be to provide appropriate education opportunities for those engaged in a dynamic society. Increased cooperation will well be the mechanism to remove many of the artificial conditions which heretofore have limited the total diversity of adult education in agriculture.  

NEW/AAVIM OFFICERS

Recently-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. Ridenour, Director, Ohio Agricultural Education Curriculum Materials Service, The Ohio State University; Secretary, J. H. Payne, Agricultural Mechanica Specialist, Teaching Materials Center, Texas A & M University; Fiscal Officer, Donald R. Wilson, Chief, Bureau of Agricultural Education, California. These officers for 1972 were elected by members of the board of Directors at their annual meeting in Memphis, Tennessee.

AAVIM is an interstate organization whose purpose is to develop instructional materials that meet the needs of teachers and students in 36 participating states. C. E. Henderson is Executive Director.

A class in social etiquette given by Mrs. Franklin Goff from the College of Human Ecology at Kent State University was the topic of the Leadership Training Conference for the Pennsylvania State Association of FFA. At the center of the photo is George John, New York, National Vice President of FFA and Mrs. Nancy Kohn, Director of Youth Organizations in Vocational Education in Pennsylvania.

Agricultural Education

Volume 44

May, 1972

Number 11
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Innovations in vocational education in the simplest sense may be to vocationalize teaching. The relating of classroom discussion to practical situations in which the content will be used, and how the content will be used, is a procedure that is relatively unexpensive. Especially, elementary teachers can consider the exposure and participation through the above techniques: Young people in elementary school tend to dislike the teacher, particularly in the lower grades. As we teach, "we manipulate the minds", are we taking seriously "our teaching responsibility?"

Secondary school vocational agriculture programs can be vocalized, modernized, innovated, changed, restructured, revised—or whatever term you use, the most important factor is whether the innovations result in behavior change in young people, toward the program objectives. Vocational agriculture has done a superb job during the past 50 years in preparing production farmers and mechanics to manage the most productive on-farm agricultural industry in the world. All 14,000 of we agricultural education programs have been given the "green light" from the Federal Government through the 1963 and 1968 legislation to redesign vocational agriculture programs to implement the new objectives. Have you implemented innovative ideas to more effectively help young people?—Dillon

From Your Editor... 

Innovation Begins with an Idea

Today nearly 14,000 agricultural education programs are planning innovative agriculural-vocational classes. The success of these educational programs in preparing young people for completing education and employment is varied, depending upon many factors.

Change, upgrading and revisions in present programs begin with an idea. The idea may originate as a teacher (1) thinks about how to solve an existing problem in the classroom, (2) listens to a presentation at a professional conference, (3) participates in an in-service activity, or (4) meets with colleagues, administrators, or any qualified staff.

The implementation of an idea requires careful planning by the teacher, to (1) think through specifically what is to be done, (2) describe why he believes the idea will provide a more effective educational program, (3) plan the procedure for implementing the idea and (4) outline the feedback mechanisms.

Innovation in vocational education in the simplest sense may be to vocationalize teaching. The relating of classroom discussion to practical situations in which the content will be used, and how the content will be used, is a procedure that is relatively inexpensive. Especially, elementary teachers can consider the exposure and participation through the above techniques: Young people in elementary school tend to dislike the teacher, particularly in the lower grades. As we teach, "we manipulate the minds"... are we taking seriously "our teaching responsibility?"

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Innovations in Vocational Education

Dillon

Guest Editorial...

Innovation Can Lead to a Total Program

A new concept in continuing education for farmers has led to the development of a truly "total program" of agricultural education in many Colorado communities, as well as in other areas throughout the nation.

The Young Farmer Educational Program is filling the void which has existed when a high school vocational agriculture department graduated in senior year to university students or young farmers in agricultural occupations without making provision for further educational assistance. The period of establishment of a "total program" is critical when young farmers, when he is growing to establish himself in his career, and begins to confront many problems for which there doesn't seem to be a solution. Management, in particular, has been a stumbling block for many young farmers.

The person best adapted to assist the new farmer is his former high school agriculture teacher. The agricultural teacher knows the young man and has the knowledge, experience and contacts with resource people to give him the assistance he needs. The teacher is familiar with the community and with the problems the young farmer must face.

The "Young Farmer" concept grew out of teaching methods and a curriculum developed in Colordana about 12 years ago by Dr. Irving Gross, head agriculture teacher-trainer at Colorado State University, and Dr. Floyd McCormick, now head agriculture teacher-trainer at the University of Arizona, but an area vocational-technical agriculture teacher at Berthoud, Colorado State University.

The course has been taught at Colorado State University as a graduate course. In the spring semester of 1972, the course will become a part of the undergraduate curriculum. For the past several years the Young Farmer Education course has been taught to junior and junior college as an off-campus summer course of Colorado State University.

The course has enabled high school agriculture teachers to provide useful instruction in farm management to young adult farmers in evening classes. In most communities, this has led to the development of a "total program," which includes specialized subjects in agriculture in addition to farm management. This has resulted in establishment of local young farmers educational clubs or chapters, and led to establishment of the Colorado Young Farmers Association.

(Concluded on page 207)

Dorrell Anderson is Supervisor, Agricultural Education, State Board for Community Colleges and Occupational Education, Denver, Colorado.
Who Makes Changes?

Although the evidence is not yet conclusive, it is beginning to appear that those teachers who adopt changes more readily and are more likely to understand student needs; (3) retrieving relevant information; and resources aimed at solving the problems; and (4) generating a range of alternatives and choosing a potential solution.

What Changes?

Although it is impossible to develop a generalized strategy for what changes one should consider making in an educational program, there are several basic questions one could ask himself: how the answers yielding some specific suggestions on what to change.

1. Are the graduates of my program becoming economically self-sufficient people?

2. Am I performing my job as efficiently as is possible?

3. Am I needing the needs of all those who could benefit from my program?

4. How could I do my job more effectively and efficiently?

If one would answer these questions with more than just a "yes" answer, he would have no problem identifying "What changes should be made?"

When Should Changes Be Made?

It is often said, "No time like the present," and "Never put off until tomorrow, that which you can do today."

Contrary to the message in these clichés, there is a right and a wrong time to make changes. Hearst states that "real innovations end up being stolen or fired." Obviously that condition does not apply to our educational endeavors; but the real innovator might consider four opportunities for making changes, as Hearst suggests: (1) at the time of fiscal adjustments; (2) at the time of personnel changes; (3) during media changes — build while you have the attention; and (4) during crises — at critical points in all crises, the climate is right for major innovation.

It is easy for the individual teacher to make minor changes and adopt innovations in course content or teaching techniques and methods; and in other areas which "don't get beyond the four walls" of the classroom. But when change is needed that affects other students, teachers, administrators, and resources aimed at solving the problems, and (4) generating a range of alternatives and choosing a potential solution.

What Changes?

Although it is impossible to develop a generalized strategy for what changes one should consider making in an educational program, there are several basic questions one could ask himself: how the answers yielding some specific suggestions on what to change. This is a definite response often given to such demands. As a result of shifting populations, technological changes, agricultural educators, in particular, have been the targets of many of these demands.

As changes have been effected in the past, they will continue to be made in the future, but most likely, at a much more rapid pace. One of the reasons for this is that there is a growing reservoir of knowledge, as to what, when, and where, and how to change. The Center for Vocational and Technical Education at The Ohio State University has and continues to be one of the leaders in exploring the change process. Several studies have been made in the Center; which have provided some valuable information for agricultural educators as they consider the means for making their programs more relevant.

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MAKING SUMMER INSTRUCTION MEANINGFUL—Via Mobile Vo-Ag Classroom

The greatest challenge facing the Vocational Agriculture instructor is maintaining a sound summer educational program. One of the greatest challenges facing the Vocational Agriculture instructor is maintaining a sound summer educational program. Because of the high degree of technological change in agriculture, it is very difficult for an instructor to maintain an educational summer program by using old methods. The instructor must be knowledgeable in the latest technology in agriculture. It is very difficult for an instructor to maintain an educational summer program by using old methods. The instructor must be knowledgeable in the latest technology in agriculture.

To provide a special opportunity for those students who are socioeconomically or academically handicapped and place students on job when skill level is reached.

3. To enable students to make career choices and decisions regarding future educational and occupational plans by using on-location study of occupations.

4. To reduce the unemployment percentage among students of this ability and age level by providing on-location situations and skill entry study during the summer months.

Mobile Classroom Equipment

The mobile classroom started with a steel-bu-welded I-45 passenger bus. The bus was wired for 110V, carpeted, curtains installed, air conditioning, electric heating, and a 5,750W, 110-220V power unit was installed.

Educational equipment and materials placed in the Mobile Unit are as follows:

- Four student desks and chairs
- Filing and storage cabinets
- Above rack
- Material rack
- Instructor’s station
- Two tape recorders, video tape cameras, record-er, and overhead projector
- Tape recorder
- Blackboard
- Wireless listening headsets
- Two-way business band radios
- Books and manuals
- 16 hours of video tape which have complete lessons, demonstrations, skills, occupational information, for mobile classroom use

Use of Mobile Classroom during the school day.

Day School Students

The Mobile Unit is used eight hours a day (Concluded on next page)
HOW CAN THE TEACHER OVER 40
BE ENCOURAGED TO CONSIDER CHANGES?

The older I become, the more important it is to keep abreast, study, and plan for the future.

Henry M. Davis, Head Agricultural Education Department James Wood Senior High School Winchester, Virginia

planning for the future educational needs of students.

1. Ask yourself the question — Am I teaching subjects and demonstrating skills that are meaningful to the students and helpful in meeting the current and future agricultural employment needs both on farms and off-farms?

2. Ask leading adult and young farmers, agricultural machinery men, agribusinessmen, and students themselves what they feel agriculture education should be.

3. Visit other agricultural education departments in the area and watch these teachers who are working with various options.

4. Take pictures, 2 X 2 "slides" of your students, home demonstrations, enterprises, etc. Show them and discuss them at banquets, educational and civic meetings. Talk it up. Sell your program. Tell them what you are doing and what you need to do to improve the department. Ask for their support; you will be surprised how helpful this can be to your Department and the school system.

5. Make sure those whom you must work with are well informed of your plans and objectives — people in the guidance department, superintendent, principal, director of instruction, school board members, and supervisors.

6. Become a student of your occupation through self-study, in service training courses, and help from resource people of the community. In multiple-teacher departments, divide the responsibility and make it possible for you to concentrate on planning and teaching.

7. When employing or changing personnel consider the qualifications and interests of the

(Concluded on next page)
School Farms and County Parks—Do They Go Together?

Steve Oehme
Vocational Agriculture Instructor
Rio Linda Sr. High School
Rio Linda, California

An interesting approach to a school farm concept of a vocational agriculture program is currently in progress at Rio Linda Sr. High School in Rio Linda, Calif.

The Grant Joint Union High School District has entered into an agreement with the Sacramento County Recreation Department concerning the use of their facilities at the Gibson Ranch County Park to serve as a farm school for the Agriculture Department at Rio Linda, located four miles west of the park.

The Gibson Ranch County Park was originally part of a 1500 acre cattle ranch with all the accompanying facilities including a barn, corrals, and a house. The park now encompasses 245 acres which surround the homestead.

The Department of Parks and Recreation, in keeping with the original use of the ranch, has maintained it as such with the addition of picnic areas, horse boarding facilities, riding trails, fishing areas, and a museum depicting the early history of the ranch and surrounding areas.

Under the direction of Donald Brown, head of the Agriculture Department, the ranch has been used to its fullest extent. A two hour vocational agriculture class is taught each day at the ranch, titled Agricultural Practice. Numerous projects belonging to the students are kept at the Gibson Ranch, including cattle, sheep, and pigs. The Future Farmers of America Chapter also keeps a flock of 35 sheep at the ranch which provide wool for the students to use. The homesteading experience for the livestock classes taught at the high school as well as the agricultural practices class is very successful.

An interesting arrangement exists with the county whereby those students who

The park lake, approximately ten acres in size, is used for boating, fishing, picnicking, and general outdoor activities. Moreover, the rural recreation and wildlife management classes also find this facility a valuable resource for field trips or experiments.

Steve Oehme

A Progress Report on...

Iowa's First High School Horticulture Program

Alice Bliek
Vocational Agriculture Instructor
Hammond Community Schools, Iowa

Vocational Agriculture students in the Hammond Community Schools have a two track program available to them. They may take option A, the Farm-Agri Business program, or option B, the Horticulture-Agui Business program.

The Horticulture option was started four years ago. A comprehensive study was made with a total of 415 full-time employees employed in horticultural business firms in the Fremont-Payne County area. The study showed that there would be a need of 40 new employees. This figure has been used to help those students who have no crowded area of interest as do the Horticulture students.

Students are permitted to take both options in their sophomore and junior years, however they are encouraged to take only one of the two options. Since many of the students come from town, some of their practical work experience is gained in greenhouse space provided by a local cooperative nursery on a cost basis to the local school district.

The greenhouse provides practical experience for all students as a school laboratory. Students grow plants thru the various procedure of plant propagation. The plants are cared for by the students and taken home and planted to be cared for and enjoyed during the summer months. Students also gain experience and insight into horticultural business operations and opportunities thru timely field trips.

Many of the students are placed for work experience at the local nurseries, as well as in other horticultural business firms. Some work only during the summer months, others only during the school year, while still others work all year round. At regular intervals, representatives of the horticultural industry speak to the class on specialized Agri Business topics.

Even though there would be educational value in marketing the products of the class, no products are marketed. An agreement, when the program was initiated, stated that the program would, in no way, compete with local horticultural business firms.

Class members participate in a local horticultural organization known as the 'Hort, Club' operating as a division of the local Future Farmers of America. Their activities have been centered around community improvement. A few of the projects of the organization during this past year have included: Earth Day activities—cleaning up selected streets and roads entering town, planting trees, shrubs, and flowers as well as the sponsoring of a newspaper article concerning the importance of all citizens doing their part in keeping America beautiful; sponsoring a field day for seniors to our State University’s Horticulture Department; planting various trees and flowers around our school buildings; helping to raise the Booth of the American Association for Horticultural Science at the National FFA Convention in Kansas City, Minnesota this past year; and the delivery of flowers, grown by class members, to persons in the local hospital.

Iowa’s First High School Horticulture Program

Alice Bliek
Vocational Agriculture Instructor
Hammond Community Schools, Iowa

Nursery students are shown potting plants in the workroom in the local greenhouse.

THE AGRICULTURAL EDUCATION MAGAZINE

May, 1971

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Earth Day, April 22, 1970 focused the attention of large segments of our population toward a concern for environmental problems. The impact of Rachel Carson's "Silent Spring" eight years earlier aroused both the pros and cons on the issue of chemical sprays being used in insect, fungus, and weed control. Still earlier small groups of agriculturalists began a crusade toward "organic farming" and trumpeted the evils of increasing use of chemical fertilizers and pesticides.

More and more people began to question the depletion of our natural resources, the pollution of our soil, water, and air and the depopulation of our landscape.

There is little doubt that increasing emphasis will be placed on environmental problems and the quest for solutions to these problems. The establishment of the Environmental Protection Agency in December of 1970 indicated the resolve of Congress to institute new approaches of research and regulation leading to mandatory control of environmental problems. Pennsylvania has organized a Department of Environmental Resources which encompass all the related agencies.

Within the last five years there has emerged a term known as "Environmental Education." At a meeting of the Congress for recreation and Parks held in Washington, D.C. in 1968, Laurence S. Rockefeller stated, "If we accept a national commitment to a decent environment and man's responsibility as its steward, it is essential to educate our young people to this goal. Quality of the environment, like freedom, must be protected and achieved anew by each generation."

A succinct description of goals was presented in a narrative form that best describe a developing program using an organic laboratory. In respect, many educational opportunities became available to students in the most practical way possible, actual participation with many of our natural resources and the agencies and persons who are the specialists working with these resources. The Soil Scientist, District Forester, the Game Management Program and many others welcomed the opportunity to become involved with the educational program of the schools. Students became aware of existing organizations and agencies and the programs which they are advancing.

Vocational courses of instruction, landscape design, establishment, maintenance; woodland establishment and management, wildlife conservation, soil science, land-use and conservation were constantly improved by using the land laboratory. The developments of the laboratory tended to make the department of vocational education an integral part of the total educational program offered by the school district.

It is my personal conviction that teachers of vocational agriculture have a responsibility to help design programs and offer courses of instruction in all areas in which we are competent. Because of our training, background and experience we have a great deal of expertise in natural resource management which is the core of environmental education. Planning, establishing, and using an outdoor laboratory is an exciting method to fulfill this responsibility.

The following were undertaken as a result of the above plan: 1968—The "Penn Valley Area Land Resource Laboratory" was selected to designate the facility. The 11 acre woodlot area was placed under a complete woodlot management program in cooperation with the Pennsylvania Department of Forest and Waters and the Pennsylvania Game Commission.

1969—Nature trails were established which lead to each teaching station and included 35 rare species marked for identification.

1970—An Earth Day program was organized jointly by the social studies and vocational agriculture departments. Twenty additional species of ornamentals were added to the landscape plan.

Black locust and Austrian pine plantations established.

1971—Christmas tree demonstration plot and two acre mixed conifer plantation planted.

Special programs presented on Arbor Day.

An elective course in environmental education added to the school curriculum for tenth grade students taught by the teacher of vocational agriculture.

Tour of the area as part of an in-service training program for all elementary teachers.

Plant for the immediate future included a small impoundment dam.

An outdoor classroom to be located in a natural amphibian setting.

A small impoundment dam to establish an area for water ecology observation.

Directional markers and signs to designate all major areas including the dates they were first established.

This is certainly not a novelty subject to those engaged in agricultural education. For years we have emphasized soil conservation, water conservation, wildlife conservation, forest and woodland management, the wise and safe use of pesticides. Perhaps we have done enough to congratulate ourselves for being among the front runners in resource education. Perhaps we should re-examine our role and determine if we have exerted the leadership in our schools and communities which we are certainly capable.

During the past fifteen years efforts to implement a program of natural resource education have been in a developmental and organizational stage at the Penn Valley Area High School located in central Pennsylvania. In the spring of 1957, the department of vocational agriculture began a program of planting various areas of the 118 acre secondary school campus. A two acre wildlife habitat plot was established by planting all the shrubs recommended by the Pennsylvania Game Commission. Planting was also started on three three-acre plots and two-acre Norway spruce plantations. One year later, a complete landscape plan for the school grounds was developed and established and a one-acre red pine demonstration plot was planted. Annual additions were made to the demonstration plots and in 1968 a complete school landscape plan was established in cooperation with the Centre County Soil and Water Conservation District. The educational aspects of the entire area was the foremost consideration in developing the plan. Both the vocational training and general education possibilities were included so that maximum utility by all school and community groups might be enhanced.
Texas Pioneer: GEORGE HARVEY HURT

George Harvey Hurt, former director of public school occupa-
tional programs for the Texas Education Agency, never laid claim to being, able to predict the future of agricul-
tural education in Texas and the United States, but he must have had
prophetic ability, for the huge agricul-
tural education structure which he
helped plan, design, and erect is still
marching in perfect time with state
and national farm development.

Although Texas' total number of
school districts and units of vocational
agriculture have dropped sharply in
recent years, so to 79% percent of the
small school population has moved into
highly industrialized urban areas, the
total number of people in
volved in various phases of agricultural
business has continued to increase.

Many of the present areas of endeavor
did not exist 47 years ago when George
Hurt entered the field of agricultural
education. He knew men power and
speed and learned, shared his share of
butter and helped make sausage, but he
was flexible enough in thought to
spare the gap to the TVA to cope with
modern day problems of agriculture.

He experienced the tremendous impact of
the tractor, the hybrid, synthetic
fertilizers, the expanding nursery use of
Texas feedlots, where feed bills run
around a half million dollars a
month or six million dollars each year
on a single unit operation. These and
many other changes have occurred in
the 67 years Mr. Hurt served agricul-
tural education.

During this span of years, the farm
family has moved farther away from
the original problems of uncontrolled
production, unlimited quantities of
food and fiber to the food and fiber
controls, subsidized production or non-
production. The changes have brought
on a more scientific agriculture which
resulted in an expansion of vocational
education programs in Texas.

Into the picture came courses in
ornamental horticulture, master process-
ing on a commercial scale, careers in
the dairy industry, and the recognized
impact of agricultural chemicals and
fertilizers and their future in an ecolo-
gically-minded generation.

During the 1950s with the Texas Education Agency and Texas
public schools, the private universities have contributed
of thousands of vocational
agriculture teachers, administrators,
and hundreds of students. Mr. Hurt
had a way with these students and
theirs. One key to this accomplish-
ment may have been 12 years of close
relationship and working with Texas
vocational education. ... five years at
the Odd Fellow Home for Orphan Boys and seven years at the State's Orphan Home.

For many years Mr. Hurt was recog-
nized as the outstanding contributor to
agricultural education, but above all
he was the able administrator who
cut out a total educational program.
He served on the National FFA
Foundation board of directors and
helped chart a course that could not
be sound. Through his efforts and en-
couragement he caused the Texas Young Farmers organization to be one of the leading programs in the nation.

Six years ago he had the vision to
help establish a Teaching Materials
Center for Agricultural Education at
Texas A&M University. Since its in-
ception, the Center, with the guidance
and counsel of vocational agriculture
teachers, state staff members, teacher
trainers and state advisory committee
has made a valuable contribution to
the total program. It counts among
its contributions the FFA's work in
preparing educational counselors
for young people.

Over 166,000 boys and girls, students of Vocational Agriculture, the teacher's activity group by the Ministry of Edu-
cation (Vocational Agriculture). Their goal is to train young men and women in the various phases of the agricul-
1950 as a national organization. The aim of the or-
ganization is that "FFA serves to help members successfully con-

The Future Farmers of Japan is an
independent organization by the Japa-

VOCATIONAL AGRICULTURE AND THE FUTURE FARMERS OF JAPAN

The Future Farmers of Japan is an
independent organization by the Japa-

This is the culmination point for many
activities that are begun in local chaps.
In 1970 the FFFJ national conven-
tion was held in Tokyo in celebration of
the 20th anniversary of FFFJ.

FFFJ organizes a board of officers at
each level which is managed by its
members themselves under the super-
vision of the adult officers. The staff
of the national board of officers are
president -1 , vice-presidents -4,
directors --15 (including 9 direc-
tors), and auditors ... 3. For adults,
representatives ... 1, national adviser
t... 2, technical counselors ... 5, and
other business staff members.

These officers keep their position for
one year and may be renewed in May
by the annual delegates conference.

FFJ issues a monthly magazine en-
titled "Leadership." This is largely
subscribed to by the members and con-
tributes to the promotion of the cul-

tural level of the members. For infor-
mation of the members an organ
newspaper "FFJ News" is also issued
and distributed to all members times 3
each year.

The emblem of the FFFJ is made up
of 3 symbols: the pigeon, Mt. Fuji
and an ear of rice. These symbols sig-
ify friendship and good harvest.

For the education of teachers and
school leaders, a leader-training course
is held each summer, where teachers
and leaders discuss how to improve their
teaching methods related to the club activi-
ties.

For the past 20 years FFFJ has been
developing many young people in agricul-
ture and sending them to the rural
province or agriculturally-related-indus-
trial field. They have realized the
value of farming and applied the new
technical skills which they received
through their FFFJ experience, conse-
quently, they have greatly contributed
to development of agriculture.

FFJ exchanges information with the
other future farmers organizations of
the world. It is hoped that the existing
friendship relations between these orga-
nizations and FFFJ will contribute to

A land-survey contest is a part of the Future Farmers of Japan Cooperative Activities.

The school education system in Japan consists of four levels, namely primary, junior high, senior high, and college or university. Primary school (6 years) and junior high school (3 years) are compulsory education. After junior high school the students can select ordinary senior high school (3 years) according to their own future program. If they want to take agricultural courses they can select an agricul-
tural high school.

The agricultural high school is di-
vided in two types. One is the school of agriculture exclusively, the other is one including agricultural courses along
with some other vocational courses such as commercial, home economics, and technical courses or sometimes non-voc-
cational courses. In college or university the students can obtain a higher degree of
gericulture.

These agricultural high schools have an affiliated school farm, respectively where the students acquire farming technique or learn new skills.

A judging contest of farm projects is a part of the Future Farmers of Japan Program.
Agricultural Education For Elementary and Secondary Teachers And Counselors

Jim Duker
Assistant Professor of Vocational Education and teacher of Vocational Agriculture University of Wyoming, Laramie

Forty Wyoming elementary and secondary teachers and guidance counselors are selected each summer by representatives of the various farm and ranch organizations to participate in the summer school.

The Wyoming State Department of Agriculture, the Wyoming Farm Bureau, Wyoming Stockgrowers, Wyoming Wool Growers, State Soil and Water Conservation District, Wyoming Vocational Agriculture Program, and the Wyoming Agriculture Unity Group (Grain, Wheatsgrowers, Dairy, and other commodity representation) are the sponsors for the five-week summer school. They conduct the classes and provide the funds for tuition, field trips, and stipend staff for the "Wyoming Agriculture on Parade" program. The University allows five hours of credit for the five-week program.

While the primary aim of the leaders of Wyoming Agriculture is to provide a quality program in agriculture for teachers and counselors, it is doubtful if any state has ever had such a coordinated effort among the varied interests of this complex industry to achieve a specific goal.

The objectives of the project are to provide teachers and counselors with an opportunity to learn more about agriculture and conservation so they may feel better qualified to discuss the production, marketing, conservation, and opportunity in the agricultural and cultural resources on their own teaching programs.

The specific objectives identified by the sponsoring committee include:

1. To appreciate the contribution agriculture has made to the educational and economic development in Wyoming.
2. To understand some of the problems of management and labor problems in agriculture and relationships to industry.
3. To recognize the important role of conservation in the use and protection of our national resources in agricultural, cultural, and aesthetic values.
4. To understand the revolution in scientific and technological change that are taking place in agriculture.
5. To recognize the growth of agriculture towards improving the well being of mankind.

To appreciate the many contributions that scientific research in agriculture has made to society.

This will be the third year that the program has been offered to Wyoming teachers. A total of 168 teachers have participated.

Conclusion

This program has been designed to foster a better understanding and appreciation of agriculture. It is hoped that by participating in this program, these teachers will be better prepared to teach their students about agriculture and the importance of conserving our natural resources.
A Declaration About Teachers

Charles C. Drenbaugh
Professor and Chairman
Department of Vocational-Educational Education
Rutgers University

There is a need for a new, more imaginative educational program in vocational education. It is not enough to simply add new courses and materials to the existing curriculum. We must re-examine the very foundations of our educational system and consider what it means to be an effective teacher in today's world.

The teacher is a key figure in any educational program. They are the ones who instill knowledge and skills in their students, who shape their character, and who inspire them to pursue their dreams. Yet, too often, teachers are overlooked and undervalued.

We must recognize the importance of our teachers and support them in their work. Let us create a program that respects the role of the teacher and values their contributions to education.

The time is now to recognize the importance of our teachers and invest in their professional development. Let us create a program that recognizes the value of teaching and provides the support and resources needed to make teaching a rewarding and fulfilling career.
VO-AG STUDENTS ADD MANPOWER TO KENTUCKY CONSERVATION DISTRICT

"We think we've found an ideal way to improve the effectiveness of land and water conservation efforts." - James Pailey

James Pailey became the first chairman of the Junior Board. Herbert Delay was named vice chairman, Ronnie Glover, treasurer; and Larry Gabbard, secretary. David Hall and Gayle Shinnfeld, as supervisors, completed the eleven-member board. Three senior students will serve only one year. Then each new supervisor will serve a two-year term. Three new supervisors will be elected each year. Any high school student in the county is eligible to serve on the Junior Board but, to date, only VO-AG students have been candidates.

The first official duty of the new junior supervisors was to formulate a plan of operations for their first year's activities. This plan, which includes goals and objectives for the VO-AG, is scheduled to be completed by May 15. Promoting community tree planting, the Junior Board prepared and distributed a package of tree seedlings to local landowners. Available only in packages of 500 seedlings from state nurseries, the package program gives the trees in multi packages containing a variety of trees and softwood species. Nearly 100 packages were distributed last year to residents at $1.50 per package.

When Kentucky's 1972 annual conservation essay contest started early in the school year, the junior board made its business to see that student participation reached a record high. In the local area, the Junior Board supervised the delivery of the 15 local churches. Next year the board plans to have the students and their friends turn in seedlings for the district.

A new water system has been proposed for the Junior Board. Sources of a new water system have been discussed and the board has been working with the local and state departments. The new system will be in place by next fall. The board will meet weekly to work on the project.

"We want to give our younger citizens first-hand experience in resource conservation work, and in one year's time the effort has more than doubled the local school." - Ron Smith, Public Information Specialist, USDA-Southern Regional Office, Upper Darby, Pennsylvania

"STAND UP AND BE COUNTED"

The foundation of the National FFA Alumni Association will be held on May 12, 1972 when the first national meeting is held in Chicago, Illinois. An attempt is being made to "sell" the thinking and enthusiasm of everyone in molding this new organization together. All states are requested to be represented and all members are invited. The states who charter FFA Alumni Associations before January 1, 1972 will help to start the "Founding Stating" of the National FFA Alumni Association. All members who join prior to it will become the "Charter Members." The meeting will be held at the Olympic Hotel, adjoining the airport from 9:00 A.M. until 3:30 P.M. Annual dues are $4.00 and life membership is $100.00. Join and tell your favorite friends. Please write to the National FFA Alumni Association, Box 15058, Alexandria, Virginia 22309.
MODULAR PROGRAMMING FOR VOCATIONAL AGRICULTURE

Rex Cunningham
Agriculture Instructor
Arcadia High School
Arcadia, Ohio

What reactions would a young teacher expect to receive if one taught small group power, multiple-engine power, electrical power, electronic surveying, agricultural engineering, fluid power, soils and farm management, advanced welding, and farm machinery operations all in nine weeks blocked called modules? Add to this that each student, including girls from other vocational and college preparatory programs, were allowed to enroll up to two and a total of 15 students could enroll in modular courses in offered in industrial arts and home economics. These modules are specific durations of time for a certain subject matter. This could vary from a nine-month course to an eight-week course. Nine weeks became the most desirable for a 36-week school year at Arcadia. If you were teaching in a school not affiliated with a joint vocational school, I believe you would be more nearly meeting the needs of vocational agriculture, vocational related and college-preparatory students.

The following is the modular program offered at Arcadia High School in which students may take as many or few courses as they desire. Staff members find these definite advantages to modular programming for vocational and associated curricula:

1. Permits team teaching in a small class size.
2. Provides a better use of facilities and equipment if operating on limited budgets.
3. Allows the student latitude in course selection.
   (a) Vocational agriculture students without farm backgrounds can broaden their spectrum in drafting, graphic arts, nutrition and family relations.
   (b) College preparatory students can apply mathematics and physics in electrical power and surveying, while normally they did not want or could not schedule the course.
4. Student discipline problems are very minimal because of course length and personal selection by student.
5. Student guidance becomes more effective by providing students opportunities for exploration.
6. Increased rapport with the total school community because more students become exposed to the vocational and industrial technologies.

Innovations in Preparing Teachers of Agriculture

Characteristics of the Teacher

Situations on the farm, in other agricultural businesses, in the home, and in the community continue to challenge a good teacher of agriculture. If one is to succeed as a teacher, he must be able to diagnose and use the abilities and weaknesses. Since the age of teaching agriculture has changed, there is need for a different kind of teacher. In fact, today's students are age 9 years older than was needed a few years ago. This brings the class, in terms of knowledge and skills teachers need to know.

The Job of the Teacher

The teacher of vocational agriculture needs to be an important person in the community. His first responsibility is to teach. His teaching should be based on the general welfare of the people in the community. In most instances, the teacher is also responsible for agricultural programs. However, several teachers add to their high school teaching work with college groups. It is found that the key to the job of a teacher is the teacher's ability to help the students in their development of leadership, character, cooperation, skills and citizenship.

The professional courses should include methods of teaching, educational psychology, and such experiences (statioining) in the area where they will be teaching.

Teachers need help in the areas of motivation, student individualization, programmed instruction and modular teaching. There is a need for many demonstration programs. There is a vast amount of curriculum materials and aids for teachers, they should be assisted in their teaching. Students are taught by using these modern, up-to-date aids. In their presence or even in the program, the competencies needed in this area should be taught.

In addition to the preparation programs, workshops, special short courses, institutes and other in-service programs should be used to continually teach teachers new knowledge and skills teachers need to know.

Summary

Good teachers have a need to know more than how to teach students to farm. All the areas of agriculture have many changes and improvements. To prepare these persons our teacher education programs must be changed. One needs to know how to support teaching methods of teaching to those persons who are teaching. The teacher of vocational agriculture, for example, needs to know how to work with people on many different skills in the area. The teacher of vocational agriculture must be able to give the student the ability to do all kinds of curriculum materials, and follow up on many of the student's, including the disadvantaged and handicapped.

The requirements are much different from the past 50 years ago. Are we changing our program to meet these new needs of teachers?

GU my TIMMONS

April 19, 1912 — February 1, 1972

The many friends and colleagues of Dr. Guy E. Timmons were shocked and saddened by his sudden death the afternoon of February 1, 1972. An outstanding teacher, an energetic and dynamic individual, he was raised by students, fellows, educators, friends and family. Dr. Timmons, as he was affectionately known, had been at Michigan State University since 1948 and had been promoted to professor in 1966. He taught vocational agriculture in Sycamore, Pennsylvania from 1935 to 1942; and was assistant in the associate deans of students at Washington State College from 1949 to 1950 and the Philippines under the sponsorship of Stanford University.

Guy Timmons received both the Bachelor of Science and Master of Science degrees with majors in vocational education from Pennsylvania State University. His doctorate with a major in supervision and administration was awarded by West Virginia University in 1958.

His immediate family includes his wife, Wilma, and two sons, Mike (age 24) working on a masters in landscape architecture at Harvard and Dave (age 19) in his second year at Lansing Community College; and his mother and one brother.
Stories in Pictures

by Richard Douglass

House and Farmwreck is a guide to Colorado Young Farmer Education classes. A checklist compiled by the State Division of Agricultural Education is used as a guide for youth and adult education classes at the school. In the checklist, the three main and other machines are assigned to specific tasks of farm machinery. The particular chart enables a young farmer to determine whether it is cheaper to rent or to own a particular machine. (Photo supplied by Colorado Farm and Home Education, University of Nebraska.)

Students at Waipahu High School discuss preparation of pets for shows with their principal. Charles Chang, Ornamental Horticulturist, is examining peppers with the students in the garden. Besides ornamental horticulture, Waipahu High School also offers an agricultural technology course. The school is located in the City and County of Honolulu. (Photo supplied by Tami Hayakawa, Hawaii Specialist, Agricultural Education, Department of Education, State of Hawaii.)

Small Group Instruction

Large Group Instruction

How Many Do You Use?

Individualized Instruction

On-Job Instruction

Demonstrations

Theme—TEACHING METHODS

Kari Vargas, right, Vo-Ag instructor, Mauna Kea High School, California, explains to Walla Walla Management Students, City FFA and Soil Management Students, City FFA and Soil Management Students, City FFA and Soil Management Students. The birds are kept in the school's soil science laboratory. (Photo by William D. Wilt, Agricultural Nutrition Specialist, California State Polytechnic College.)