Agricultural Education

February, 1972
Number 8

The 1965 federal act and the 1968 amendments charged vocational agriculture with training for related occupations as well as production agriculture. In many States, agricultural mechanics have been among the most popular offerings. We have been experimenting with semester and nine-week specialized farm mechanics courses for students who want only the mechanics part of vocational agriculture. Multiple teacher departments are necessary if we are going to deliver the entire load. ◆◆◆

Themes For Future Issues

March — Competencies for Careers in Agriculture
April — Serving the Out-of-School Group
May — Innovation in Agricultural Education
June — Teaching Methods
July — Planning the State and Local Program
August — Evaluation
September — A Guidance Role
October — In-Service Education
November — Agricultural Education in Transition
December — Post-Secondary Education

MANAGEMENT
ADULT EDUCATION
MORE $ PROFIT

Featuring —

THE FARM MANAGEME
The Agricultural Education Magazine
Volume 44, February, 1972
No. 8

TABLE OF CONTENTS

THEME—FARM BUSINESS MANAGEMENT

Editorials
Want Results?—Teach Farm Business Management. Roy D. Dillon 190
A Critical Proponent for Farm and Ranch Business Management for Adults in Nebraska (Continued page 216) 192
B. E. Gingly 192
A Challenge of Adult Education—A Community Profile.—Gene Francis 197
Management Professionals Pay Off—An Iowa Profile 201
John T. Sturhil and Richard H. Wilson 199
Farm Management Means—Good Records and More.—Gene Francis 201
A Farm Management Model With Application to High Farm 207
Donald D. Osborn and John Lee 205
Penn State Awarded Center Education Grant 205
Agriculture and Energy Forestry Training in Malaysia 207
Mohamed Yousef Hashim 206
Story in Pictures 210
Robert W. Walker 210
News and Views of NYATA 207
James Wall 207
Central States Seminar in Agricultural Education 207
W. F. Simons—A Pioneer in Developing Vocational Agriculture 210
De W. E. Hines and William H. Wolf 208
Try These Ideas In Your Teaching 211
Willard A. Clawsen 208
Using Advisory Committees Wisely John B. Mulviva and William H. Wolf 210
New Regional Editor 211
O. Donald Sanders 211
The Editor 212
Gerald C. Kazadi 212
Farm Financial Management 213
Lee W. Dwyer 213
Assistantships and Fellowships in Agricultural Education, 1972-73 214
David A. Hamilton 214
Try This Idea 215
David E. Blocha 213
Eight International Seminar on Vocational Education and Teaching in Agriculture 215
Ray Akin 216

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The Agricultural Education Magazine

The authors in this issue describe the best ways to implement education for the production farmer or rancher can be meaningful — when the results show on the black side of the record book. Today's farmers and ranchers are modern businessmen, who describe their felt needs to educational service areas, agricultural education, and friends in terms of "costs and margins of return." Industry utilizes efficiency experts to observe, research, and make recommendations for upgrading their operations, for the purpose of decreasing operational costs. So should the production farmer and rancher study his business systematically in order to make management decisions which can directly influence net profits. Many local educational programs conducted through the high school vocational agriculture department are not designed to the operator can systematically transform or ranch business operation. The winter series of meetings with a "different speaker every night" served only to make new information available to those who attended. In addition, local studies show that a rat sample 216

Guest Editorial... A CONTINUING PROGRAM: FARM AND RANCH BUSINESS MANAGEMENT FOR ADULTS IN NEBRASKA

B. E. Gingly
Administrative Director, Agricultural Education
Lincoln, Nebraska

"Farmers should keep good records" has been echoed by many people, including bankers, farm cooperative agricultural agents, agricultural economists, and farmers themselves. It is also said that "records should be kept for more than just income tax reporting purposes." Good records and analyses to account for a farmer's or rancher's business in total and in part by enter- prise are a necessity of today's farm and ranch business that should be given attention. Assuming these statements to be valid, the steps taken here in Nebraska are clarified in the following paragraphs.

A few years ago Nebraska Vo-Ag teachers, State and University Ag-Ed leaders said "Nebraska Farmers and ranchers could be better managers of their business if they would maintain appropriate records, that could be properly and quickly analyzed."


The Program Model

The program model implemented has been largely based upon the Minnesota Farm Management Program. The Minnesota Model has been proven, and found to be adaptable to Nebraska. Basically, the program is a year-round program, continued on a sequential basis for four years.

The format calls for monthly classroom instruction meetings coupled with monthly one-on-one, individually instructed conferences for the decision makers (husband and wife) operating the farm or ranch unit.

The yearly course outlines, including a list of monthly class topics for the four year farm and range management program are:

Year One — FARM OR RANCH MANAGEMENT I — FARM RECORDS AND ACCOUNTS

October — Stimulating an Interest in Farm Records

November — Showing the Need for Farm Records

December — Marketing Farm Family Progress and Uses of Farm and Home Records

January — The Inventories. Why? How?

February — Keeping Farm Accounts Current

March — The Cropping Program

April — Feed Records

May — Checking Livestock Entries

Year Two — FARM OR RANCH MANAGEMENT II — FARM BUSINESS

January — Calculating Income and Social Security Taxes

February — Measures of Farm Profit

March — Measures of Farm Business Size

April — General Interpretation of the Analysis

May — The Importance of Inventories

June — Evaluating the Cropping Program

July — Analyzing the Size of Business

Year Three — FARM OR RANCH MANAGEMENT III — FARM BUSINESS REORGANIZATION

January — Attributes of Success in Farming

February — Determining the Most Profitable Level of Production

March — Selection of Enterprises

April — What Do Two Years Research Mean?

May — Analyzing the Cropping Program

June — Evaluating the Livestock Program

July — Marketing for Profit

August — Maximizing Income, Part I

September — Maximizing Income, Part II

October — Maximizing Income, Part III

November — Farmhouse Buildings, Material Handling

December — Pinpointing Traditional Status

Year Four Plus — FARM OR RANCH MANAGEMENT IV — ADVANCED MANAGEMENT

The Advanced class meets about eight time per year. The monthly class topics selected by the class members and Vo-Ag instructor to meet the class members needs. Topics usually deal with current Farm Management problems and timely topics of concern.

The course outline may be modified to fit local needs, and should be used only as a guide in developing the local course outline.

The Nebraska Plus

Vocational Agriculture departments in Nebraska are predominantly one-man departments. Of the 114 departments in 1971, 17 were single-teacher departments. The majority of the multiple teacher departments are conducting the Adult Farm or Ranch Business Management program. The Nebraska Department of Vocational Agriculture, however, has a multi-year, full-time day school program. The courses are conducted during the evening with an individualized on-farm instruction being accomplished by school, evening, or on Saturdays. Due to the intensity of the management education program, a single-teacher department enrolls only 5-6 farm or ranch business units (i.e. 10-16 enrollees) each or every other year, depending on the day school and FFA responsibilities.

The management education program should become the core of that school’s Continuing Adult Education program, and serve as a base for other continuing education programs of a more specific nature to upgrade farm or ranch operational skills and competencies.

These specific classes are centered around crop or livestock enterprises or Ag mechanics. In addition, "Vo-Ag" programs (Adoption programs) are conducted, which can serve as a "feeder" for later enrollment in the farm and ranch management program, when the young farmer has completed management courses of his business. (Concluded on page 216)

A CHALLENGE OF ADULT EDUCATION — A Community Profile

Romeo Cyr
Farm Management Teacher
Red Wing, Minnesota

One of the greatest challenges we have in Agriculture Education is that of designing worthwhile programs for adults. Farmers and Agri-Businessmen in our school districts are looking for programs that provide training and aid them in their businesses. Each community should study its own needs and set up programs that meet those needs.

In this article I will describe a program that the community of Red Wing, Minnesota has set up for its adults, and what basis has been used for determining which adult classes should take.

Community Backdrop

Red Wing is located 45 miles south of Minneapolis-St. Paul along the Mississippi River. The school district consists of about 210 square miles of rolling farmland, bluffs, and woodland. The agricultural community consists of 183 full-time farm operations, 120 part-time farm operations and 81 farm related businesses. The farms are mixed dairy, beef-cow, hog, and crop production. The population of Red Wing is 15,000 with most of the farm-related businesses located in smaller communities.

Vocational Agriculture has been operating in the local school since 1949. Each adult program consisted of Crooked-Ag and a yearly series of general interest meetings.

Advisory Committee

In 1964 an advisory committee was established to study the agricultural classes of the community, and the goals. The advisory group was made up of three farmers, two farm-businessmen, two vocational teachers, an administrator and the Vo-Ag teacher.

They cooperated with the local school to establish a community education program. This committee recommends what courses should be offered and how the courses should be structured. The committee also recommends the location of community education classes.

The present community advisory committee consists of three members: Norm Anderson, Dr. Clinton Brumiton, Asst. County Extension Educator, and Romeo Cyr, Agriculture Teacher.

The Nebraska Plus

Vocational Agriculture departments in Nebraska are predominantly one-man departments. Of the 114 departments in 1971, 17 were single-teacher departments. The majority of the multiple teacher departments are conducting the Adult Farm or Ranch Business Management program. The Nebraska Department of Vocational Agriculture, however, has a multi-year, full-time day school program. The courses are conducted during the evening with an individualized on-farm instruction being accomplished by school, evening, or on Saturdays. Due to the intensity of the management education program, a single-teacher department enrolls only 5-6 farm or ranch business units (i.e. 10-16 enrollees) each or every other year, depending on the day school and FFA responsibilities.

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These specific classes are centered around crop or livestock enterprises or Ag mechanics. In addition, "Vo-Ag" programs (Adoption programs) are conducted, which can serve as a "feeder" for later enrollment in the farm and ranch management program, when the young farmer has completed management courses of his business. (Concluded on page 216)
Table I shows his progress in the class. During the first year in the Farm Management class the farmer and his wife learned how to keep accurate records. They also studied certain things important to farming such as soil testing, weed rather balancing, etc. During the first year they also spent a considerable amount of time studying goals of the family, so when they did get an analysis report they could look at their operation in terms of their goals.

When they received their analysis report in January, 1962 they were able to observe that on paper all aspects of their operation. The next step was to learn how to interpret the report and make plans to increase their income to satisfy family goals. Weakness that showed up the first year included:

1. An economic unit that was too small for today's agriculture.
2. Weak financial situation.
3. Low return/cow in dairy.
4. High proportion of labor spent in dairy.

(Continued on page 29)

Start With Records
The starting point for sound farm management instruction is a good set of farm records which provide a basis for thorough analysis of the farm business.

In the first phase of their instruction, they learn these management capabilities:

1. To identify depreciable and non-depreciable assets.
2. To list salvage values for each:
   - Power machinery and equipment
   - Purchased livestock
   - Calculating depreciation for each
   - Purchased breeding livestock
   - Power machinery and equipment
   - Buildings and improvements
3. To establish inventories for all depreciable and non-depreciable assets.
4. To enter receipt and expense data correctly.
5. To compute monthly totals for receipts and expenses.
6. To compute capital gain/loss on items subject to capital gain and loss treatment.
7. To complete a (6-month summary and make an income tax estimate.
8. To determine the trend of farm business organization.
9. To complete a Farm Business Summary and Summary form.

Cost Analysis: Guide Expansion
In making decisions to expand operations it is necessary that the farmer understand overhead and operating costs and be able to determine how they will be affected by increases in capital investment. In the picture are new silos, automated feed tanks and manure disposal pit necessary for an expansion in a beef cattle feeding program.

Farm Management Programs Which Are Planned In Terms of Specific Performance Capabilities Can Be Evaluated in Terms of Students' Ability to Perform and Their Consequent Proficiency in Farming.
TABLE 1

<table>
<thead>
<tr>
<th>Measured Parameter</th>
<th>1st Analysis</th>
<th>2nd Analysis</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Farm Income</td>
<td>$25,997</td>
<td>$25,576</td>
<td>$4,421</td>
</tr>
<tr>
<td>Net Farm Income</td>
<td>9,120</td>
<td>8,700</td>
<td>420</td>
</tr>
<tr>
<td>Family Labor and Management Income</td>
<td>3,680</td>
<td>3,160</td>
<td>520</td>
</tr>
<tr>
<td>Gross Income per $1,000 Invested</td>
<td>488</td>
<td>502</td>
<td>14</td>
</tr>
<tr>
<td>Number of Cows</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Total Pounds of 3.5% Milk Sold</td>
<td>110,600</td>
<td>109,500</td>
<td>1,100</td>
</tr>
<tr>
<td>Pounds of 3.5% Milk Sold per Cow</td>
<td>11,870</td>
<td>15,440</td>
<td>3,570</td>
</tr>
<tr>
<td>Milk Production Cost per CWT</td>
<td>4.92</td>
<td>5.62</td>
<td>0.70</td>
</tr>
</tbody>
</table>

The following decisions were made during the first two years of the plan:
1. Phased out of dairy because of low returns and high labor.
2. Substitution of feeders for dairy.
3. Work in a full-time job off the farm now makes possible the dairy operations phase of the farm enterprise.

As a result, this farmer adjusted his farming operation to coincide with outside work. His total family income rose up three-fold in four years.

Students find this program useful in getting a real perspective of how farm operations and the information received is a very important tool in decision making.

Intruder Enterprise Choice

The second type of class is conducted by the advisory committee with the general focus in some problem areas. Business now over a short period of time to study subject areas. Example of such a class is:

1. Dairy Nutrition — 12 meetings
2. Feeder Pig Production — 6 meetings
3. Crop Production — 8 meetings
4. Future Markets — 3 meetings
5. Building — 12 meetings

This type of class fills a need for many farmers in the area. During each year students have an opportunity to decide what areas they would like to feel they need for the next year.

Agri-Business Present

This third type of class was designed to introduce new ideas from business to farmers. Generally one meeting involving is involved per topic and the topic is invited to attend. Examples of such meetings include:
1. The Harvestor System — Harvest store
2. Corn Stalk Raising — Corn لت
3. Livestock Buildings — Buffet Mix
4. Drying Systems — ASM Industries
5. Soil Testing — Millard Group
6. Higher Alfalfa Yields — Creek Cooperative
7. Some type of these are resources in a very important function of the farm management, and capital resources.

Farm management instructions should help each family to organize its business to its best advantage, the farm manager’s availability, and the ability of the individual family member.

The top manager realizes it is the “excess” that counts. Applying lime and informal training refers to that best practice without depending on factors like traditional or crop rotation, and to bring about higher yields. The host family does not employ applications and to use the modern farming method.

The farm manager counselor can view the farm operation as an outsider and is often able to point out possible profitable changes that may be difficult for the farm family to see. The intruder can act as a “reverse agent” counseling for sound, new practices; cautioning against going completely off on a risky target.

Yes, the good farm manager has several special abilities. Only a few of the most important are listed above. The farm management counselor can be a positive factor in developing each of these abilities in a farm family over a period of time. A good set of records and the resulting farm analysis are the primary requirements for good management instruction and counsel. These must then be combined with good management sense, if the family is to progress toward a better livelihood.
A FARM MANAGEMENT MODEL WITH APPLICATION TO ADULT FARMERS

Donald D. Osborn
Associate Professor of Agricultural Education, University of Missouri

John Lee
Adult Teachers and Extension Agents, Hamilton, Missouri

In Missouri, most communities have decided to concentrate their efforts toward those farmers who are having problems that can be considered survival in nature.

Program Initiation

One may have a rather heterogeneous group of farmers, differing by type of farm, time engaged in farming, age, family goals, and financial status. Such individual differences, as well as climatic factors, must be inventoried and analyzed for sound program planning and implementation.

In Missouri, however, most communities have decided to concentrate their efforts toward those farmers who are having problems of survival in nature. Each community should be considered in two distinct stages: (1) startup enrollment, and (2) enrollment over the long period of program operation. Perhaps a fewer number should be enrolled, definitely fully served, during the initial year(s) of program operation. These numbers will vary according to the teacher, producer, farmer, and program characteristics.

The establishment of a model farmer training program, with participation in alternative production technologies and production inputs are available from sources such as the many farm input suppliers and agricultural extension agents, is a major goal of this project. A model program may be designed to serve as a guide for other communities and to demonstrate the feasibility of a community-based education program in agriculture.

Funds with all of the necessary educational and assistance in pouring concrete—an educational activity. Influence the farmer to rely completely on the teacher for pouring concrete, then the farmer may consider other activities in the program. In short, the optimum number of farm visits will be dependent on the degree to which the teacher engages in service activities; and hence, the number of farms served by the program.

Still another aspect of the program is the term of the educational program. One may identify program length by the number of times per year the teacher is designated for concentrated instruction. For example, some members may have a record system, whereas others may have very rudimentary farm accounting systems. The latter are prime candidates for such service activities.

One prime advocate that such groups may be graduated from the program after achieving given levels of achievement. Granted, such groups may require less assistance in terms of educational activities, but this group does not justify the elimination. As long as an educational gap exists between the teacher and the group member, one always benefits from educational activities. Also, the nature of problem solving and communication skills may improve as a result of the increased teacher efficiency, implies the use and application of computer technology which farm workers would have access to or the expertise necessary for the farm management.

Activity Model

A nearly employed adult teacher may ask what is the activity model. While it may be helpful to answer such a question is that one should become involved in assisting the farmer to the many varied decision he must make. Particular emphasis should be placed on the short-run production type decision, such as the type uses and benefits of the livestock and feed production. In other words, the partial budgeting technique is most likely to be the most powerful and the most used tool.

Any data regarding the farm business should be accumulated as quickly as possible. Financial statistics, inventories, educational, economic, and demographic data are collected as quickly as possible. Likewise, a teacher does not have a record system that provides the necessary information. (Continued on page 207)

The AGRICULTURAL EDUCATION MAGAZINE
**AGRICULTURE EDUCATION AND MANPOWER TRAINING IN MALAYSIA**

Mohaed Yauq Hafzudin  
Department of Agricultural Extension and Education  
Faculty of Agriculture, University of Malaya

Malaysia, like many other developing countries, is devoting great attention to agriculture and rural development. In her Second Five Year Malaysia Plan (1971-1975) more than 2,963.60 millions (Malaysia Dollars) or 26.8% of the total Estimated Public Expenditure will be spent in the agriculture. Deep diversification, double cropping of rice, opening of new agricultural land, resettlement of the landless, increased educational and extension activities, more comprehensive research, farm mechanization, and organizing farmers into economic associations are some of the major programs being undertaken. These are designed to benefit rural people and improve their standard of living. Table 1 shows the cumulative requirements for skilled agricultural personnel.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>TOTAL CUMULATIVE REQUIREMENTS FOR SKILLED AGRICULTURAL PERSONNEL IN MALAYSIA, BETWEEN 1965-1968</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational</td>
</tr>
<tr>
<td></td>
<td>Requirements</td>
</tr>
<tr>
<td></td>
<td>in agriculture</td>
</tr>
<tr>
<td></td>
<td>Post high school</td>
</tr>
<tr>
<td></td>
<td>Diploma in agriculture</td>
</tr>
<tr>
<td></td>
<td>High School</td>
</tr>
<tr>
<td></td>
<td>Diploma in agriculture</td>
</tr>
<tr>
<td></td>
<td>Modification to the table was made by the writer.</td>
</tr>
</tbody>
</table>

**Level II — College of Agriculture**

The College of Agriculture was established in 1925 to train students in agriculture. The college offers degree courses which is more than 27% lower than the graduate level. The college has 2400 students. Each year 160 students are accepted to the three-year educational programs. Among those taught at the College are: Animal Science, Biology, Chemistry, Foresty, Genetics, Home Science, Horticulture, Microbiology, Physiology, Zoology. The curriculum is designed for both men and women. The students who have completed the three-year program are ready to enter the working profession. Many of them become teachers, engineers, administrators, producers, etc.

**Level III — University of Malaya**

Currently, there are 10 agriculture institutes in Malaysia, each with capacity to train 500 technicians in a 3-year agricultural course at the high school level. Students enter these institutes after completing their two years of education. A few years back only 25 to 30 graduates were produced each year and each course lasted between one and one half to two years. To meet present demand, three new institutes will be built during 1971-1975. At these institutes students are taught a wide range of agricultural subjects with very heavy emphasis on practical skills. The majority of graduates are employed as field extension workers or operators, who work in close contact with the farmers. Only those with high academic aptitudes may continue their education at the college or university level.
Many individuals and groups were recognized for Outstanding Achievements at the Twenty-Third Annual Convention of the National Vocational Agricultural Teachers' Association held in Portland, Oregon, December 14-17, 1970.

Six Outstanding Young Teachers, each from one of the NVATA regions, were honored for their work and dedication to agriculture education.

Region I — Edward Strong, Payette, Idaho
Region II — Allen Nelson, Fort Morgan, Colorado
Region III — Lee Mendenhall, New Richmond, Minnesota
Region IV — Gary Walter Bauer, Sunbury, Ohio
Region V — James R. Watson, Smithville, Tennessee
Region VI — David Miller, Galtersburg, Maryland

The Charles Pliner Company presented $500 to each of the six outstanding young teachers.

ROY RENO, Riverton, Wyoming — Advisor of the Star Livestock Farmer

JERRY BROWER, Cuba City, Wisconsin — Advisor of the Star Poultry Farmer

ED FISHER, Fillmore, California — Advisor of the Star Dairy Farmer

The six Regional Winners of the NVATA Career Orientation Contest were recognized for their contributions to the field of agriculture.

Region II — Eugene Ruby, Denver, Colorado
Region III — Don Leibelt, Green Bay, Wisconsin
Region IV — Glenn Griffith, Westerville, Ohio
Region V — Gary Angel, Waynesville, North Carolina
Region VI — Oscar Harris, Sandyville, West Virginia

Donald Kehler, a past NVATA Vice President for Region I from Oregon, reported on his Agricultural Tour of Europe. Don was the winner of the NVATA Professional Recognition Award sponsored by Geigy Agricultural Chemicals.

Certificates were presented to the leaders who qualified for the National State Association Award, which is given to those associations attaining a high percentage of certain activities as suggested by the National Organization.

REGION I
Arizona — Dwain Cole, Prescott, Arizona
California — Edward Leal, Modesto, California
Montana — Daniel Watts, Fairview, Montana
Oregon — Wright Noel, Beaverton, Oregon
Utah — Mark Russon, Orem, Utah
Washington — John Myer, Ocasaka, Washington
Wyoming — Oliver Wille, Bagby, Wyoming

REGION II
Colorado — Herbert Lightsey, Longmont, Colorado
Kansas — Gary Jones, Peabody

REGION III
Iowa — Howard Pearson, Bowman, North Dakota
South Dakota — Robert Polmanna, Brandon, South Dakota
Washington — James Ferries, Mossyrock, Washington

REGION IV
Michigan — William Harrison, Caledon, Michigan
Kentucky — Jim Wild, Versailles, Kentucky
Missouri — Jefferson Battles, Fulton, Missouri

REGION V
Ohio — Warren Reed, Conver, Ohio
Washington — James Odom, Hahira, Georgia
North Carolina — Jack Cole, Marshall, North Carolina
Tennessee — Ralph Moffatt, Millington, Tennessee

REGION VI
New York — Bruce Hilton, Hilton, New York
Pennsylvania — Dr. Leroy Sneth, Hegins, Pennsylvania
Vermont — Joseph Wright, Bradford, Vermont
Virginia — John Parker, Sunbury, North Carolina

Central States Seminar in Agricultural Education
Date: February 7-8, 1972
Place: Sherman House Hotel, Chicago, Illinois
Program Chairman: Shubel D. Owen, Teacher Education, North Dakota State University
A Pioneer Leader In Developing Vocational Agriculture

W. F. Stewart

Much of the success of vocational education in agriculture can be attributed to the excellent foundations made by the early pioneers in establishing the profession. The principles and procedures that have made vocational agriculture successful are still basic in the expansion and development of new programs. One of the early pioneers who made a significant contribution to vocational agriculture was W. F. Stewart. W. F. Stewart served as Professor and Chairman of the Department of Agricultural Education at The Ohio State University from 1917-1948. He continued on the staff in agricultural education until his retirement in 1955.

Dr. Stewart’s former students remember him as an enthusiastic supporter of effective classroom teaching and for the promotion of associated occupational experiences. Those he instructed were basic elements in vocational education. He likewise believed that teachers of agriculture should organize and conduct programs of instruction. Many of Dr. Stewart’s ideas concerning teaching were recorded in his book Methods of Good Teaching published in 1950. On the first page he stated:

"I am interested in becoming a good teacher in whatever field I decide to work. I have seen enough mediocre teachers, and uninteresting teachers, teachers who were merely keeping school. I want to be a teacher who can keep the high goal of worthy endeavor that I hope each student about to prepare for teaching, will enter his period of training."

In all of his classes, Dr. Stewart emphasized the importance of methods. A statement that he made after years of work in the field is indication of what he regarded as significant in teaching:

"Methods of good teaching depend upon meeting pupil needs or the usefulness of the knowledge in the learner's life activities; the interest of the learner in his lesson; the thinking and understanding that result from the discussion of the lesson; the repitition if it is necessary that is is provided to fix the useful knowledge in mind. That is our 'miller's grind.' It's理念!"

Throughout Dr. Stewart’s career he gave special emphasis to the problem method of teaching. He believed firmly that if teaching is interesting, useful, and challenging, then there is a need to be related to the pupil’s home and farm situations. For him, subject matter had only one use and that is to solve relevant problems. This undoubtedly could be emphasized in present day teaching to ensure that there may be more meaningful and effective learning.

In May 1920 Dr. Stewart prepared and had printed a bulleted entitled Vocational Agriculture in the High School. This bulletin provided general information for establishing the departments of vocational agriculture. One of the sections in that bulletin was devoted to the importance of supervising farm practice. Dr. Stewart took the position that all students should have occupational experience. He pointed out that it represented the application of the long accepted pedagogical principle of learning by doing and providing an evaluation of the learning experience is the best teacher. In this time, more than 50 years ago, he recognized that this is not a new philosophy in education. He noted that all learners become a better student in English composition by actually writing; in his musical education by playing an instrument; and in science by mastering lessons in the lab. He then went on to note his statement:

"If the pupil preparing for the occupation of farming does not own a farm, then he must provide an equivalent for the farm he does not own. He must be provided with a place where he can arrange for satisfactory experience under farm conditions. This may be on a school farm or another farm where he may engage in practice."

Dr. Stewart emphasized the fact that the project must be large enough to employ actual farm operations and that this experience should be carefully planned. He stated that:

"Each pupil should be able to take a satisfactory project which has the approval of the father and the teacher. The selection of a project should also involve the interests of the pupil, his home conditions, and his classroom instruction. Through club work he may practice and gain greater experience, but the teacher should provide the student with the necessary experience to complete the project and the teacher should be cooperative in the student's own learning."

Project superintendents and the part of a teacher should be considered as a teaching process in a class consisting of one pupil. On each visit to the pupil's project the teacher should (Continued on next page)

Ralph E. Beader and Willard H. Wolf
Teacher Education, The Ohio State University

Ralph E. Beader
Willard H. Wolf

TRY THESE IDEAS ... IN YOUR TEACHING

Walter A. Clewson
Teacher Education, Tate Creek Senior High School, Lexington, Kentucky

- Use programmed instruction units or mini-units in plant, animal, and soil science. Try incorporating the following ideas into the individualized study guide units:
  1. Write multiple choice questions with a choice of 5 answers, having 2-3 correct answers. The student must select the answer most nearly correct.
  2. Use text books as reference guides only in the programmed instruction units. The next book beyond this text may not contain enough information on Agri-business. An individual study guide should be prepared on Agri-business.
- Use study guides in groups.
  A group leader, usually a very good student, can help other students in completing vocational agriculture workbooks. The leader should individually ask each student to make a list of what he has studied in the workbook. Next the leader should individually ask the student who would be the best teacher for a project. The teacher will act as a director or guide only, not as a transmitter or emitter of information.
  - The student will work in the direction of the teacher.

Dr. Stewart received his Master's degree from the University of Wisconsin and his Ph.D. from Cornell University. He started his professional experience by being a rural grade school in the same community where he was later taught at Pottsville, Illionis and Troy, Minnesota. In these situations he also served as a principal and as superintendent of the school. He served as Vice President of the American Vocational Association. (Continued on page 211)

February, 1972

The Agricultural Education Magazine

198
For many years educators have recognized that the involvement of lay citizens is essential for the development of effective programs of vocational education. Leaders in off-farm related business and industry have been urged by some teachers of vocational agriculture to assist in developing and conducting meaningful educational programs. This cooperative effort has been especially important because of the technological changes and an associated increase in numbers and kinds of employees needed with special skills and knowledge.

Consequently, there is a need for lay citizens particularly to promote and improve programs of agricultural education. Even though advisory committees may beneficially serve districts involved in agricultural education, it should not be assumed that they will guarantee effective programs. Then, why are some committees successful while others are not? The study reported in this article answers this question.

Two objectives were pursued to identify the characteristics of effective and ineffective advisory committees in agricultural education in the public secondary schools of Ohio. They were:

1. To determine the effectiveness of advisory committees as related to the perceptions and understandings of teachers and supervisors of agricultural education.

2. To determine the effectiveness of advisory committees, in each area as organization, function, and activities.

Teachers and supervisors of agricultural education in fifty representative high schools and area vocational centers served by advisory committees provided the data. Included were advisory committees serving the entire vocational agriculture program, or serving the specific agricultural education program, or serving specific occupational areas.

Characteristics of the Schools Using Advisory Committees

1. The teacher usually notified members of the committee.
2. The committee is well informed of the committee.
3. Opinions of respondents regarding whether or not the major occupational areas in the district should be represented on the committee.

Characteristics of Effective Advisory Committees

1. The agricultural teacher, school administrators, supervisors, and representatives of school boards have served as ex-officio members of the committee.
2. School board members and women were included as regular committee members.
3. Membership representation in geographical areas was not considered important.
4. Tenure of members was usually three years.
5. Terms of appointment were generally staggered.
6. Committee meetings were held to appoint two or more new members.
7. In addition to the agricultural teacher, other positions included in the committee.
8. In addition to the agricultural teacher, other positions included in the committee.
9. In addition to the agricultural teacher, other positions included in the committee.
10. Characteristic of the advisory committee.

Characteristics of Ineffective Advisory Committees

1. Terms of members were one or two years.
2. The agricultural teacher was not included.

Agricultural Education Magazine

O. Donald Meadors has assumed the duties as a Special Editor in the Central Region. He is Professor and Coordinator of Agricultural Education at Michigan State University. Dr. Meadors received his B.S. and M.S. from the University of Nebraska, and attended Oklahoma A & M and the University of Illinois. He received his Ph.D. from the University of Michigan in Agricultural Education. Dr. Meadors has worked as a teacher of vocational agriculture in Nebraska, state consultant in agricultural education, vocational education resource specialist and teacher educator in Michigan, and has completed overseas research and administrative assignments in Thailand and South Vietnam. His present responsibilities include research and development in vocational-technical education. He also serves as a consultant to students including foreign students and has assisted in conducting recent Michigan and Nebraska districts to the needs of the students and feasibility for vocational-technical education in identified educational areas in Michigan.

Benedict Releases from page 299

New Regional Editor

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The Agricultural Education Magazine
THEMES FOR 1972

Has the title of one or more of the 1972 Agricultural Education Magazine themes caught your eye? Are you doing something in your program that you are especially proud of? A major purpose of our journal is to improve vocational education in agriculture through exchange of working ideas. By the time you read this page, the Editors will be working on materials for the May issue of the Magazine. Below are several ideas concerning each theme.

May — "Innovation in Agricultural Education"
1. What Instructional Programs are Working, from the viewpoint of "What Happens to Students?"
2. Do Individualized Instructional Courses Work?
3. Are Self-Paced, Mastery Oriented Courses Practical?
4. Can We Use and Measure Behavioral Objectives in Teaching?
5. How Can the Teacher Over 40 be Encouraged to Consider Changes?

June — "Teaching Methods"
1. What Are Some New Tricks in the "Same Old Classroom?"
2. New Ideas on Student Motivations
3. Tying Classroom Instruction to On-The-Job Tasks
4. Team-Teaching Approaches

July — "Planning the State and Local Program."
1. Who is Responsible at the Local Level for Program Planning?
2. Why is a State Plan Needed, and What is Included?
3. Why Develop a Long Range Local Plan?
4. How do the Local, State, and Federal Plans Fit Together?
5. How Should a Teacher Prepare a Local Plan Most Efficiently?

August — "Evaluation"
1. What Does the National Evaluation Tell the Vocational Teacher?
2. What Are the Roles of Regional and State Education Department Personnel in Evaluation?
3. What Factors Must the Local Teacher Measure to Accurately Evaluate his Program?
4. Who Should Be Involved in Evaluating Local Programs?
5. How Can Changes Be Made Based on Evaluation Information?

September — "A Guidance Role"  
1. What Should be the Guidance Role of the Vocational Teacher in the Elementary, Junior, High, School, and Post-High Institutions?
2. New Strategies for Teaching Occupational Aspects
3. Current Research Underway and Recently Completed in Occupational Guidance for the World at Work at all Levels
4. What Can a Vocational Teacher Realistically Do in Occupational Guidance?
5. Identifying Student Interests

October — "In-Service Education"  
This is another very important issue in that it brings into focus the question of what kinds of training, for what purposes, and during what periods of time is most effective for the in-service teacher. We refer to the amount of this training in terms of the "in-service" program. 

November — "Agricultural Education in Transition"  
1. How Can a Teacher Change From Year to Semester Courses
2. Planning for Preparation for Farms or Clusters of Farms
3. What is the Newest Policy We Have Regarding Local and National Goals?
4. How Have the Practice of Teaching and Learning changed over the past 20 years?

December — "Post-Secondary Education"
1. Why Should the Secondary Teacher Be Fully Aware of Post-Secondary Programs Available to His Students?
2. Articulating Secondary and Post-Secondary Programs
3. The Growth of Post-Secondary Programs
4. Ideas for Team Program Planning Among Secondary and Post-Secondary Teachers

THE AGRICULTURAL EDUCATION MAGAZINE

Risks involve credit, and the disadvantages of credit.

FARM FINANCIAL MANAGEMENT

Lee W. Doepen
Director of Agriculture
Cloud County Community College
Concordia, Kansas

Our public schools need to include more training in the area of farm financial management. I became interested in the farm financial management problems facing our farmers today. For the only time that the students and adults consequently learn some of the problems involved in farm financial management. The following are the major problems that can be organized in the community. These following areas need to be covered in a total program is going to be offered in farm financial management.

1. CREDIT
   a. Establishing credit rating
   b. Accepting institution
   c. Types of credit available
   d. Types of credit maters
   e. Types of credit needed
   f. Debits and credits
   g. Making real estate loans workable
   h.મիનાલી એક્સટ્રા લેન્ડ દેખાતી
   i. વિભાજનનો ફાયદો
   j. વિભાજનનો પ્રારંભ (advantages and disadvantages)
   k. Low-Term
   l. Short-Term

2. INCOME
   a. Who controls interest rates
   b. Causes of inflation
   c. Ways of figuring interest
   d. Things to consider when using credit
   e. Maintaining and keeping good credit
   f. Disinflation of cost of living
   g. Cost of financial management
   h. Back of credit
   i. Finance terminology

3. COUNTY (COURT) HOUSE
   a. Farmer's office
   b. County Register of deeds
   c. Prebank Guarantors
   d. County attorney
   e. County commissioner

4. COMMERCIAL BANKS
   a. Reserve System
   b. Farm Bank Managment

5. Tracts
   a. TRUST \& LOAN ASSOCIATION
   b. INSURANCE
   c. MUTUAL INSURANCE
   d. FARM BUREAU
   e. Federal Land Bank
   f. Depository Credit Bank
   g. Bank of Cooperatives
   h. PRODUCTION CREDIT ASSOCIATION
   i. CREDIT UNION
   j. RURAL ELECTRIC SERVICE ORGANIZATION

6. MAKING AND USING A WORK BOOK REPORT
   a. Six important reasons for having a work book
   b. How to make a budget
   c. How to keep a record of all your dollars
   d. How to keep a record of all your dollars
   e. Cunning loop
   f. ESTATE PLANNING FOR FARMERS

1. BUDGETING AND USE OF CASH FLOWS

High school students enjoy the field trips to the county court house. They can see where the officers are and the records that each must keep. A high school student will not have time to go into the extensive subject matter as thoroughly as the students enrolled in young farmer, adult farmer, technical school and community college classes. The high school student will be the one to decide just how much to include in each program.
ASSISTANTS AND FELLOWSHIPS IN AGRICULTURAL EDUCATION, 1972-73

David A. Hamilton
Dean, School of Agriculture and Home Economics
Tennessee State University

ATTN: David A. Hamilton
Dean, School of Agriculture and Home Economics
Tennessee State University

The 1972-73 survey of the Publica
tions Committee of the American Asso-
ciation of Teachers Educational in Agri-
culture reveals a continuing availability of assistantships. There are, however, fewer numbers available than in past years.

Key to Listening:
Data provided are in the following order: Nature of assistantships (num-
ber available); number of months stipended; dates beginning of month of employment; amount of work expected; monthly remuneration and other compensations; name of, and address of, administrator for master's, advanced graduate program, or doctoral student; source of funds; and the year the deadline was established.

Arkansas A. & M University
Research assistantships (4); 12 or 12 mos.; September; one-half time; $200; fees remitted; master's and advanced graduate program (double A.A. certificate); GS312; President, W. W. Murphy; Professor and Chair, Agriculture and Home Economics.

University of Arizona
Research assistantships (2); 9 or 12 mos.; June or September; one-half time; $15; out of state tuition waiver; master's, Ph.D.; Department; March 7 or 9; not offer to person contacted. Sligh variations in this pattern are due to the nature of the data provided by reporting institutions.

University of Georgia
Research assistantships (2); 12 mos.; July 1, preferable or September; one-half time; $130; out of state fee remitted; master's, Ph.D.; Division of Vocational Education.

University of Illinois
Research assistantships (10); 9 or 11 mos.; September; one-half time or over (quarter); $150-190; one-time fee remitted; master's, advanced certification, doctoral; state department of education; February 10; G. L. Walker, Division, Division of Vocational Education.

This list of assistantships and fellowships in agricultural education is prepared annually by the Publications Committee of the American Association of Teachers Educators in Agriculture. David A. Hamilton is Dean, School of Agriculture and Home Economics, Tennessee State University, Nashville.

David A. Hamilton

The AGRICULTURAL EDUCATION MAGAZINE

ADULT EDUCATION ASSISTANTS (2) 9 mos.; September; one-half to two-thirds; $200-450; master's, advanced graduate program, or doctoral; November; Department Head.

Fellowships (1): 9 or 11 mos.; June; one-half time; $350; one-time fee paid; master's, advanced graduate program, or doctoral; Department Head.

Little Rock University
Research assistantships (3); 9 mos.; September; one-half time; $250-300; master's, advanced graduate program, or doctoral; November; Department Head.

Fellowships (1): 9 or 11 mos.; June; one-half time; $350; one-time fee paid; master's, advanced graduate program, or doctoral; Department Head.

Clemson University
Research assistantships (2); 12 mos.; July or August; one-half time; $210; fees remitted; master's; agricultural education; university; April 1; E. J. Carpenter, Head, Department of Agricultural Education.

Research assistantships (4); 9 mos.; September; one-half time; $200-400; master's, advanced graduate program, or doctoral; November; Department Head.

Clemson University
Research assistantships (9); 12 mos.; September; one-half time; $200-400; master's, graduate program, or doctoral; November; Department Head.

Fellowships (1): 9 or 11 mos.; June; one-half time; $350; one-time fee paid; master's, advanced graduate program, or doctoral; Department Head.

Fellowships (1): 9 or 11 mos.; June; one-half time; $350; one-time fee paid; master's, advanced graduate program, or doctoral; Department Head.

Kansas State University
Research assistantships (3); 9 mos.; September; on-campus time; $100; assistant professor of agricultural education; March 1; D. L. Teichert, Dean, School of Agriculture and Home Economics.

Research assistantships (4); 9 mos.; September; one-half time; $100-200; master's; department of agriculture; March 1; D. L. Teichert, Dean, School of Agriculture and Home Economics.

Teaching assistants (11); 12 mos.; July 1 or 1; one-half time; $210; one-time fee remitted; master's and doctoral; research assistantships in agricultural education; university; April 1; William R. Griffiths, Head, Agriculture and Home Economics.

Mississippi State University
Research assistantships (1); 9 mos.; September; one-half time; $170; out of state fee remitted; master's; college of agriculture; March 1; D. L. Teichert, Dean, School of Agriculture and Home Economics.

Research assistantships (1); 12 mos.; September; one-half time; $150; out of state fee remitted; master's; advanced graduate program, or doctoral; Division of Agricultural Education; April 1; Department Head.

Research assistantships (12); 9 mos.; September; one-half time; $200-400; master's, advanced graduate program, or doctoral; State Department of Education; March 1; D. L. Teichert, Dean, School of Agriculture and Home Economics.

University of Wisconsin
Research assistantships (2); 12 mos.; September; on-campus time; $200-300; master's, agricultural education; March 1; D. L. Teichert, Dean, School of Agriculture and Home Economics.

Research assistantships (2); 12 mos.; September; one-half time; $200-300; master's, agricultural education; March 1; D. L. Teichert, Dean, School of Agriculture and Home Economics.

Research assistantships (12); 9 mos.; September; one-half time; $200-400; master's, advanced graduate program, or doctoral; State Department of Education; March 1; D. L. Teichert, Dean, School of Agriculture and Home Economics.

This list of assistantships and fellowships in agricultural education is prepared annually by the Publications Committee of the American Association of Teachers Educators in Agriculture. David A. Hamilton is Dean, School of Agriculture and Home Economics, Tennessee State University, Nashville.

Illinois State University
Research assistantships (10); 12 mos.; September; on-campus time; $315; one-time fee paid; master's, advanced certification, or doctoral; state department of education; February 10; C. L. Walker, Division, Division of Vocational Education.

Research assistantships (1) 2 or 3 mos.; 1 or 1; on-campus time; $135; one-time fee paid; master's, advanced certification, or doctoral; state department of education; April 1; D. L. Teichert, Dean, School of Agriculture and Home Economics.

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David A. Hamilton

The AGRICULTURAL EDUCATION MAGAZINE

TRY THIS IDEA

For those Colleges/FPS Chapter in South Dakota, as marched at the Mitchell Area Voc
cational Teachers Conference, 9/29/72, this is for you: Join the Chapter, be a part of the C
gagement. For those who wish to join the Chapter, 9/29/72 at noon, to meet with the Chapter, please join the Chapter. This is the better to class discussion when they know where the class is headed.

Try this idea. Caroline R. Blaske
Vocational Education Teacher
Ewing, Nebraska

Each Thursday place on the class room Bulletin Board a list of problems to be covered the next week for each class. This allows the students to pre-
service themselves for the problem to be covered on a certain day. It also allows the weak ended for students to be thinking of questions of problems directly con-
tinuous with the class, thus increasing motivation of students. It also allows the teacher better to class discussion when they know where the class is headed.
farmer or rancher clientele group in the school service area, determine the present levels of productivity for subgroups depending on the business characteristics, and set production and profit goals for a long range adult education program.

If the farmers or ranchers to be enrolled in an adult education program are to increase the efficiency of their business they must do so by using the best “tools” possible — accurate records. Therefore, farm business record keeping should be the lead course, with the production courses spinning off after one or two years. Records begin to indicate where class members need to upgrade their efficiency. Production classes will be most meaningful to a farmer or rancher when he can relate the practices directly to production costs or profits based on his performance records.

The local agriculture teacher should plan with other agencies such as agricultural extension, agribusiness, and government offices on order to utilize each agencies’ talents most effectively.

The agriculture teacher can have more long-range impact on farm or ranch profits through a farm business management adult education program (built on sound record keeping) than any other form of adult education he may undertake in a community. The higher business profits increase the purchasing power of the farmer or rancher, which has desirable side benefits, especially in the more rural areas. Improved standards of living in the home and community can result.

Have you considered that members of the present clientele group are results of previous educational and experience programs whether formal or not, and that proportionately a higher per cent of those graduating from high school who will likely remain or return to the community, will probably be in agriculturally oriented jobs than in any other occupational category in rural areas?

The local agricultural teacher has “everything going for him” when he implements a systematically planned farm business management adult education program, with production classes designed to support the record analysis classes. Such a program will likely require two or more teachers to adequately conduct the secondary and adult programs. If the decision makers on a Board of Education can see the impact of such a program on increased farm business income and community benefits, the chances of implementing such a program are greatly increased. Why not begin with one class of ten couples (man and wife) the first year, and build a case for increased staff with results of a small group?

The farm business management program, planned and taught by the local vocational agriculture teacher, can make the most effective use of the agriculture teacher’s competency. Have you considered this approach to adult education?

— RDO

(Gingery — from page 196)

Thus, the concept of management education is the core of a total continuing (Adult) program in agricultural education, with our major thrust toward this concept. Nebraska Vo-Ag men are accepting the challenge enthusiastically. The program is in the “growing” stage and no doubt there will be many refinements and more sophistication in the years ahead.

The management program may also be seen as a development of the human resources in the rural areas improvement through increased farm income and satisfaction.

Nebraska vocational agriculture educators believe they are making a contribution to rural development through the farm and ranch management program.

It is our hope that we may witness continued growth and eventually establish a yet to be determined number of regional full time centers throughout the state. With the continued cooperation of the Vo-Ag teachers, the Ag Teacher Education Staff, State Vo-Ag Staff, and the necessary funds to maintain this thrust, we will accomplish our objective. ❧❖❖

The Eighth International Seminar on Vocational Education and Teaching in Agriculture will be held August 7th to September 8th in Zollikofen near Berne, Switzerland.

The theme of the Seminar is Towards a Modern Conception of Teaching. The main Seminar runs from August 7 to August 23rd, with costs for room and board about $215. A Final Study Field Trip will be held from August 26 to August 28 for an additional $75, and $75 for a post session from August 28 to September 8th. Since the Seminar is sectioned, you could probably complete the main course and fly home in time for school to begin.

The Seminar offers an opportunity for Agricultural Educators from 150 countries to study together. If you desire further information and application materials you may contact the Editor, Dr. Ray Agan at Sam Houston State University, Huntsville, Texas, or write directly to: Secretary of the ICAE, Division of Agriculture, 3003 Berne, Switzerland. Applications must be received by May 30, 1972.

— Ray Agan

VOCATIONAL EDUCATION WEEK February 13-19, 1972

Promotional materials are available from AVA Headquarters, 1510 H Street N.W., Washington, D.C. 20005. Order blanks are available in the January AMERICAN VOCATIONAL JOURNAL.