In the March 1971 issue, credit for the article Employment Opportunities and Educational Requirements for Jobs in Outdoor Recreation should have been given to two individuals: Dr. W. R. Allis, chairman, Occupational Education Program, University of New Hampshire, Durham and Richard G. Floyd, Jr. At the time of the study, Mr. Floyd was a graduate assistant in Occupational Education at the University of New Hampshire. He returned to Kansas Agricultural and Technical Institute, Hutchinson, Kansas as a member, Department of Natural Resources. He is currently employed as Recreation Planner, Department of Natural Resources, Commonwealth of Massachusetts, Boston.

Game to me

One part per billion is about one minute in time since the birth of Christ, or 1 penny in 10 million dollars.

A study of the "Influence of Vocational Agriculture in the Rural Wisconsin Community," by Bjoraker and Kramer showed that high school graduates were more apt to enter farming with more years of instruction in vocational agriculture. Only 7% of the high school graduates with 1 year of vocational agriculture entered farming compared with 15% of those with 2 years, 26.6% with 3 years, 28.5% with 4 years. A similar trend was noted for dropouts. Students who dropped out of school with only 1 year of instruction in agriculture represented 11.9%, whereas 28.5% of the dropouts with three years of instruction were farming.

The 112 enrollees in adult classes, at the time of the study, had an average attendance of 3.5 years since 1968. The average attendance indicates that adult instruction is an essential part of a total program and provides opportunity for continuing education for those engaged in farming.

Honorable James A. Rhodes, former Governor of State of Ohio, in his acceptance of a citation at the 1970 Aune Convention for his contributions to vocational education stated: "We have got to be realistic that not everyone is college material, and those do something about it. That something is to provide job education and job training on a large scale." He added that his idea of providing for those not going to college includes getting to the students by the 5th or 6th grade. "If you wait until a kid graduates from high school, it's too late. We've got to get to them before they even think of dropping out of school."

Russell Kirk, in his syndicated column wrote, "Nowadays some well-known authors of the schools are recommending that teacher-certification requirements be abandoned altogether by state boards of public instruction or state legislatures. Instead, these reformers would leave appointment of teachers and administrators entirely to local school boards and school officials, enabling those local authorities to recruit the ablest candidates, whether or not those applicants have labored long in the dreary vineyard of the educational establishment." Formerly, California was the most rigorous of states in such matters but last year, California's legislature passed an act which reduced "certification" for both administrators and teachers.

A graduate study from the University of Iowa reported that a successful manager assigns priorities to each of his problems and to each of his jobs. The same applies to a successful teacher according to our observation.

Japan became the first country to import more than $1 billion of U.S. farm products in a year. Over half of this 1970 import was in feed grains and soybeans.
Guest Editorial

STANDARDS OF PERFORMANCE

Harold M. Byron
Department of Vocational Education
Michigan State University
East Lansing, Michigan

Most teachers want to attain and maintain high standards of performance in teaching and in planning and organizing the several components of an effective program. These individuals who do maintain these goals tend to leave the profession, either voluntarily or involuntarily.

Standards with a basis of little more than tradition have not exerted a strong influence on programs or on instructional improvement. Many of these have related to quantity or scope of teacher performance within groups assigned to them. Numbers of supervised practice visits, number of adult class meetings, number of state FFA degree winners, and contest-winning teams. The shortcoming of these is that the attainment of them is strongly influenced by characteristics of the community and the people in it. Requirements for degrees in the FFA cannot be regarded as standards, but rather as minimal attainment. Only a few can win in the competitive system prevailing. Therefore, winning contests cannot be regarded as representing attainable standards.

The concept, and still current methodology in vocational agriculture appears to assume group instruction, with only token consideration for special needs and interests within groups assigned to or recruited into the programs for instruction. Recognition of high quality performance appears to come to those who succeed with students not having special needs and to accomplishments with groups of such persons.

Who are the ones who should provide the bases for high standards? The employer knows what competencies he needs in those whom he hires. The farmer becomes better known if appropriate techniques of information retrieval are employed. Then, there are the parents who, like school administrators, are not always interested in what is taught in school, but in how well it is taught. Other teachers in the same field sometimes provide part of the basis. This is true whether it is organized in the form of a state vocational education association or other. A better level of achievement which may become, in effect, the basis for standards of performance by Teacher B. Actually, every advanced professional educator has the privilege of setting his own standards and should exercise this privilege.

Most of us, if pressed, would say that we already know better than we actually perform. What are the basic elements of high quality performance that have become the more than half-century of vocational agriculture? We know how to use problems as a basis for instruction-problem drawn from both group and individual situations of students. No other field of vocational education has a better record of this than vocational agriculture. This method can help to achieve high quality instruction on either a group or an individual basis.

We know how to provide for practice as a part of instruction. Here, too, vocational agriculture can claim leadership. The approved practice of guiding learning of students in relevant work experience are known. Another area in which vocational agriculture has taken the lead and, in effect, set high standards, is in identifying performance objectives to use as a basis for instruction. These objectives have not always been as succinct and representative of feasible measured attainment as the "behavioral objectives" advocated by Bums. Every teacher-educator and supervisor could improve his instruction and leadership by setting as a standard the statement of performance objectives before planning the instructional activities.

One difficulty experienced by many is that too often the standard program or instruction relate to process, or input, rather than to product, or outcomes. Those may come from state or national leaders or state agencies, as well as from agencies for accreditation. The difficulty is that one has little basis for accepting such standards without information that would indicate that the desired outcomes will follow the recommended inputs. What have I been leading up to is that the basis for standards should be realistic and attainable. If this is accepted, then each educator should assume major responsibility for setting his own standards. This can be better done if we were to find out what parents expect or hope for their youth, and expectations of students, or whatever levels in the curriculum. The programs are known and if they affect the enrollment in the Education curriculum and were to ask, "How about the agricultural mechanics areas?" the answer would probably be a definite "yes." Kansas State University recently graduated a woman in the Agricultural Education curriculum. She is certified to teach Vocational agriculture in the state of Kansas. Her transcript shows 45 semester hours in the area of technical agriculture, 30 hours in general agriculture, 20 semester hours in professional education, and 14 semester hours in agriculture. She completed her student teaching in the cane areas of agricultural welding, farm power and livestock selection.

How did this female come out with her first interview with a Kansas school superintendent looking for a vocational agriculture teacher? The superintendent stated after interviewing the student, that, "If you are interested in being a vocational agriculture teacher, the superintendent stated after interviewing the student, that, "If you are interested in being a vocational agriculture teacher, the superintendent stated after interviewing the student, that, "If you are interested in being a vocational agriculture teacher, you must be interested in more than just the classroom. You must be interested in more than just the classroom. You must be interested in more than just the classroom. You must be interested in more than just the classroom. You must be interested in more than just the classroom. If 30 percent reach a given level of performance, then question can be raised as to the acceptability of this as something to be maintained, or whether the standard should be raised to 60 percent. If differences among the students are significant, then standards should vary for different individuals. These are tentative conclusions from the limited basis of maintaining high standards, but let us not blindly accept those recommended by others. Rather, let us review these standards and, tentative in establishing our own realistic level of attainment.

August 1971

THE AGRICULTURAL EDUCATION MAGAZINE

A woman vocational agricultural teacher?

Howard R. Bradley
Adult and Vocational Education
Kansas State University
Manhattan, Kansas

Is there a place for the female in the field of vocational agriculture teaching? The answer to this question is often "yes" in certain areas of the program, namely in the area of Vocational agriculture. How about the animal science and the plant science areas? The answer by some agriculture education professionals, would probably be "maybe." But if one does not know the programs are known and if they affect the enrollment in the Education curriculum and were to ask, "How about the agricultural mechanics areas?" the answer would probably be a definite "yes." Kansas State University recently graduated a woman in the Agricultural Education curriculum. She is certified to teach Vocational agriculture in the state of Kansas. Her transcript shows 45 semester hours in the area of technical agriculture, 30 hours in general agriculture, 20 semester hours in professional education, and 14 semester hours in agriculture. She completed her student teaching in the cane areas of agricultural welding, farm power and livestock selection.

How did this female come out with her first interview with a Kansas school superintendent looking for a vocational agriculture teacher? The superintendent stated after interviewing the student, that, "If you are interested in being a vocational agriculture teacher, you must be interested in more than just the classroom. You must be interested in more than just the classroom. You must be interested in more than just the classroom. You must be interested in more than just the classroom. You must be interested in more than just the classroom. If 30 percent reach a given level of performance, then question can be raised as to the acceptability of this as something to be maintained, or whether the standard should be raised to 60 percent. If differences among the students are significant, then standards should vary for different individuals. These are tentative conclusions from the limited basis of maintaining high standards, but let us not blindly accept those recommended by others. Rather, let us review these standards and, tentative in establishing our own realistic level of attainment.

American women are up in arms over what they regard as an intolerable economic discrimination against them. In the professions women charge that they are hired last, paid least, passed over for promotions, and held to the drudgery of routine jobs. One of our western states that has a large teacher education program reported that they have not been able to place a woman Agricultural Education major graduate in the vocational agriculture teaching field in the past four years. In Kansas our first woman Agricultural Education major has taken a teaching position in 7th grade science. She was not able to find employment in her teaching major.

SPECIAL NOTICE

At the time of his sudden and untimely death on June 16, 1971, Editor Harry W. Kilburger had edited copy for this issue and planned its layout. Due to Harry's excellence in selection and planning, it was easy to pick up the editing tasks and publish the issue as he had planned it.

The Editing-Layout Board is currently in the process of appointing a new Editor. It is anticipated that the new Editor will begin work no later than the January 1972 issue. In the interim, The Magazine will be edited by Harry's colleagues in the Department of Agricultural Education at the University of Minnesota, St. Paul. Articles should be sent to Dr. Milla J. Peterson at the University of Minnesota.
AGRICULTURAL EDUCATION IN TRANSITION:
A NATIONAL SEMINAR

Clifford L. Nelson
Department of Agricultural and Extension Education
University of Maryland
College Park, Maryland

The principal goal identified by this committee for teacher education is to provide sufficient education for individuals entering the profession. The program should include guidelines for preparing teachers, improved reporting systems, provision for certified teachers, teacher aides, technicians and specialists. The committee suggested that a variety of modules be made available to prospective teachers to meet the individual needs. Inservice education should be based upon evaluated criteria. Emphasis should be placed on recruiting sufficient numbers of students to enable the program to grow and remain viable.

A national task force is appointed to consider modification of the constitution and aims and pur- pose of the FFA.

Committee VIII Setting Student Performance Standards

Purpose: Establish guidelines for developing student performance standards and behavioral objectives for each of the subject instructional areas in agriculture and natural resources.

This committee recommended the appointment of a national performance standards committee and employment of the group. Specific recommendations that terminal performance objectives should be sequenced through structural analysis, procedures and instruments for measuring student performance should be developed. This pilot study should be encouraged and that student achievement and instructional materials should be evaluated in terms of employee performances.

Committee VIII Providing Instructional Programs

Purpose: Identify the importance of post-high school education in agriculture and natural resources.

The purpose of adult education is to upgrade the capabilities of those persons seeking for their current employment, to prepare them for entry level employment, to retain individuals for those major businesses and prepare yourself for positions of management. The committee urged continuation of current programs, expansion of programs to those not employed who are not being served and increased emphasis on retaining people in agriculture business occupations.

Summary

The spirit of the seminar was action. Participants were positive in their approach to the problems in "Agricultural Education in Transition." People in the profession will be called upon in the near future to implement the guidelines and provide directions for agricultural education and to help implement the results of these activities.
MAINTAINING QUALITY PROGRAMS BY ESTABLISHING EDUCATIONAL PRIORITIES

Hollie Thomas
Agricultural Education Division
University of Illinois
Urbana, Illinois

How can you establish realistic priorities?

In order to maintain a quality program, realisitic priorities must be established. The process begins with the teachers, involving, in this aspect, the在整个 dataplace. Priorities established solely by the teacher may easily lack credibility among parents and students and the board of education. The optimizes strategies and goals of the program. Setting priorities must consider the five areas: (1) the number of students enrolled, (2) the educational needs of the community, (3) the flexibility of the educational program, (4) the needs of the teachers, and (5) the industries served by the educational program. This program must be adapted to the educational needs of the community.

What are priorities?

Courses, programs, and curricula all have objectives, whether written or not. These objectives may be expressed as goals or outcomes that the teacher and the administrator expect to achieve from a program, whether it be approved by the board of education. Objectives that are not written are still objectives. Hence, priorities may be based on these objectives, whether written or not. The concept of writing priorities encourages the identification of educational objectives. Objectives that are not written may be based on the needs of the community.

How to determine priorities?

Priorities are established by a combination of factors from the emotional “gut-level” feelings that a teacher or administrator has about the program. Examples of the extremes are (1) the teacher operating on a gut-level feeling that this instruction would be improved if the school would buy a new truck for the agricultural department use and (2) the teacher who indicates that he needs more specific information about his students. These extremes are the rationale that his largest class of 25 freshmen exceeds the seating capacity of the classroom. The difference here is that the emotionally based priority does not have a logical rationale at a basis; no reasons are given as to why they would improve instruction.

Priorities are often based on discrepancies. Thus, the greater the discrepancy the higher the priority a particular item receives. If it’s a teacher of agriculture who has been content with a total of 30 students in his class, why collapse his Vo Ag II, III, IV program into one class and teach 1 course or 2 in biology, then the priority of changing the structure of the program. A major program that does not match the student demand will have a discrepancy. Therefore, the best possible list of priorities for an educational sound program may not have community support.

Priorities are based on a variety of variable objectives. When an administrator examines a list of priorities, it is necessary to determine the relative importance of each. The program must be used to determine the importance of each program.

Conclusions

“Gut-level” priorities may be appropriate for the administrator who only has the gut feelings toward the program. A program planner’s priorities must be based on objective educational goals. A program planner’s priorities must be based on objective educational goals which his priorities should be based.

- Measures of the student interest in agriculture, preferably obtained by use of an interest inventory.
- Measures of community support in the form of advisory committee membership.
- Indication that the agricultural industry in the community will support the program and paying for it.
- Information regarding the funding patterns of the state department of vocational and technical education.
- Information regarding the necessary skills that employers need for entry level in the various agricultural occupations.
- Information concerning the type of educational program that will be needed to respond to the changing educational environment.

With this type of data and knowledge of the program planner is prepared to give sound reasons why a program should exist rather than based on what he thinks. If a program is based on sound current educational objectives which are converted to priorities based on the relative importance of the current objectives of the community, that program will most likely result.

AUGUST, 1971
SUPERVISION INCLUDES GUIDANCE

Larry Eiland, Assistant State Supervisor
State Board for Vocational Education
Bismark, North Dakota

A supervisor's primary goal is to help the local teacher improve himself and his work. To achieve this goal, a supervisor, in his work with local teachers, must include and be ready to offer a number of guidance oriented services.

The vocational agriculture instructor looks to his supervisor for such indirect guidance services as providing sources of information, sharing techniques, assisting in keeping records, using counseling, and making evaluation. The local teacher also looks to his supervisor for direct counsel on such problems as work adjustment, personal improvement, community participation, and personnel problems.

The guidance activities of the supervisor, as well as the vocational agriculture program, depend upon the individual needs of the teacher. It will depend on the teacher's background as well as the problems he is faced with in his local situation. The beginning teacher may need more help in this area than the established teacher.

Regardless of who needs it and what is needed, the supervisor has a responsibility to provide a service that will satisfy the needs of those he supervises.

Indirect Guidance Activities

The supervisor's guidance activities may be divided into two categories: direct and indirect guidance services. The indirect services may include such activities as:

Educational and Occupational Information. In providing educational information the supervisor should be concerned with (a) current and (b) technical information. New developments, things that are going to happen and things that have happened that refer to work with agricultural education such as he is told a local teacher by his supervisor. The major role of the vocational agriculture teacher in guidance has shifted from recruitment of farm boys into the program to guiding students into occupations. This necessitates guidance to include such matters as personal requirements of workers, economic and social aspects of jobs in these occupations, avenues of promotion, and sources of information for these occupations to possible careers. The area of occupational guidance is conceptually one of the most important activities of the vocational agriculture teacher. The supervisor should be ready to assist the local teacher in this.

Sharing Techniques (how-to-do-it). Techniques used in guidance work vary with the kind of task, and a helpful supervisor should have a checklist for each task and be sure his teachers get them as they are ready for them.

Systems of Records. What the vocational agriculture teacher uses the records for determines the kind and amount of records needed. The supervisor cannot make this decision. He should, however, make sure the teacher is aware of the uses of records for guidance purposes, and he should make available guidelines and/ or samples of record form.

Using Community Resources. No one teacher can possibly satisfy all the needs of his students. The supervisor should encourage the local vocational agriculture teacher to identify and use his community resources.

Guidance Studies. There is an ever increasing amount of research being conducted in the field of guidance. The supervisor can be of great help to the teacher by making these findings available and assisting in their interpretation.

Evaluating Local Guidance Activities. The supervisor's greatest contribution in the area of evaluation could be in providing guidelines for the local teacher to follow.

Direct Guidance Activities

The direct guidance activities of the vocational agriculture supervisor would be that of an individual counseling nature. A minute's time in direct counsel with the local teacher would make the difference between the success or failure of a vocational agriculture program.

Personal Problems. In dealing with personal problems the teacher should be a person who is willing to listen. He would not attempt to pass judgment nor make decisions. Should the problem be such that it cannot be solved by simple talking, the supervisor should be able to recommend professional personnel or services which could be of help. The more fact that the supervisor is interested and willing to talk to the teacher about problems and that it will be kept in confidence is of great service to the teacher. Many personal problems are handled by simply talking about them. The supervisor should make it known to these he supervises that he is interested in them and their problems.

Work Adjustment. In helping the teacher solve work adjustment problems the supervisor would, through the counseling interview, (a) help the teacher identify the causes of the problem, (b) counsel with the teacher, (c) make suggestions which will help the teacher adjust his work with the pupil, (d) consult with the school administration and/or other people with whom the teacher is in close working contact.

Early identification of the problem and actions of the teacher himself. In many cases, the supervisor should provide and guidance.

Personality Improvement. Assisting with personality improvement requires a great deal of guidance. Each individual has his shortcomings, and almost everyone will admit having these, in general. A vocational agriculture teacher must be prepared to help from his supervisor on his weak personality points. A thoughtful supervisor will be to it that the teacher gets help and encouragement, and guidance in this direction, and that it is adjusted to the teacher's weaknesses. It is a wise and helpful supervisor who can stimulate his teacher to want to improve. Often, simply recognizing a job well done, and giving the teacher an appreciation will go far in motivating self-improvement.

Community Participation. The vocational agriculture teacher, more than any other teacher in the school system, becomes involved in community participation. The nature of his work brings him in contact with the parents of his students, community business leaders in agriculture, young and adult farmers and local agricultural business men of his community. To provide the teacher with the guidance he needs to effectively work with people of the community, every effort should be made to assist the teacher in meeting these people.

Summary

The function of the vocational agriculture supervisor's guidance program is to help the local teachers help themselves. The guidance activities will be as varied as the individual teachers he supervises. This calls for a broad range of guidance services to meet the needs of each teacher.

Even though each teacher is different, there are certain needs that are common to all. Some needs can be met through the indirect guidance activities of the supervisor while others are met in carrying out his community responsibilities. It might involve providing assistance in planning and organizing the teacher's workload. Calling attention to setting up priorities and scheduling activities so as to make efficient use of time may be the solution. It might mean assisting the teacher in planning and carrying on the classroom and community activities.
A South Dakota agricultural instructor, Bob Johns, gets experience in nature through a job training internship program at South Dakota State University. (Photo by H. W. Gaddis, South Dakota State University)

A South Dakota agricultural instructor, Bob Johnso, gets experience in nature through a job training internship program at South Dakota State University. (Photo by H. W. Gaddis, South Dakota State University)

Robert W. Walker University of Illinois

Robert W. Walker University of Illinois

Richard Waybright (left) and his son, Dwayne, talk over a management decision that must be made in the operation of one of the Morton Farms near Gettysburg, Pennsylvania. The Morton Farms operate a family corporation with Richard, his brother, James, and brother-in-law, Luther Smith, as sole shareholders. They currently milking over 300 Holstein, Jersey, and Holstein-Jersey heifers. (Photo from National FFA Contest)

A vocational agriculture student, Lee Sellers, measures tree height with the Abney level on the Arlington School District's field that covers 240 acres. (Photo by Alex Crews, State Superintendent, Olympia, Washington)
Program Evaluation: Questions and Strategies

Alfred J. Mannehach
Research Coordinating Unit
University of Kentucky
Lexington, Kentucky

The educational enterprise, of which agricultural education is but one part, is a complex system. In nearly all agricultural education programs, instructional programs are conducted in the educational setting, there is one key lesson. Unless students, and students, and students are personally involved in the process of designing and conducting programs, improvement efforts will be frustrated. The improvement of programs is not also for the benefit of the students, but also for the benefit of the education system. There is no doubt what we can do to make the technological barriers to educational program improvement the big hurdles to be those barriers in the minds of people. We can assist in breaking down those barriers when we involve people to the extent that they have full knowledge of the needs for program improvement. Involvement of people should broaden their perspectives and shift in breaking down those rigid attitudes of us pass yet regarding changes in the systems theory to maintaining high quality educational programs may be a big help of looking at the problems of involving people. If we think of the agricultural education program as a subsystem of a larger system, we can get some idea of the other systems and the people within those systems to whom we should relate. The educational agriculture program may be a subsystem of the larger department of vocational education. The total educational program is actually a subsystem of the local community. If we think of the community as the super-system, we have to realize that there are many subsystems other than the school system. We must remember that agricultural education has subsystems of its own — Vocational Agriculture I, FFA, etc.

Should we involve people from all of those systems to assist us in maintaining a high quality program?
IS VOCATIONAL AGRICULTURE A CHALLENGE IN YOUR SCHOOL?

Fred P. Glancy, Jr.
Director of Vocational Agriculture
Delaware Metropolitan School District
Muncie, Indiana

How many times have you heard these statements in the past four years:

"Vocational Agriculture is on its way out of high schools;"

"How soon do you think we should drop agriculture from our curriculum?"

"There aren't many farmers anymore."

I would guess you have heard these or similar statements many times. The writer has had the opportunity to visit many schools both in the past few years and talk with many administrators and superintendents. When agriculture was mentioned it was always negative.

Vocational agriculture was being dropped or not included in the post secondary programs. Why?

"It is the climate and its advisory committee is not active."

"Vocational agriculture is a teachers' nightmare."

"It is really teaching the students how to make a living as a farmer."

How should we be involved in assisting the local teacher in maintaining a high quality program? We need to relate to their environment in order to discover the solution to the question. If we accept the idea that we operate within a suprasystem, commonly identified as the community, it would logically follow that we need some means of effectively interacting with the suprasystem. The most effective means found to be the advisory committee of the school. Citizens are generally eager to assist their schools in a meaningful way. If those of us professing to be educators will assist and guide them in fruitful activities.

Another segment of the system to which we must relate is the student population. For far too long we have failed to involve students in program improvement. Perhaps no group of educators has done a better job with youth groups than teachers of vocational agriculture. But we seldom involve students to the extent we should in total program improvement efforts.

Students are frequently a neglected group when we consider topics related to planning and evaluating programs of agricultural education. No group of individuals is likely to be more affected by changes in educational programs than are students. The advice of students should be a valuable input in planning and evaluating programs of agricultural education. People will be better prepared for citizenship if we really involve the students.

As you go to school, you will find that the agriculture programs are increasing in number. In many schools the agriculture program is one subsystem of the educational system. If we maintain programs of high quality it will be necessary to have the assistance of educators in other subsystems of the educational system.

Agriculture and other programs of the school system are interrelated. If we maintain programs of high quality it will be necessary to have the assistance of educators in other subsystems of the educational system. If we maintain programs of high quality it will be necessary to have the assistance of educators in other subsystems of the educational system.

Involvement of educators in other subsystems of the educational system will make a valuable input in assisting the teacher of vocational agriculture plan and evaluate the local program.

Involvement of citizens, students and educators in the program improvement process is a matter of maintaining a dynamic program of agricultural education. Citizens, students and educators are concerned about the program of agricultural education. They have a right to be included in an advisory capacity.

Your School is being challenged and it is your responsibility to meet the challenge. I believe you can do this. If you believe you can do it, you can. It is a challenge, but it is not an insurmountable one. You are capable of being successful in your program.

We know you can be successful because you have been successful in the past. Your program has been successful because you have worked hard to develop it. Your program will be successful in the future because you are determined to make it successful.

You have the responsibility to see that your program is successful. You have the responsibility to see that your program is successful. You have the responsibility to see that your program is successful.

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How About That Farmer?

Richard P. Aster, Columbus, Ohio

Richard P. Aster farmed for 21 years before he returned to college in 1949. He received his B.S. in Agricultural Education at Ohio State University in 1967 and plans to teach after completing his Master's program.

Why should a school administrator consider hiring a person to teach vocational agriculture? He has the necessary experience! The school wouldn't want to hire just any farmer, but perhaps one who has a degree or some college credit. In addition, he should have an altruistic feeling toward children (e.g., he may have been a student of a school teacher). The farmer should have been a successful farm operator for a number of years, someone who has raised his children and is now free to make a change in his life (if he desires). There are many men in such a situation who might be interested in teaching what they believe is the best production agriculture.

After World War II many young men began farming with the aid of the GI Bill. These men are now in their late 30's and 50's and have reached a peak in their lives where they no longer have the physical stamina that once had, but they do possess the experience and desire to teach others what they know. They are hard pressed by economic and technological changes to expand farther than they would have liked. Here is a source of teaching personnel barely tapped.

You ask, "Why would a man that age want to get a successful farming operation and place himself under the guidance of a group of college students?" He's too old to make the changes! He'd have to take a terrible cut in his income to compete for four years of college. . . . if he were indeed able to get through it at all. And would it be justifiable to take that man who is experienced in the farm business and to get him to teach children? He should be the farmer! Yet he would like to be a farmer. He can't! It would be too costly. He is interested in teaching children, however, if the agricultural teacher is sincerely interested in expanding his educational opportunities he should take the initiative to get the guidance department informed about vocational agriculture.

Is he flexible with the student? Remember how many years you've changed with him! We do.

A Vocational Agriculture instructor must be willing to accept new facts and new truths, and become a learner as well as a teacher. He must be versatile. In your school, for instance, he might be called upon to teach several subjects, but he must be able to do so effectively. He must be willing to learn new methods and to adapt himself to new situations. He must be able to handle various activities and to keep them under control. He must be able to organize his time and his work so that he can be effective in all of his duties. He must be able to plan and to carry out his own work independently, without waiting for instructions from others. He must be able to work well with others, both in and out of the classroom. He must be able to work with the students in a variety of settings, such as the classroom, the laboratory, the farm, and the community. He must be able to work with the parents of the students, and to keep them informed of the progress of their children. He must be able to work with the community, and to help them understand the importance of vocational agriculture. He must be able to work with the school board, and to help them make decisions about the future of the school. He must be able to work with the government, and to help them understand the importance of vocational agriculture. He must be able to work with the agricultural industry, and to help them understand the importance of vocational agriculture. He must be able to work with the other teachers, and to help them make decisions about the future of the school. He must be able to work with the community, and to help them understand the importance of vocational agriculture. He must be able to work with the government, and to help them understand the importance of vocational agriculture. He must be able to work with the agricultural industry, and to help them understand the importance of vocational agriculture.
DEVELOPING AN AGRICULTURAL CURRICULUM WITH MEASURABLE OBJECTIVES

Vocational education in agriculture is changing. Fewer students are returning to the farm while more are entering the field of related agricultural occupations. Students of today, who will be the agriculturalists of tomorrow, need to become well-educated individuals, continuously seeking information on which to base the many decisions they will be required to make.

In Oklahoma, teachers of vocational agriculture, faced with the continuing problems as to what to teach and whom to serve, are hounded because of lack of instructional materials to assist in meeting the needs of students. This has created a challenge for curriculum personnel. The Curriculum and Instructional Materials Center of the State Department of Vocational and Technical Education accepted this challenge by instituting a new and unique method of teaching vocational agriculture with an extensive use of measurable objectives.

Measurable Objectives

A measurable objective is a statement or statement of anticipated change in student behavior, subsequent to his having successfully completed a learning experience. Objectives are the most important part of any instructional program. Where clearly defined objectives are lacking, it becomes difficult to evaluate the teaching program effectively. A means of selecting appropriate instructional materials becomes impossible or impractical. Mathematics, science, English, and economics are, unwittingly used objectives as a means of teaching various areas within a course; however, in general the objectives used were not stated in terms of expected student behavior. For example, "To develop an understanding of the history of the FFA," is an objective which is useless, both to the teacher and to the student. Who is the student or the teacher? How can one determine when the objective has been reached? Even a cursory review of this problem convinces one that in order for teachers of vocational agriculture to become effective in teaching, they must devote instructional units that are clear both to the teacher and to the student. For example, the above statement objective could have been written in the following manner: "The student will be able to identify the legislative act which expanded and made possible effective growth and development of the FFA."

Basic Core Curriculum Guide

In 1960, Oklahoma vocational agriculture teachers adopted a Basic Core Curriculum Guide outlining four years of instruction in vocational agriculture. From this basic core, units of instruction have been developed for Vocational Agriculture I to cover six sections: Careers and Orientation, Leadership, Supervised Farm Training, Animal Science, Plant and Soil Science, and Agricultural Mechanics. The instructional units are designed to account for 60 per cent of an individual student's time in teaching vocational agriculture. The remaining 40 per cent is left to the individual instructor for him to have freedom to use his own initiative in making certain selection compatible with the demands of his local community.

Additional units of instruction for Vocational Agriculture II, III, and IV will eventually be developed in keeping with the established Basic Core Curriculum Guide. (Figure A) Plans call for completion of these units within the next two years using the format developed and used in compiling instruction in Vocational Agriculture I.

Instructional Units

Each instructional unit includes objectives, suggested activities, information sheets, job sheets, transparency masters, a quiz, and answers to the quiz.

All instructional units are written with uniform and comparable objectives. Such objectives state the goals of instruction and learning in a way that both teacher and student will know the changes in behavior expected to occur as a result of instruction. In short, objectives are a means of providing a sense of direction and accomplishment for the student.

Summary

The development of this curriculum should prove most useful to teachers of vocational agriculture. To the best of our knowledge, no other state or institution has attempted to develop a complete curriculum using measurable objectives as the basic underlying structure. It is anticipated that the approach taken in developing this curriculum will become successful through the cooperation and combined efforts of the Agricultural Extension Education Department, State Board of Vocational Agriculture, and teachers of Vocational Agriculture, who served as an advisory committee.

The core curriculum developed would make quality instruction possible for all vocational agriculture students in Oklahoma. The 60 per cent of instructional time allocated through the core curriculum should make possible a standardization of instruction still providing for the exercise of individuality. It is hoped that the core curriculum will have for many years been a distinguishing mark of successful vocational agriculture programs.

Figure A. Basic core guide for a four-year course of instruction.

Example A — The Future Farmers of America Unit I

Terminal Objectives

Upon completion of this unit, the student should be able to:

1. Write a 300-word paragraph describing major events in the history of the Future Farmers of America.
2. List the requirements for membership in the FFA.
3. Name the officers of the local chapter and one duty of each.
4. Name the officers of the state association.
5. Select from a list of names the state FFA advisor.
6. Identify the FFA colors.
7. Write the FFA Motto.
8. Recite the FFA Creed.
9. List the aims and purposes of the FFA.
10. List the symbols which make up the FFA emblem and the meaning of each.
11. Select from a list of terms the four degrees of active membership.
12. Identify the types of membership in the FFA.
13. Write the eight essentials of a good chapter.
14. List five areas that should be emphasized in the program of work.
15. State who appoints and who directs FFA committee work.
16. List the purposes for which committees are formed.

Three divisions are used in stating measurable objectives: general objectives, stating the subject matter to be covered within a section; terminal objectives, stating the subject matter to be covered in a unit of instruction within a section; and specific objectives, stating the performance of the student in order to reach the terminal objective (Example A). These specific objectives clearly state what the student cannot exhibit in change in behavior as well as the means of measuring such behavior.

In order to reach the measurable objectives of instructional units, information sheets, job sheets, and transparency masters were developed. Information sheets present brief summations of what is to be included in the class presentation; there are usually constructed in outline form. This accomplishes the need to provide information both to the teacher and student in a concise form. In addition, teachers are encouraged to expand information sheets into greater depth, depending upon needs as may be evidenced in his local situation.

As a means of measuring the expected change in behavior of a student, a quiz was developed for each instructional unit in order to test the specific objective. As an aid to the teacher, answer sheets for each quiz were provided.
In-service Education in California

Leroy F. Rathban
Agricultural Education Department
California State Polytechnic College
San Luis Obispo, California

In-service education for California teachers of vocational agriculture has been a high priority item for California State Polytechnic College for some time. The College has been a leader in the field for many years, offering a wide range of programs designed to improve the teaching skills of vocational agriculture teachers. The College offers a variety of workshops, seminars, and conferences throughout the state to help teachers stay current with the latest trends and developments in the field.

Workshops are held on a regular basis, typically at the beginning of each school year. Teachers are encouraged to attend these workshops to stay up-to-date on new teaching methods and techniques, and to network with other teachers in the field. The workshops are designed to be interactive, with a focus on hands-on learning and practical application.

The College also offers a variety of online resources, including online courses and webinars, to help teachers continue their education at their own pace. These resources are designed to be flexible and accessible, allowing teachers to fit their learning into their busy schedules.

By providing ongoing professional development opportunities, the College is helping to ensure that California students have access to high-quality vocational agriculture education. This is important because vocational agriculture is an important part of the state's economy, and teachers who are well-trained and knowledgeable are essential to the success of these programs.

Stay up-to-date on the latest news and developments in vocational agriculture education by following the College's social media channels, subscribing to their newsletter, or attending their annual conference. These resources are designed to keep teachers informed and engaged, and to help them provide the best possible education for their students.

NEWS AND VIEWS

News and Views of NVATA

James Wall
Executive Secretary

NVATA was represented at the recent Society for Agricultural Education's 7th annual meeting of the Executive Committee of the National Association of Agricultural Education. This is the first time that teachers of vocational agriculture were invited to participate in a National Seminar. Another "score" for NVATA.

From all reports the teachers made excellent contributions. Most of them involved the Seminar to some extent. They are assuming a "wait and see what happens attitude."

DO YOU KNOW???

Any person who lives in the United States (other than those persons residing in the District of Columbia) can send a "personal opinion message" to the President of the United States, the Vice-President, members of the Cabinet, or other public officials who hold high office. Such a message should give the individual's personal opinion about any matter of concern he may have, including legislative issues, and it may be sent for a cost of $1.00.

The telegram must not contain more than 25 words and the sender must be sure to specify that his message is a "Personal Opinion Message". After the signature, the telegram must state his full address and give his address if he desires to be informed of the results of his message in some kind of receipts may be sent at any time during the year.

A NEW START

I will start anew this morning with a higher, fairer creed;
I will cease to waste, and have no more ahead;
I will waste no moment whining and crying;
I will seek something about me for the things that merit praise;
I will search for hidden beauties that evade the grumblers' gaze;
I will try to find employment in the paths that I must tread;
I will cease to have resentment when another moves ahead;
I will not be avenged by envy when my rival's strength is shown;
I will not always cry to heaven in its fruitless flight;
I will see the beauty spread, before me, rain or shine;
I will cease to preach your duty and be more concerned with mine.

Anonymous

BOOK REVIEWS


This book treats some of the major issues in the field of human ecology as they relate to population and environmental problems. The authors present a comprehensive analysis of the interaction between human populations and the environment, and provide a framework for understanding the complex relationships that exist between human activities and the natural world. The book is well-organized and easy to read, and provides a valuable resource for students and professionals working in the field of human ecology.

PRICE: $12.50

THE AGRICULTURAL EDUCATION MAGAZINE

AUGUST, 1971
NEWS TO ME

Dr. A. Webster Tenney, former National FFA Executive Secretary from 1943-1957 and National FFA Advisor from 1961 to 1965, has taken an assignment in Jamaica with the International Labor Office. He will work with five international experts from ILO to help develop vocational and technical education programs, development and supervision of preservice and inservice teacher education programs and work with business, industry and the Jamaican ministries of education and labor.

* * * * *

The Kansas Agri-business Students Association will provide the staff for an exhibit at the Agricultural Career Show at the 1971 National FFA Convention in Kansas City. States have been requested to supply brochures by September 1 describing available post-secondary education agri-business courses. Encourage your delegates to visit the exhibit.

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We anticipate or remember but never are.
—W. H. Oden

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Agriculture has long served as a classroom example of pure competition. The industry is composed of millions of small firms.
—Earl O. Heady in FARMERS IN THE MARKET ECONOMY.

* * * * *

Few of us ever stop to think about how much food we eat in a year. You may find it hard to believe, yet each of us eats nearly three-quarters of a ton every 365 days! This amounts to nearly 3 tons a year for a family of four and a whopping 150 million tons to feed us all.

Donald D. Durost in FOOD FOR US ALL.

* * * * *

Despite all the research on creativity currently under way in many places, it does not appear likely that there will ever be a single, widely accepted test for creativity. What is more probable is that we will become much more sensitive to aspects of students and their environments that have previously been overlooked. Once the characteristics of creative people have been defined more clearly, research will probably place major emphasis on investigating those conditions or methods of instruction that increase the creative capabilities of students.

* * * * *

In 1950 a farmer had to have a gross income of $20,000 to net $8,000. Because of a combination of inflation and a diminishing margin of profit, the average farmer now needs a gross income of $48,000 to have the equivalent of $8,000 net income.

* * * * *

G. T. Ward, McGill University, Montreal, Canada, speaking at the 1970 meeting of the American Society of Agricultural Engineers in Minneapolis, Minnesota, predicted a source of electricity in the future is from the collection of concentrated solar radiation with satellites in space and transmitting it to earth in high-density beams of selected wave lengths.

* * * * *

There are no reports of individualized instruction programs (independent study, self-directed etc.) resulting in less achievement. Individualized instruction may not help — but it won't hurt, either.

Feeding ground newspapers blend with molasses to farm animals may one way to reduce their competition with man for cropland that supplies direct human needs. Scientists at Beltsville Experiment Station found that newsprint could replace 8 to 10 per cent of the roughage in a ration. It was part of a study to make non-nutritant animals more efficient users of materials that man can't eat and which may pose potential pollution problems. Newspaper may be good for the digestion — how about the circulation?
—Agricultural Research, February 1971

* * * * *

Maybe it is time for ecologists and other well-meaning individuals to pause in their efforts to bring changes for environmental improvement to consider whether their actions could change our food balance from one of bountiful plenty to one of abject famine. Dr. N. C. Brady, Cornell University, estimated that all of the food stored in U.S. warehouses and government surplus storage would feed our population for only 90 days if all food production was stopped.
—Land O'Lakes Mirror, February 1971.

* * * * *

Farmers are faced with the reality that today they must deal with city Congressmen who are not opposed to them but who are a lot more concerned with other matters. Only 85 of 435 seats in the House of Representatives are filled by individuals with more than 15% of their constituents living in rural areas.

Senator Ted Kennedy, in a most beautiful eulogy of his brother, asked that the late President be remembered simply as “A good and decent man, who saw wrong and tried to right it, saw suffering and tried to heal it, saw war and tried to stop it.” He quoted his brother as saying, “Some men see things as they are and say why? I dream things that never were and say, why not?” What a wonderful world this would be if we each adopted this philosophy.