress is to be made, and our general philosophy of adult education is changing. Adults are being trained and retrained to meet the needs of a changing society.

The adult farmers of the South Granville High School area have been fortunate to have had the benefits of the adult farmer educational program since the early fifties as a direct outgrowth of the early farmer Extension Training Program. I must say our present adult farmer program is one of the many goals that evolve from the Vocational Farmers Training Program following World War II.

In 1962 the three small high schools of Wilcox, Creedmoor, and Sims were consolidated into South Granville High School. As a result, the three adult farmer groups consolidated, thereby providing a more comprehensive program.

The adult farmer program has had an annual participation of seventy-four people, many of whom have been in the program since its beginning. Our annual attendance has never become fewer but larger in size, which is the general trend throughout the entire country. However, our continuing members have profited from instruction in new methods and practices in farm operation which have helped them to compete successfully. As a consequence, they have become the backbone of the leadership of agriculture in the southern half of Granville County. It would be impossible to put an actual dollar figure on the adult farmer programs, as you move through the country and talk with farmers, the evidence is there.

The Advisory Council for Agricultural Education in South Granville has had tremendous influence on the school program. The council was formed during the first year of the school consolidation. It is composed of nine members, three from each of the three farmer school communities, all respected leaders of their various communities. These were contacted, then officially appointed by the County Superintendent and the County Board of Education to serve for a period of three years on a rotating basis. A member could only succeed himself after one year off the County Council. This was to assure us of a council of members with new ideas, and at the same time providing continuity of the total program objectives. These members, respected leaders of their communities, met, as a standing board for the leaders of their areas to gather ideas, desires, and needs of their fellow farmers.

These are then presented to the County Council for their consideration in making plans for the program on a yearly basis.

The council meets on a regular basis, semi-annually and on call as needed, with a special regular meeting, usually before the fall and winter programs are made; and the plans for the spring and summer program are worked out at the other regular meeting.

The present chairman of the Advisory Council, Benny W. Bennett, is a past FFA president.

No adult farmer program can be successful without the support of agency administration. The leadership of the county superintendent, L. C. Atkins, of the Sungate superintendent, E. H. Stallings, plus a high priority on a progressive adult program by the school systems are assured of their full support at all times. We have had active support from members of the state administrative personnel who have attended our organizational and annual meetings. They are always ready with excellent professional leadership.

To meet the needs of our adult farmers our program is made up of two parts. Our part we call our General Subjects Course is the core of this program. It meets twice monthly from October to April. Each meeting is on a timely topic of interest and need. It is presented by a person who is a specialist in the field.

The series of informal discussions, farm tours, etc., are directed toward providing a more comprehensive adult education program for our area — organized instruction with emphasis on improving farm practices, developing new farming abilities, and improving landlord-tenant relationships — available to tenants and to landlords and their families, might be the answer.

Soliciting the cooperation of several agencies in the community — the County Extension Service, The Farmers Home Administration, the Agricultural Stabilization and Conservation Service, the local Electric Cooperative, and several educational programs — Harris helped a group of farmers — landlords and tenants — list the practices they would like to learn and the skills they would like to acquire. The list included beef cattle, tractor maintenance and safety, housing, agronomic crops, farm用电 systems, and several more.

With farming becoming more complex, more mechanized, and thereby requiring more skilled labor, the farmers in the county realized that, to survive, they had to become better farmers and had to attract and retain more competent laborers. Concerning their responsibility to the community, and believing that improving farming improves the community which supports the schools, the Division Superintendent and the County Board of Education are committed to the continued support of the program and have increased their financial support over the years.

Farming is a business, and every farmer with whom we work is aware of this fact. The farm operation and the types of equipment available to them are changing daily. In order to be competitive, farmers must keep up with these changes.

The farmers meet in general sessions, one night a week, during January, February, and March, with reserves being made from the Cooperative Extension services agencies assisting with the instruction.

The welding class meets three hours twice a week. The schedule for the general sessions is very flexible, making it possible to treat topics for farmers or a broader or a shorter period depending upon interest and response of the group. The classes are very informal.

A variety of teaching techniques is being used, including as many demonstrations and practical applications as possible.

Clammerson instruction is supplemented by small-group and individual on-farm instruction. The School Board has provided essential tools and equipment which Harris transports on his pick-up truck. A 3 hp. electric paint sprayer and paint spraying projects which can provide supplemental income.

The tobacco cash crop offers seasonal employment, so farm workers are advised of job opportunities on and off the farm projects which can provide supplemental income.

— Robert O. Harris, Instructor, Adult Education Agriculture, Mecklenburg County, Virginia

Following up classroom discussions, Harris helps a farmer make adjustments on tractors and water well maintenance, or pick-up tools easily accessible.

In addition to emphasis on the topics selected for the organized instruction, farmers will be vitally introduced to the many service agencies available to them, and encouraged to make use of them. They will be made aware of existing community improvement projects and urged to participate in them.

This approach is a beginning. We hope we can build a continuing program of adult education here.

Landlords are mildly taught to accept and practice social approach which will help hold their tenants, more valuable

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Stories in Pictures

by Richard Douglass
University of Nebraska

College, for one year and Georgia Vocational School for one year. As a builder and, as such, he added further education and training so he enrolled in the University of Minnesota where he earned the B.S. degree and a life certificate in Vocational Agriculture in 1924. Dr. Floyd was then employed by College Institute and the State of Alabama as a resident teacher-trainee but was soon promoted to the position of itinerant teacher-trainee and served in this capacity until 1928. He again, soon realized the need for continued education and enrolled in Guelph University where he earned the M.S. degree in 1929, after which he returned to Alabama and resumed his work as an itinerant teacher-trainee. His outstanding work earned him another promotion to the position of Assistant Supervisor and he served in this capacity until his passing, August 22, 1963.

Dr. Floyd was awarded the Honorary Doctor of Humanities degree from Alabama A & M College in 1969.

Dr. Floyd possessed a deep concern for people and spent his life inspiring, developing, and promoting students and teachers as individuals. His concern for young people is indicated by his involvement in the NFA beginning in 1926 when he, with the cooperation of the State Department of Education, brought the Alabama and Georgia NFA to life. The venture was successful and encouraged him to take the initiative in organizing the Alabama, Florida, and Georgia Tri-State NFA in 1929.

The enthusiasm that resulted from these achievements of the Tri-State Organization led to the founding of the National New Farmers of America Organization in 1935. Dr. Floyd stationed the organization here at Tuskegee Institute and made numerous improvements in and to the organization as it progressed and grew. Dr. Floyd was a strong believer in "buy power" as he termed it and through his work he promoted this organization and many good, sound thinking, productive men. Alabama enjoyed many national officers, boards, public speakers, quarterback, foundation award winners, and others who have become leaders in their chosen endeavors or areas of cupation, such as: teacher educators, editors, farmers, lawyers, doctors, and other college teachers and supervisors.

He felt that boys, if given the right information, will make right decisions that boys should be taught that they will learn and advance in proportion to the extent to which they are inspired. This is evidenced by many of the speeches, articles for publication, and poems that he wrote. He was indeed a man of unusual foresight and wisdom and he shared these freely with all who came in contact with him.

This brings us to the creative contributions made by Dr. Floyd such as poems, some of which were published, and the numerous articles that were published in Vocational Journals and the Agricultural Education magazine.

The list is too large to list here. However, we will include a few but point out the attitude of the writer towards certain things; for example, Dr. Floyd's attitude towards teaching is reflected in the following articles published in the Agricultural Education magazine:

"The Good Agricultural Teacher" March, 1946
"A Beautiful Harvest," April, 1956
"Qualitative Teaching." October, 1959
"My Girl," February, 1960
"NFA Scholarship Address," (in address to the NFA Convention in May, 1960)

(Concluded on page 202)

W. E. Cooper is Special Superintendent, Professional Agriculture Education, Tuskegee Institute, Tuskegee, Alabama.

W. E. Cooper

The instructor of the Wynn Oil Seminar illustrates the differences in viscosity of different motor oils to maintenance personnel of food earning companies. Over 100 adults participated in three fuel and lubricate seminars sponsored by the Wynn Oil Company and Moraine Park Technical Institute. For more details see page 255. (Photo from Wayne Koerner, Moraine Park Technical Institute, Fond du lac, Wisconsin)

Robert O. Harris (center) Instructor in Adult Education at Claritoke, Virginia uses the program around needs. The Division Superintendent and Director of Instruction insist Harris plan with farmers for adult classes. For more details see page 257. (Photo from Robert O. Harris)
DOES INDIA NEED A VOCATIONAL AGRICULTURE EDUCATION SYSTEM?

Prodeep Kumar Paul
Graduate Student in Agricultural Education
The Pennsylvania State University

"Education is the only true source of social spirit of man," thus wrote an ancient scholar of India. This thought holds true. Moreover, Education adds importance to a country when a majority of the populace becomes educated. India needs to be taught to live. It is an economic question. How do India's leaders view the situation and need? The former President of India, the late Dr. Zakir Hussain, said that "We have, in the course of our efforts, come to realize that the path of agricultural progress is bested with many intertwined rural problems, and many social and economic factors. We have also come to learn the serious implications of our preparation to solve these problems, which impede the progress of agricultural development. An important reason for this situation is that agricultural research, education, and extension efforts need to be directed towards the solution of the practical problems of the farmers and were rendered further ineffective by an extreme degree of compartmentalization.

This has been largely the picture, because vast numbers of India's population is engaged in agriculture and the subsistence sector. Indian are amongst the poorest people in the world, and they have little or no crop yields to eat.

In this aspect, formal education solves the problem. India's rural masses have been derived from traditional education that is not from formal systems, but as Mostonen points out:

"The educational and experiential capacities of people add up to their total life experience. The impact of education and training is largely related to the daily struggle for survival. Experiences from the daily struggle towards education and training have evolved logical and reliable practices which have served limited purposes through the ages. The educational experience of the twentieth century points up the erosion of the casual learning, the spread of formal education, and the increasing literacy. In fact, the literacy rate is increasing to a historically unprecedented period, whereas other institutions—such as the social and cultural—have increased by over 100 percent.

It would seem paradoxical to an observer in that a country like India with such a vast potential population to be a country whose educational system is ineffective.

During my studies in the USA, I have directed attention towards a practical study of the vocational education system. Simply stated, the salient features of vocational education in the USA have been: a strong educational need in all phases and aspects of agriculture and a thorough administrative setup which is a model for any national agricultural system. With such a broad system in operation, only 30 percent of the total land area is rural, is of which 75 percent is farmed. When examined, this seems like an extensive contrast. Few institutions exist in India which serve the purpose of vocational education.

In contrast to this depressing picture in India, one can find a splendid system of higher education in agriculture, beginning from the college level and continuing to the graduate and professional level. The entire rural farm boy who cannot go beyond his secondary school level—has a desire to pursue the agricultural profession, or the young farmer who is productive in his outlook yet cannot afford a college degree? Or the father who wants to give his son a practical education and make him a productive farmer so that he can afford the college tuition? A very large and discouraging future awaits them unless, very quickly, socially a better opportunity is in store for these farmers who will choose to go into industrious pursuits. For them training and education are available at all levels of capability. Even in considering non-agricultural employment, the farmer's education and training is of vital importance. So many of the technical, chemical and medical companies are seeking technicians who understand crops, soil chemistry, and fertilizers. Many of these highly skilled workers are seeking work opportunities that require technical training in the following areas: agricultural production, agricultural mechanics, agricultural supplies and services, and agricultural education.

Programs generally include three categories of coursework—specialized, supporting, and beneficial. The specialized courses equip the student with technical competencies in a specialized field of agriculture. Supporting and beneficial courses provide the students with the knowledge and skills to apply agricultural competencies. These experiences are provided for the students through the classroom and laboratory and through cooperative on-the-job training. Teachers feel that neither on-the-job training nor on-the-job training is influenced by the objectives of the curricula and facilities available at the college. The on-the-job training is completely oriented towards the objectives of the curricula and facilities available at the college. The on-the-job training is completely oriented towards the objectives of the curricula and facilities available at the college.

The major objective set for vocational and technical education since 1971 has been to prepare workers and technical skills to apply agricultural competencies. These experiences are provided for the students through the classroom and laboratory and through cooperative on-the-job training. Teachers feel that neither on-the-job training nor on-the-job training is influenced by the objectives of the curricula and facilities available at the college.
TEACH ADULTS AND STRENGTHEN YOUR PROGRAM

Robert J. Follodi
Associate Professor
Department of Agricultural Education
University of Nebraska—Lincoln

The importance of strong community support to the total Vocational Agriculture program in a school can not be overstated. If we think in terms of a Vocational Agricultural program that includes high school, young farmer, and adult classes, then we are excluding the expertise that we possess as the entire community.

According to Phillips' community support for the Vocational Agriculture program is more important. He suggests that the best way to gain community support is through a total Vocational Agriculture program which includes adult education.

If adult education programs sponsored by a state university system will not improve the quality of educational services at the vocational education level, we cannot improve the community's knowledge of and support for these programs.

Specifically, adult education will benefit the Vocational Agriculture Program through:

A better day school program.

Teach adult classes requires much preparation and understanding of the needs of the students. If parents and other community support you, high school students will know this and rely upon you accordingly.

2. Higher priority by the superintendent and school board. One of the best ways to impress the school board is to make the effectiveness of your program a constant topic of conversation. The school board will be more willing to increase the funding for community programs if they see the need and importance of the program.

3. Increased support for the FFA program. At the present time, the FFA is experiencing a low increase. It will be necessary to impress the community in FFA activities and involve them in the relationship of the organization to Vocational Agriculture.

4. Increased participation in the FFA activities. If there is business leadership participation in your adult classes, they will be more likely to cooperate with you in placing students for supervised experience.

As Vocational Agriculture teachers, we have three objectives in regard to adult education:

1. To provide effective educational leadership for adults who are farming or who are in farm related fields.

2. To use adult education as a tool for strengthening the school's vocational agriculture program. A program can be improved by bringing in adults.

3. To use adult education as a tool for gaining community support.

To meet these objectives, we need to plan a strategy for improving our efforts by adult education.

Vocational Agriculture is not usually a required course; therefore, students enroll by choice. Volunteer enrollment is usually the prerogative of adult students. Adults will not enroll if they do not feel a need for information that can be used immediately. Subject matter must be relevant and usable.

Teachers must become more knowledgeable as to the needs of the community and may also identify potential students.

1. Contact groups and individuals for advice. This group may include adult educators, organized advisory council with a consultation and by-laws, or it may be an informal group that meets only for a specific planning function. An alternative plan is to contact selected persons for advice.

2. Visit or contact parents of high school students. Individual or group contact with parents of students enrolled in the Vocational Agricultural program furnishes a natural opportunity to invite parents to adult classes.

3. Work cooperatively with your County Extension Agent. Some suggestions for doing this are as follows:

a. Utilize your expertise as an Ag Teacher to assist him with his programs.

b. Utilize his expertise as a resource person in your classes.

c. Sponsor joint educational meetings.

d. Write an article on adult education for the Extension Agent's publication.

4. Organize and promote a Young Farming Extension Association. Vocational agriculture students who have recently been graduated from high school or college welcome the opportunity for continuing their education and social life. Extension such an organization provides.

Educators need to be cognizant of the fact that the more education a person has, the more they desire.

3. Adopt techniques to attract new adult students. One Nebraska school has a "never too old" demonstration which reveals the difference between open pollinated corn, raised without the use of modern agricultural practices, in contrast to using hybrid corn and modern practices.

A shop Open House that features student demonstrations as well as completed projects will also attract favorable attention.

Community support is most important for a successful Vocational Agricultural program. Vocational Agriculture with its supervised out-of-school program extends into the community. Its location depends upon the involvement of the key people in the community and the instructor's knowledge of the community. There are some school students and adults to learn.

May we as educators be challenged to teach adults? May we as people of members of your community radiate. What kind of a fire can you kindle in the minds of the instructional staff in your community? And once it is kindled, can you keep it burning?
WHY NOT A COORDINATED PROGRAM IN FARM MANAGEMENT FOR ADULT FARMERS IN YOUR STATE?

Darrell Bolt, Fayette County Extension Agent, Idaho
Joseph G. Cocorno, Teacher Educator, University of Idaho

Research has shown that the major problem of farming is one of adjustment to changing conditions and the needs of the economic environment. The need for farm management decisions arises out of changes on the farm and its environment, and the necessity of adjusting farm operations to these changes. Adult farmers are becoming increasingly aware of their need for education, not only in farm management, but in programs specifically organized to meet their particular needs. Adult farmers need, want, and are in the position to use more agricultural instruction.

Adult education in agriculture in the past has emphasized farm mechanics or approved practices as they apply to a variety of enterprises. This instruction continues to be a very important phase of adult instruction, but does not adequately fulfill the needs of farmers in the years ahead. Largely due to the fact that it seldom deals with the whole farm business.

Farm management instruction deals with the whole farm business and identifies itself with the real needs of farm operators. The farm mechanics phase of instruction and enterprise phase must be incorporated into the total adult farmer program with the farm management phase serving as the foundation.

The assumption can be made that farmers are in the business to make a profit. Thus it is only natural that educational priorities be assigned to factors influencing profits from farming.

These can be provided most effectively by providing farm management instruction in adult education. In spite of the obvious necessity for basing adult farmer education on factual farm records, little recognition of farm records has been given in some states.

A recent study was made to determine whether an adult farm records and analysis program should be established in Idaho. The recommendations of the study were accepted by the State Vocational Agriculture Extension Committee and the following specific objectives were used in the study of the problem:

1. To determine the feasibility of an adult farm records and analysis program as a part of the responsibilities of vocational agriculture programs in Idaho high schools.
2. To determine the number of vocational agriculture programs in Idaho which would feel the need for farm management assistance for adult education opportunity.
3. To determine the attitude of vocational agriculture instructors and school administration toward an adult farm records and analysis program conducted through the public high school.
4. To determine the attitudes of vocational agricultural instructors and school administration toward an adult farm records and analysis program conducted through the established area vocational schools similar to the Washington program.

Data for the survey was gathered by the use of a questionnaire designed to obtain information about the present vocational agriculture department and to determine the attitude of the vocational agriculture instructor and the school administration toward the establishment of a farm records and analysis program. The opinions of school administrators were included in this study.

The agricultural instructors were asked to discuss the questions on the instruction in applied economics and the signatures of both respondents were requested. This procedure provided an opportunity for the agricultural instructors to become familiar with the adult farm management possibilities. The questionnaire was mailed to each of the thirty-six vocational agriculture instructors in the sixty-six vocational agriculture departments in the public high schools of Idaho. A return of 86.9 percent was obtained on the questionnaires.

In interpreting the results of the study, many interesting as well as surprising conclusions were evident. Those considered as most important by the writers are explained below.

Each instructor was assigned a group category for department size as follows:
1. Part-time agriculture instructor
2. Full-time agriculture instructor
3. Teaching agricultural and academic subjects
4. Teaching agricultural and academic subjects
5. Full-time agriculture instructor
6. Teaching agricultural and academic subjects
7. Teaching agricultural and academic subjects
8. Teaching agricultural and academic subjects
9. Teaching agricultural and academic subjects
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33. Teaching agricultural and academic subjects
34. Teaching agricultural and academic subjects
35. Teaching agricultural and academic subjects
36. Teaching agricultural and academic subjects

The Idaho State Board for Vocational Education has established enrollment guidelines for vocational agriculture programs. Data on the total enrollment of vocational agriculture programs in Idaho schools is maintained through the established area vocational schools similar to the Washington program.

In conclusion I offer this comment from one of the original — and still enthusiastic — participants:

"I think our program has been a success for three primary reasons. First, theavo- in-agriculture courses are truly integrated in our rural area. Second, our instructors have been in a position to secure pertinent to conduct the program. The third reason for our success is that the agriculture people in our area are cooperative and able to "help others" (R. T. Hultstrand).
Adult farmer ed-

cation programs have been on the decline during the decade of the sixties. This decline in number of adult farmer courses offered and in enrollments has been more pronounced during the previous three years.

What kind of an explanation can be offered to account for this decline in adult farmer education? Has farming become less technical so that farmers have a decreasing demand for continuing education? Obviously the opposite is true. Agriculture has become more technical, and continuing education needs have increased.

Have we perhaps fulfilled or satu-

rated the need for adult farmer pro-
gress? I doubt that this is true, unless we have been limiting our adult farm-
er curriculum to repeated offerings of the same one or two courses. Probably the opposite is true — we are only scratching the surface in relation to the total need for adult farmer pro-
gress. Some agricultural educators maintain that a realistic goal for adult farmer programs would be to exceed twenty percent of the adult farmer population of a local school district in the local adult farmer program during each school year.

We have tended to enroll the easy-
to-teach groups in local adult farmer programs. We have not satu-

rated the need until we have success-

fully reached also the difficult to teach farmers in our school districts, especial-
ly low income farmers, who most urgently need continuing education in agriculture.

Agriculture instructors report that changes in Federal-State vocational re-

imbursement policies for adult educa-
tion in agriculture has accounted for the decline of adult farmer education pro-

grams in some school districts. The effect of this reduced federal and state financial support has been es-

sentially apparent in school districts with over-all financial problems. Many local school revenues have declined recent-

ly, during a period of rising educational-

costs.

The scheduling demanded placed upon the agriculture instructor to develop and coordinate non-farm agricultural occ-

upations program for high school stu-

dents may also be partly responsible for a decreased emphasis upon adult farmer-
education.

Lack of confidence among agriculture instructors in their own ability to organize and teach highly technical agricultural courses for adult farm students may also explain some of the decline in adult farmer programs. A misconception that an expert is needed in order to teach courses to experienced adult farmers has contributed to this lack of self-confidence among instructors.

So much for the valid reasons and the excuses. Let us get on with the important question. How can we de-

velop and conduct successful adult farmer programs in spite of some of these difficulties — assuming that we are committed to the importance of the task.

Obviously, we cannot afford to be ineffective in the use of our time and other scarce resources. If we are going to use the time and effort and resources to do the job well. Then, we must be systematic in our approach to adult farmer education.

The first requirement for a system-

atic approach is the effective use of an advisory council for the local agricul-

ture program. The advisory council should assist the instructor in studying needs for adult farmer educators in the school district. Production statistics for crops and livestock are good indicators for the decline of adult farmer education programs in school districts. Soil and crop problems may also be equivalent to two or more night classes can be combined in one space (same room) reducing work load; (6) Schedule all meetings in early fall, in late spring; and (7) Schedule field trips for the evening when daylight is available for outdoor meetings.

If you have systematically de-

tected upon which courses to offer and thus efficiently planned these courses, the next step is to ensure en-

rollment. A teacher could start by planning the time to plan adult farmer courses and then not have enough people

called in. This part of the operation can be systematized also. A merit list of all adult farmer who is to organize and use a systematic approach to adult farmer education.

The following procedure should be devised in organizing and using a course committee. (1) Identify four or five people from the group to be served, and from them to serve on the committee. (2) Select one leader of the committee program for which the course committee is to identify course content and potential additional enrollments, and to work out possible arrangements; (3) Arrange for each committee member to volun-

teer to personally contact four or five of the potential enrollee previously identified, and to report back by a specified time as to how well the refused to attend the course. (4) If the enrollee refuses to attend the course, the enrollee to attend the course. (5) Before the first class meeting, the instructor should mail each enrollee an courteous card of appreciation and reminder of the next meeting so that a personal interview at least one week in advance of the next meeting; (6) Follow this farm and other agencies that have a specific interest in your course program. (7) Discourage the first class meeting, to greet en-

rollment, and to solicit additional enrollments. Are you using a systematic approach to adult farmer education? Are you conducting an adult farmer program on the level needed by you or do you find yourself on top of this approach. You could contact another home owner of the adult farmer program.

List of adult farmer courses and

meetings as follows:

(Continued on next page)

ADULT FARMER EDUCATION

Loren A. Meyer

University of Illinois

Division of University Extension

Urbana, Illinois

James Wall

Executive Secretary, N.Y.N.A.

Lincoln, Nebraska

News and Views of

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braska

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Executive Committee

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Alternates V. P. — Region II — Ray Shaw, Box 145, St. George, Tennessee 37870

Alternates V. P. — Region III — John Murray, Box 65, Alliance, Kansas 67005

Alternates V. P. — Region IV — Jim Gallinger, 157 Nichols Drive, Syracuse, New York 36545

Alternates V. P. — Region V — H. J. Thomas, Box 32, Athens, Georgia 30604

Alternates V. P. — Region VI — George Dunnages, Route 2, St. Albans, Ver-

mont 05480

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AV A. Judges — Howard Trail, Boun-

nial’s New York Information — James Wall, Lincoln, Ne-

braska
Agricultural Education

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NEW/AAVIM OFFICERS

Newly-elected officers for the American Association for Vocational Instructional Materials (AAVIM) are as follows:

President: Clarence J. Rogers, Associate Professor, Agricultural Engineering, University of Florida; Vice-President: Harlan E. Kidron, Director, Ohio Agricultural Education Curriculum Materials Service, Ohio State University; Secretary: J. B. Payne, Agricultural Mechanics Specialist, Teaching Materials Center, Texas A&M University; Fiscal Officer: Donald E. Wilson, Chief, Bureau of Agricultural Education, California;扩充

Mr. C. Boury, Manager of Agricultural Supplies and Marketing for U.S. Seed Group, shares a laugh with his colleagues at the recent American Seed Trade Association meeting.

A class in social etiquette given by Mrs. Franklin Cash from the College of Human Development at The Pennsylvania State University was the topic of the Pennsylvania State Conference for the Pennsylvania State Department of Education.

At the center of the photo is George Allen, New York, National Vice President of the FFA. The photo also includes Miss Nancy Koehl, Director of Youth Organizations in Vocational Education in Pennsylvania.