Professional organizations play a key role in In-Service Education. To supply the increasing demand for Agricultural Professional Personnel, NYATA operates a Career Booth each year in conjunction with the National FFA Convention. Sam Stemple, new Assistant NYATA Executive Secretary, assays with last year's booth. (photo from Sam Stemple)

Stories in Pictures

by Richard Douglass

"Career Education" The theme of many In-Service Workshops in 1972. Dr. Duane Nolte, Project Manager for Career Education Development Task Forces, UMC, helped the Nebraska State Department of Education define their role in Career Education. (photo by Richard Douglass)

"Being Involved" and "Reach Out" are key needs for In-Service Education. "Grain Grading" and "How to Set up a Judging Center" are the topics at this In-Service Workshop. (photo supplied by Richard Bringelson, Coordinator, In-Service Agricultural Teacher Education, University of Nebraska.)

THEME: AGRICULTURAL EDUCATION IN TRANSITION

November, 1972  Number 5
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This is an excerpt from a document that appears to be a table of contents from a magazine issue. The main theme is agricultural education, and it includes various articles and editorials on different aspects of the subject. The magazine is the Agricultural Education magazine, published in November 1972, Volume 46, Number 5.
This month's theme suggests there is or should be transition in agricultural education. Transition from what to what? I would suggest the meanings lies in making the local programs of vocational education in agriculture better meet the occupational preparation needs of youth and adults than it perhaps now does.

The concept of "Career Education" has built into it the idea that the entire educational curriculum should be designed to prepare youth for entry into the world of work. Each educational level plays a particular developing role with the youth being able to observe and understand how his educational experiences relate to a "world of life and work goal" he will define and set during his progress through the school's educational programs.

It is the purpose of this issue to "open the door" to the concept of "Career Education," in preparation for the 1972 issues which will include more specific theme ideas. I suggest one form of transition that may be helpful to you as a local agriculture teacher who may be considering making some changes. Let's identify the persons who know about and work with your program. These include the school board, school administration, your advisory committee, fellow teachers, young men and women students, parents, local businessmen, and state and national personnel.

I challenge you, as a quick and easy way of starting an "image transition," to use descriptive course titles that describe the descriptive titles be used in all places and situations where the courses are identified. Use action titles, i.e., "Basic Livestock Production," "Small Engine Maintenance and Care," "Farm Business Management," "Home Grounds Horticulutre," "Tractor Engine Maintenance and Overhaul," "Agricultural Supplies and Service Occupations," "Agricultural Resources Occupations," or "Greenhouse Horticulture." We know considerable work and decision making will go into developing a meaningful oriented course for a local school. Why not advertise these courses to school boards, administration, laymen and prospective students in the best possible way, with descriptive titles that tell students what is inside the courses?RDD

Guest Editorial... AGRICULTURAL EDUCATION IN TRANSITION

Carlos H. Moore
State Supervisor
Agricultural Education, Arizona

Every few months one of our national publications prints an article on agriculture in transition. The over exposure of this subject makes it difficult to come up with many new and exciting predictions. The following projections are the result of personal contact with many individuals with a sincere interest in the future of agriculture and agricultural education, and the use of a rather hazy crystal ball. This material is more of a summary of the situation and certainly not original thinking on the part of this guest editor. I will, however, take full responsibility for those predictions or conclusions that have been made.

Career Education will be the single most influencing factor affecting education during the next 10 years. A complete program of Career Education includes awareness of the world of work, exploration of the in-depth exploration of select careers, and career preparation for all students. If successful, this program will mark a significant turning point in education which will have largely provided young people a basic education curriculum with little regard for the development of career interests.

One would have to be in sin and against motherhood to discount the influence of a program designed to involve all students, at all ages, all teachers, all parents, all the subject matter being taught and all the jobs in the world of agriculture. In agriculture, this means that our high school, technical school, and their training programs must be prepared to do an even better job of training, as these job oriented students enter our agriculture courses for specialized occupational training. The success of the career education concept depends on the quality of the specialized occupations and the work success of our employed students. The part we are to play in the...
The success of the career education concept depends on the quality of the specialized occupational training, successful placement, and work success of our employed students...

...future of Career Education may well depend on how much leadership can be provided in the development, teaching materials, and the activities to be used in the orientation and exploration phase. The degree of this influence will also determine the people's ability, the extraneous and political system to finance the retooling and retraining necessary to achieve this monumental change in the direction of American education.

Opportunities for careers in the broad field of agriculture will continue to increase, but opportunities for a young man to enter full-time production agriculture will continue to decrease, as to capital requirements, mechanization, and fewer but larger farm units. Capital requirements are increasing to the point where, under the present tax structure, it is very difficult to earn and save enough money in one lifetime to pay for a farm or ranch and the inventory.

In a growing population, larger incomes, more leisure time, and the growing concerns for the quality of our environment should improve job opportunities in the natural resource conservation, and recreation areas. There seems to be a minor trend among young people toward "getting back to the soil." Small farm units will increase in number as part-time farmers search for a new life style. We will see greater involvement in zoning, land use planning, multiple land use and privately owned businesses together with facilities for hunting, camping, fishing, water sports, hiking, picnicking, etc.

More courses will be offered for the part-time farmer, homemaker, and animal lover. We will see a revival of such courses as gardening, beekeeping, and floriculture. A host of new courses will be added, catering to the renewed interest in urban agriculture.

Within the next five years the shortage of agriculture teachers will end, and there will be a trend toward a higher degree of specialization: horticulture, mechanics, natural resources, etc.

Teacher certification requirements for vocational teachers and procedures for policies will change to make it easier for Agricultural Science graduates to meet certification requirements. More consideration will be given to the practical experience and specialist training of individuals.

There will be a decrease in the number of vocational agriculture teachers, but never in the numbers of students. The reason for the agricultural employment of its agriculture teacher will no longer be automatic. Summer employment in many cases will be covered by a separate contract based on very specific assignments. The number of programs, teacher classes, and involving a detailed written program of supervision of occupational experience at the student's home, in industry, etc.

There will be an increase in Federal and State support of Career Education; a decrease in direct Federal control; but the increase in Federal assistance as financial aids will be changed to modify, direct, or initiate programs.

Agriculture will continue to be faced by labor problems, therefore, mechanization of the agriculture industry will continue. There will be a need for more specialized training for employees who are operating and servicing highly sophisticated equipment. Farm owners and managers in the future will receive more training in labor relating negotiations, and labor laws.

The school will assume the responsibility for providing, occupational experience for an increasing number of students. More money is being provided for school laboratories and co-operatives to provide work experiences for their students. The number of crops and livestock projects continue to increase, but continue to decrease.

We will do a better job of serving students by offering well-developed specialized programs, rather than a list of general courses. The opportunity for a student to specialize in the 11th and 12th year will not only increase, but the trend will continue into the 15th and 16th year. Teachers will become better oriented to the needs of the students and more concerned with where the jobs are now and will be in the future. School personnel will assume greater responsibility for placement and follow-up.

We will have more multiple teacher departments with a higher degree of subject matter specialization.

There will be more girls in vocational agriculture for only a slight increase in the number of women teaching agriculture.

Based on the need to reduce costs of education will continue resulting in larger classes and a greater use of the twenty-first month school year. School consolidation will eliminate many of the smaller high schools. We are now operating in a new life style. We will see greater involvement in zoning, land use planning, multiple land use and privately owned businesses together with facilities for hunting, camping, fishing, water sports, hiking, picnicking, etc.

Currently many states have a place a very low priority in adult education, and adult enrollment as reported nationally is down by 52%. Some schools have provided the budget program for school administrators and the bookkeeping procedures in which many states combine adult with community college enrollment. We anticipate very little increase in adult enrollment.

The popularity of co-op programs and a closer working relationship between the school and the agricultural community will continue...

The FFA is called the name of the Future Farmers of America will change. There is a general agreement among the leadership that a change should be made, but as yet we cannot get together on the name the new name should be. Sooner or later we will face the cold facts that the majority of our vocations are not to be involved in production agriculture. They do not see themselves as future farmers. An early name change would be healthy for the FFA organization.

The FFA degree system will be modified to add a greater recognition for members not engaged in production agriculture. This is a situation which has not been considered. The degree system and more upon personal growth and leadership development.

The growth of the FFA Alumni Association will require dynamic leadership at all levels. Due to reduction of (Concluded on page 107)

THE AGRICULTURAL EDUCATION MAGAZINE

NOVEMBER, 1972

EARL R. RUSSELL
The Center for Vocational and Technical Education
The Ohio State University

DO OUR ATTITUDES RETARD THE NEEDED TRANSITION?

Transition has especially charac-
terized agriculture education during the last decade.
Many changes in institutional pro-
grams have been significant and they continue to spread. But many observers in responsible positions apparently view the changes as inadequate. Agricultural educators, whether they be teachers, teacher educators, or supervisors, are increasingly being asked to do more in one area than in another area of agricul-
tural education. In too many quarters, agricultural education isfighting for survival.

Perhaps examination of some common attitudes held by agricultural educators will help explain the current dilemma. There is general agreement that attitudes and beliefs have a way of influencing the way we act. These attitudes and beliefs tend to remain constant in spite of the overwhelming social change occurring around us each day. Herein lies the crux of the problem: The things we have learned in agricultural education in the past, either consciously or unconsciously, have kept us from evaluating objectives in the light of agricultural education in today's modern world. We are blinded by our own experiences.

I would say to leaders setting out to reform agricultural education that "we idea funerals." It is essential for the future of agricultural education that we move forward in the right direction. Our agricultural education must be changed.

I would say to leaders setting out to reform agriculture education that "we have an idea funeral." Certain commonly held, conservative notions about the nature of agricultural education must be changed. The essence of agricultural education is essential to the reform of agriculture education as follows: 1. The reform of the perhaps never correct rural ethic that "rural life is somehow superior to city living." This view must be changed. Empirical evidence exists to sup-
port this notion, but its continued presence in the thinking of the agricultural educators creates a subconscious attitude that agricul-
tural education really has little to offer urban students. We need only to look at the present day performance in urban areas to see the possible effect of this notion.

How often have we heard our leaders refer to "rural" America as though agricultural education does not or should not exist in "urban" America?

2. Bury the notion that production agriculture must continue to cope "center stage" in agricultural education programs. Numerous studies show that careers in production agriculture are a minority of the total career spec-
trum in agriculture. Yet most of the students enrolled in vocational agriculture nationally are still in production type programs. We have prioritized our programs. Unfortunately, the FFA name and activities help maintain this out-
mode idea.

3. Bury the notion that a broad knowledge of production agricult-
ure is basic to a student's performance in most agricultural careers. Al-
though research is contradictory on this point, we feel that agriculture production is no more basic to the performance of most agricultural jobs than, for example, ornamental horticulture or agricultural resources. Each class-
ification of agricultural occupations should be supported by its own body of knowledge and prac-
tice. Increasingly, leaders in the broad agricultural industry are saying that a knowledge of business principles and practices is essential for success in agriculture careers.

4. Bury the notion that agricultural education has no production agriculture "farmer" image. The agricultural educator who believes in this view is either naive or sadly out-of-touch with the majority of opinions of the general public and the students. Particularly distressing is the fact that many agricultural educators are reluctant to make objective research studies on this issue, ap-
proaching the issue with fear that the results will be discovered. As long as the "FFA" letters represent our youth orga-
izations, we can be sure the image will be hampered.

5. Bury the notion that only rural people are going to be agricultural educators. This does not mean that agricultural education programs now in existence are attrac-
tive to urban dwellers in large numbers. Only a few, too few, agricultural education programs which attract urban students are in existence. The fallacy of the above notion is that we continue with programs which we examine the home origins of col-
lege students enrolled in orna-
mental horticulture, landscape architecture, forestry, and veter-
inary medicine. A very large per-
centage of these students come from cities and not farms.

6. Bury the notion that only a small proportion of agricultural careers are available to women and conse-
quently enrollment of girls in agricultural education programs should remain low. The present male-female proportion in agricul-
tural careers in no way should be the mandate. In the future the pro-
spection of women workers should remain low. Studies in technical education reveal that women are often superior to men in many technical areas. Use of the Wall-
craft Plan for the Interest Inventory with suburban eighth graders in Illinois revealed as many girls as boys interested in plant and animal sciences.

7. Bury the notion that students who excel in specialized agriculture classes and youth organization activities do so because of vocational agriculture activities. Agricultural vocations have been noto-
riously expensive to schools, they are relatively expensive activities. Particularly distressing is the fact that many agricultural educators are reluctant to make objective research studies on this issue, ap-
proaching the issue with fear that the results might be discovered. As long as the "FFA" letters represent our youth orga-
izations, we can be sure the image will be hampered.

8. Bury the notion that the school is the only place to learn agriculture. This does not mean that agricultural educators now in existence are attrac-
tive to urban dwellers in large numbers. Only a few, too few, agricultural education programs which attract urban students are in existence. The fallacy of the above notion is that we continue with programs which we examine the home origins of col-
lege students enrolled in orna-
mental horticulture, landscape architecture, forestry, and veter-
inary medicine. A very large per-
centage of these students come from cities and not farms.

9. Bury the notion that agriculture is only a vocational subject.

10. Bury the notion that agriculture education is only a vocational subject.

11. Bury the notion that agriculture education is only a vocational subject.
WHAT DOES AGRICULTURAL EDUCATION IN TRANSITION MEAN TO YOU?

Jack E. McClary
Vocational Agriculture Instructor
Girard High School
Girard, Kansas

What does Agri-
cultural Education in Transition mean to you?

To the Teacher Educator who is responsible for training future agricultural teachers, it has created many challenges. The new teacher going to his first assignment has the problem of organizing his program to fit the geographic location in which he is employed. It is an impossible task to formulate a program that will fit all the vocational agricultural departments within its boundaries.

The agricultural educator realizes that he is no longer developing an agrig program that will carry the majority of его students to return to the farm. Yet in many areas we haven't educated our city friends, and even some of our country cousins, that the agriculture program now deals with all areas of agriculture as well as production agriculture. Yes, production agriculture in transition. Webster has a definition and it is: "To change or undergo a change in a program or project." So, it must have changed from what we had in production agriculture. Using the definition I previously quoted all of these changes could be placed under one of the two categories: (1) Goods or (2) Services. Realize it is not governmental policy or something new. These changes are but, perhaps, a little change in the direction would be worthwhile.

What about the transition of the present vo-ag program in your department? The following are a few suggestions that might be considered for the implementation of transition in the vo-ag program in your school:

1. Make a survey of the community to determine the agriculture needs both in production and agribusiness. The advisory council is invaluable for this information.
2. Give the students the opportunity to express their ideas and measure them against the existing program.
3. Formulate a program that relates the needs of the community and the students interests.
4. Present and discuss the program with the school administration and advisory committee.
5. Now ideas are useless if they are not put to work.
6. When you find you have problems selling new ideas don't be discouraged. Incorporate one new idea in your present program and by continuing this procedure of transition for a few years your program will be accepted and appreciated.

In closing, get your program growing, once "you go to seed" your department is ready to harvest.

(Agricultural Education In Transition, Moore — from page 100)

THE AGRICULTURAL EDUCATION MAGAZINE

TRANSITION IN AGRICULTURAL EDUCATION

H. N. Honickler
Agribusiness and Natural Resources Occupations
U.S. Office of Education

Mr. Honickler is Education Program Specialist for Agricultural and Natural Resources Occupations in the U.S. Office of Education.

It will be appropriate education in both rural and urban communities. Agribusiness will be included in career awareness and exploration studies in elementary schools, introductory one- and two-occu- vational courses at the junior high school level and in-depth occupational training and work experience at the senior high and post secondary levels. Increased members of adults in agriculture will be served in specialized courses in management, mechanics and technology.

Involvement of students in FFA will continue as an integral part of the program of study. It is important that the pre-vocational and occupational training levels. Professional educators are determined that FFA is not only a training program in agriculture, but a motivational force. It attracts attention, serves as a public relations instrument, and fosters the total instructional program and serves as an indispensable laboratory in developing human relationships, leadership, citizenship, and occupational pride.

As a tribute to vocational education in agriculture and the FFA, President Nixon has stated: "I know of no group that has in its hands more the tradition of America..." These and other basic improvements, citizenship and leadership purposes are more emphasized and now significant in the new agricultural vocational education program.

Themes for 1973

January — Career Education: Elementary
to Secondary Transition
February — Career Education: Junior High Profes-
sional Vision
March — Career Education: Secondary Program
April — Career Education: Youth Organizations
May — Career Education: Supervised Agricultur-
al Experience Programs

June — Career Education: The School's Responsi-
bility For Placement and Followup
July — Career Education: Vocational Programs and Materials
August — Career Education: Staff and More Effective
Teacher Educators and Supervision
September — Career Education: Articulation Among Local, State and National Programs
October — Career Education: Upgrading Adults
November — NVATA Silver Anniversary Issue
December — Career Education: Accountability

THE AGRICULTURAL EDUCATION MAGAZINE

The demand for vocational edu-
cation in agriculture, off-farm agribusiness and renewable natural resources will increase rapidly as employment opportunities in these fields are recognized.

Very little growth will take place in National FFA membership unless dramatic changes in the organization, especially in those areas that make membership more meaningful and more desirable for students interested in agriculture. Direct goals related to the production agriculture fail to challenge the majority of today's students.

As we look into the future, career opportunities in agriculture will be plentiful, profitable, challenging and above all different. With the increasing demand for food, agricultural products and the recycled fiber the quality of our environment, success will be limited only by one's initiative and vision.

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THE AGRICULTURAL EDUCATION MAGAZINE
CAREER EDUCATION: What Is It? Why Is It Important?

Since becoming the United States Commissioner of Education, Dr. Sidney P. Martin, Jr., has vigorously promoted vocational education—emphasizing its value in helping careers. Through his efforts, considerable interest has been awakened throughout the United States regarding the development of K-12 career education programs in our public school systems. Some of the increased interest has given rise to many questions, among which are:

1. What is career education and how is it different from vocational education?
2. Why should a K-12 school system initiate a career education program?

This article will be devoted primarily to the discussion of these two questions.

Career education—What Is It?

When Dr. Martin was asked to define career education and describe the difference between education and vocational education, he replied:

"Speaking just in terms of the schools, career education—what it is—would be vocational education, but would go a good deal further. . . . What I would define as a career education—starting with the earliest grades and continuing through high school that would expose the students to a range of career opportunities to help him narrow down the choices in terms of his own aptitudes and interests, and provide him with education and training appropriate to his ambition. In many cases his training would certainly involve the manipulative skills commonly associated with vocational education. It would be strong and relevantly undergirded by education in the traditional academic subjects."

An illustration of Martin’s explanation of career education indicates that the differences between career education and vocational education are:

1. Vocational-education traditionally provided students with manipulative skills. Career education, on the other hand, includes not only these skills, but also the broad base of opportunity to be acquired and to some extent before a wide range of job opportunities. Also, it provides them with the education and training to relate their interests, attitudes, and abilities to these positions.

2. Vocational education has been available only at certain grade levels. Career education, however, is available at all grade levels (K-12).

3. Vocational education has been primarily the responsibility of vocational educators, whereas career education is the concern of all educators in both general and vocational education areas.

4. Vocational education tends to prepare students for a specific occupational area, but career education prepares students for employment in a wide range of occupations.

International Agricultural Programs in Wisconsin, Madison

H. R. Mattsson

Career Education—Why?

Given our present state of austerity, school boards, parents, and other communities of a community will undoubtedly question the introduction of a new program in their public school system. Some of these considerations have made an administration can use to justify a career education program are:

1. Students presently graduating from high school often possess some type of salient skill but have very little understanding of the jobs in which they can employ this training. Even those few students who have not been exposed to an opportunity in their educational program to understand themselves in terms of their interests, aptitudes, and abilities. Now have they had an opportunity to relate these interests, attitudes, and abilities to various occupations which might be of interest to them. A career development program is designed to alleviate this problem.

2. General educational teachers, in many instances, do not recognize the responsibility for a student’s vocational development. Conversely, vocational educational teachers very often do not assist students in the most pertinent program. Consequently, the student has difficulty relating his classroom instruction to a real-life situation. A career education program, however, would not only allow a student to relate his classroom instruction to the “real world of work” but also help him examine and relate his interests, abilities, and potential to the future employment opportunities.

4. A number of students graduating from our high schools are not related to communities or universities employed. An effective career education program would hopefully alleviate or at least reduce this problem.

Guiding Remarks

A number of students drop out of our public school system each day. Some educators maintain that students do not “drop out” but simply “opt out.” High schools students out because these students do not perceive the curriculum as relevant to their needs or interests. Career education helps students with these interests and abilities to relate to the curriculum—career education would help students to all students. This means not only for college-bound students (which is often the present situation in our school), but also for those students who will be employed after high school graduation. This might be a result in a post secondary vocational or technical school.

Vocational agriculture instructors can either be helpful or harmful to the development of this student or they can employ every means possible to resist it. Which role will you choose? ✔️


FROM TWENTY-TWO TO SIXTY-FIVE STUDENTS IN FIVE YEARS!

The Erie High School Agriculture Department has grown from 65 students in 1967-68 to 1972-73. The primary reason is the replacement of the manual labor program with a series of semester classes. The industry we call agriculture is rapidly changing that many present year-round agriculture programs are not successful in meeting today’s needs for a specific labor program. With this premise in mind, I set out to develop a series of semester classes to provide for the need of the local community as well as offering areas for those students wanting to go on to college. I thought there was little about my community. Erie, Illinois, is a rural area in northwestern Illinois. The major crops are corn and soybeans and the major livestock are hogs and feeder cattle.

I came to Erie five years ago and took over an agriculture department that had twenty-two students and no Agriculture Council or Adult program. With thirteen and twenty-five students it seemed that twenty-two was a rather low number and I was even afraid to get my foot wet. I started to formulate a plan to improve my enrollment. An agriculture program provides for the student the How To, and I proved very useful. The council not only helped me set up our semester program but also sent our adult farm program each winter.

Through the cooperation and advice of the council I was able to increase my enrollment through recruitment. Each year I have used the "Orientation to Agriculture and FFA" booklet and from it I sent letters to those who were interested in agriculture classes. This procedure has been so successful that my enrollment rose to thirty-six by my fourth year.

Thus enrollment were not high enough. I worked with the guidance department and my freshman year program was too rigid for many students. So during my fourth year we decided to set up a semester course most effectively meets the need of providing special training in farming, agricultural businesses and technical courses for college bound.

One reason I think I have been successful in agriculture on the high school level must offer special training in farming, agricultural business and technical courses for college bound. At Erie, Illinois, I sincerely feel the semester program more effectively meets this need.
We have heard comments that the present educational system is failing the youth and is providing them with inadequate preparation for the skills required to enter the world in an occupational capacity. This is not necessarily true. The principles of vocational education, when implemented correctly, can provide a viable alternative to present curriculum formats.

Career Education represents a viable alternative to present curriculum formats.

Too often the graduate has little appreciation for the value of his education. He sees himself as being inadequate to the tasks that lie ahead of him. The new educational system proposed by the American Vocational Education of America is aimed at providing a curriculum that will have a more direct impact on the individual.

The system is designed to provide a curriculum that is more relevant to the needs of the individual. It is designed to provide a curriculum that is more relevant to the needs of the individual.
PLANNING A HIGH SCHOOL VO-AG PROGRAM FOR THE 70's AND 80's

Travis N. Nelson

Vocational Agriculture and the FFA have served students well in years past. Are Vo-Ag and FFA serving today's youth as well as they could?

My idea is no doubt a bit vague in the larger school systems. However, with consolidation, more schools will fit into this category. It would be a waste of time to write ways to improve or individualize instruction to each class.

Let's talk about an ideal instructional program in agricultural education. The basic facility layout needed to conduct an "ideal" program could look something like this:

1. Basic Ag Classroom
2. Ag Mechanics Laboratory (wag)
3. Ag Classroom and Ag Ornamental Horticulture Laboratory
4. Resource Center
5. Ag Animal Laboratory
6. Ag Classroom - Laboratory Combination

SUGGESTED FACILITIES LAYOUT

Your first thought is probably, "too expensive." It no doubt is more elaborate than most departments. However, if we intend to provide meaningful instruction in agriculture today, this basic plan is within reason.

This "ideal" program for high school instruction would require three or more teachers to be efficient and to provide the expertise in each specialized area.

We have heard much about providing individualized instruction in the classroom based on the student's occupational work experience program. I believe the only way we can provide quality individualized instruction in most of the areas in agriculture is to provide specialized facilities and specialized instruction. If our schools will permit class sizes of 10 to 15 students, we can still "get by" with our present system of one instructor serving several areas. However, if your class size is 20 to 30 students, I think most of the instruction in the classroom can be individualized and that the individualized instruction in the classroom can be taken away.

With specialized courses, I believe a curriculum can be made broad enough for a relatively large school to enable a student (with the help of the instructor or counselor) to select an individualized program.

Each specialty area would offer specific courses. However, new specialty areas may not be the same in the future or for a short time. Some courses in horticulture, which could be taught in the Ag shop. Also, some in flower and vegetable can be taught in the classroom.

The Classroom for Ag occupations would include specific equipment such as a cash register, file cabinets, adding machines, calculators, typewriters, and mock telephone systems for simulating on-the-job experience.

The Ag classroom-laboratory combination would be a departure from the small labs used for testing milk and soils. This facility, with proper teaching materials and equipment, would permit individual study of plant and animal diseases, soils, insects, and plant diseases. I believe this room should have individual work stations, with each student having a microscope, soil testing kit, plant tissue testing kit, seed analysis kit, directing kit, etc. In other words, each student can be "discovering" on his own (with guidance from the instructor).

I see a need for an animal laboratory instructional area because of increased class sizes, increased number of urban students, difficulty in scheduling a good field trip in a one-hour period, and increased interest in pets and other animals.

Some of the activities that should be included in the lab would be: pig castration, ear notching, marking animals, iron shots for pigs, branding, hoof trimming and foot care for all animals, shearing, calf castration, sheep shearing, farrowing, lambing, caressing, feeding, small animal care and grooming, animal restraint methods, A.I. work, judging classes for hogs, sheep, cattle, and hogs, fitting livestock for show, cow clipping, feeding experiments with rats, chickens, and other animals, fitting and general care of small animals.

This lab would provide students with an opportunity (Concluded on page 118)

THE AGRICULTURAL EDUCATION MAGAZINE

IDENTIFYING COMPETENCIES FOR CAREER EDUCATION

Donald E. McCreight

Assistant Professor
University of Rhode Island, Kingston

What competencies do students need to know to prepare for entry into a specific occupation or a cluster of occupations? What will teachers of agribusiness and natural resources need to do to prepare for career education programs?

Career Education

Career education, Commissioner Marland writes, is "...designed to prepare students for the agricultural occupations as they arise in the farm and industry occupations..." to give every young man a genuine career, as well as the intellectual and occupational skills necessary to back it up...it is the blending of vocational education, general education and college preparatory...into an entirely new curriculum.

Career education logically falls into four phases:

K-6 — Career orientation
7-8 (9) — Career exploration
9-10-12 — Occupational preparation for a cluster of occupations
13-14, Adult — Intensive occupational preparation

Teacher Preparation for Career Education

For phases one and two, teachers of agribusiness and natural resources will need to take a leadership role and provide elementary and junior high school teachers with information on agriculture and natural resources careers. In many school systems, teachers will also need to avail themselves as resource persons for phases one and two.

Some teachers are currently doing an excellent job on the performance of (Concluded on page 115)

Environental competencies are required by many emerging careers. Above, students are performing competencies related to forestry.
Contributions To Agricultural Education: HENRY S. BRUNNER

In the 1940s Henry S. Brunner established himself as a national leader in agricultural education and as the skilled director of the National FFA Band. His tenure at The Pennsylvania State University spanned 23 years, 1934 to 1957. For 22 years he served as head of the Department of Agricultural Education.

Henry Sherman Brunner was born March 12, 1896, in Peters Township, Pennsylvania. He received a B.S. degree in Agronomy from The Pennsylvania State University in 1920, a Master of Science degree in Agricultural Education from the same institution in 1923, and the Doctor of Philosophy degree from Ohio State University in 1929. While an undergraduate, his college education was interrupted by military service during World War I at which time he attained the rank of Second Lieutenant in the Infantry of the US Army. After being graduated from Penn State, he was an owner-operator of a farm in Berks County, Pennsylvania, for ten years. During this period, Dr. Brunner, a charter member of the Reading Symphony Orchestra, was a violence control expert and served as a supervisor and teacher of music in Reading. In 1930 he was named teacher of agriculture in Oley Township High School, Berks County, Pennsylvania, and continued in that position until his retirement in 1956.

Dr. Brunner’s educational philosophy was based on the belief that agriculture education should be based upon the supervised farm programs of the high school students enrolled in vocational agriculture. He said, "The supervised farm programs enrolled in the classes constitute the basis for instruction in agricultural education. It is essential, therefore, that the plan for instruction will differ in some respects in every school and may differ for the several classes or groups in the same school. It may be said, generally, that the teacher develops his teaching plans on the basis of the pupils’ needs, in their supervised farm programs, so far as the content is concerned to the extent that the nature of the programs call for it in his particular community. The primary responsibility of the teacher is to educate and encourage his boys with the planning and development of supervised farm programs which are suitable to the home farm or other available farming facilities, and suitable also in terms of the agricultural background of the community." Dr. Brunner was an early advocate of the "cross-section" plan of course organization, his philosophy in this respect spread nation-wide.

He also often quoted the statement, "The use of realism is specific." His encouragement to young teachers to employ the use of real objects in their teaching became emphasized over and over.

Dr. Brunner and Dr. W. A. Smith of Cornell were the early leaders in the North Atlantic Region in developing the Directed Participating Experience Program. Dr. Brunner’s list of students taught to know widely used by many teacher education departments in the nation. Dr. Brunner strongly emphasized the teaching part of a young man’s pre-service preparation for teaching was extremely important. He felt that only the very best teachers should be selected to be cooperating or supervising teachers. The student teacher must, therefore, be a cross-section of all teacher responsibilities and activities. Dr. Brunner impressed upon persons - not only with the music he so ably played and directed, but upon the performance of undergraduates and graduates, "the art will be the means of expressing and establishing the things in which they are interested - therefore, the importance of establishing a sound and effective rural educational system that is to make students want to stay in farming." In the broader phases of campus life and in agricultural education, Dr. Brunner has filled two important roles, that of significant performance. He attempted to set an example of perfection in his personal and academic life.

At Penn State, Dr. Brunner’s contributions to the program of vocational education were many. He organized the Collegiate FFA Band in 1935; organized the Pennsylvania State FFA Band in 1937 and was its director from 1937 to 1949; organized the National FFA Band in 1949 and was its director from 1949 to 1961. He was a member of the Board of Directors of the Agricultural Education Magazine, chairman of the North Atlantic Regional Committee on Research in Agricultural Education; was a member and chairman of the AYA Committee; was a member of the AYA Conference on Research in Agricultural Education, was a member of the AYA Committee on Research in Agricultural Education; was a member of the AYA Committee on Research in Agricultural Education; was a member and chairman of the AYA Committee; was a member of the AYA Conference on Research in Agricultural Education.

8. Buy the notion that agricultural education is changing rapidly and is of little consequence to those who do not really have a real interest in agriculture. Educators have tended to concentrate their efforts on those students who could participate to the largest extent in the development of a strong supervised farm program for students in their own real agriculture. In connection with the latter, many former students will remember him for his philosophy of "practice with a purpose." How does that lead to a conclusion - "Unc.

(Continued on next page)

BOOK REVIEW


The article was prepared by David R. McCray and Norman K. Hooper of the Agricultural Marketing Division, Edison Electric Institute, The Pennsylvania State University, University Park, Pennsylvania.

There are 32 sections in the two areas discussing topics such as, general wiring requirements, electrical wiring, and mechanical wiring, and many of these sections discuss material and equipment in general. The publication is divided into two main sections: basic wiring, and design of buildings and structures which are covered in "Agricultural Electrical Wiring, " and "Agricultural Building, " respectively.

The handbook is prepared by the Technical Subcommittee on Farm Utility Wiring of the American Society of Agricultural Engineers and the Wiring Committee of the Pennsylvania State University, in cooperation with the Edison Electric Institute.

In summary, the Agriculture Handbook is an excellent source of information for anyone involved with agricultural building and electrical wiring. It is recommended for all farmers and farm workers.
Not all innovations in Vocational Agriculture curricula come from the agricultural educators or vocational agriculture instructors. Some are the case at Delaware Hayes High School in Delaware, Ohio, where a new look in High School curriculum has taken shape for the 1972-73 school year.

In the summer of 1971, Superintendent Robert Schultz and High School Principal Richard Stouffer surveyed the changing needs of their students and community. After analyzing several ways in which the high school curriculum could be modified, it was decided that a program divvied the school year into four, nine week terms would be most suitable for Hayes High School. That is, all high school educational departments would revise their course content into nine week term courses, with more specific course content, and more in-depth study.

Vocational Agriculture Department at Hayes had been suffering in previous years from the dying farm sector of the student population. In the case of the 1908-70 school year, course titles such as 'Animal Science,' 'Crop Science,' and Farm Management had dwindled the Department to a student enrollment of less than thirty, and the City Board of Education seriously considered deleting Vocational Agriculture from the high school program. The next year, Jerome Donovan took the reins with a shift of emphasis to agri-business and the philosophy of the expanding agriculture. The enrollment increased to fifty-five for the 1971-72 school year, and a new unit and additional instructor were added. With two instructors and fifty-two students, donovan for the new term, courses, seventy per cent of the students were transfer students from the junior high school. The preliminary enrollment for the 1972-73 school year has ninety-two individuals in Vocational Agriculture.

A sample of the expanded curricula include such course titles as:

- Oxy-Acetylene welding
- Conservation of Natural Resources
- Food and Waste Utilization
- Turf Management
- Special Agriculture
- Crop and Crop Science
- Salesmanship
- Agricultural Equipment
- Engineering Surveying
- Multiple Cylinder Engine and Repair
- Agricultural Power Tools
- Landscaping Planning
- Sales Management

Specific advantages for the new presentation of the curricula are as follows:

- Never before has such a radical change in high school curriculum been made with the speed, ease, direction, and purpose.
- Allows more students to take advantage of the Vocational Agriculture Program.
- Allows the student to take a greater part in shaping his own program. If he is interested in shop, he may take more shop classes. If he enjoys animal science, this is where he should and can spend more time.
- Flexibility from year to year. New courses can be easily added, unimportant ones deleted.
- Allows experimentation in Sociology, Forestry, Horticulture, Environmental Science, and Food Processing
- Interests a higher quality student in the Vocational Agriculture Program.
- It is easier to obtain resource people for a condensed type course.
- Time is not wasted in reviewing old material.

It is not meant to say that this type of arrangement is not without disadvantages or problems. With only nine weeks for the complete course, it seemed that one problem area would be Supervised Occupational Experience Program. How could a student be enrolled in only one nine week course develop and complete a concrete Experience Program, especially in a city school system?

First of all, all up-and-coming for Vocational Agriculture except in special cases is made in blocks of four term courses. That is, when a student chooses Vocational Agriculture, he must enroll in four term courses, one for each of the four terms in the school year. This solidifies the program, but still allows flexibility in course choice, for at most the student can only enroll in 16 of 41 courses offered during his four years in high school.

Secondly, first term students, no matter what their school year, are required to take the Introductory to Vocational Agriculture and Agriculture Opportunity course. This course should explain the program in more detail, develop an experience program for each individual student. Teacher students the basis of record keeping, and delineate on the many opportunities in Ag-Business and Related Industries.

A second possible problem which many teachers have gone to similar term courses will be admitted that the four week program will suffer. Dividing the school year into nine term courses will constantly mixing the classes tends to weaken the FFA organization. Also, it becomes increasingly difficult to maintain a significant, worthwhile, and productive program. The case for legislation or parliametary procedure into a nine week forward welding course.

Never before has such a radical change in high school curriculum been made with the speed, ease, direction, and purpose.

How do teachers view innovative practices and programs?

Even the competent, dedicated teacher of vocational agriculture often find himself in the face of "emerging innovative programs." Competitive curricula featuring "Multi-Science Year" directed at prospective students, modular and quadruple-systems of scheduled accountability boards, technological advances, computer assisted instruction, and other situations such as updated laboratory facilities and equipment along with new concepts such as career education and vocational education represent only a few of the "innovations" in education. Add to this the pervasive feeling that teachers are constantly being told, "install innovative programs," or "try it" you'll like it and one can really understand the sometimes negative reactions.

The fact that a teacher is working in an area of varying innovations does not ensure that the teacher has adopted those innovations. The teacher may in fact be plotting the demise of a given innovation or circumventing the purpose of that innovation rather than adopting it, as outer appearances would indicate. Diffusion of innovations is a complex phenomenon; it is complete only when the target user has actually realized the merits of the innovation and fully implemented that innovation.

Is the teacher who constantly tries something new an innovator?

Agricultural teachers who feel that too often they are used to install or try new programs as pilot efforts may find an ego builder in the recent study which suggests that certain teachers of agriculture are "opinion leaders" and are "valued information sources" among peers. The very fact that certain teachers are frequently asked to try selected innovations may be an indicator that supervisors, administrators, and peers rely heavily upon their judgements and recommendations. These teachers may, in fact, be "opinion leaders."

Opinion Leader Characteristics were recently studied in relation to those of their fellow teachers. Instructional practices and characteristics of professional case studies revealed that opinion leaders held particular interest in and competence in instructional areas; achieved higher educational levels; used more impersonal, technical sources; provided community sources of information; exhibited higher levels and breadth of professional performance when compared to peers.

Other characteristics of opinion leaders included the following: greater conformity to social norms; higher status; higher income; greater service to the community; greater exposure to mass media; more innovative, and more held offices in formal organizations than other teachers. A previous study by Hendel and Johnson involving vocational educational curriculum supported these general characteristics of opinion leaders.

Peers reported that their basis for selecting teachers to whom they turn for information and advice were:

(Concluded on page 119)
DIVERSIFIED AGRICULTURAL OCCUPATIONS (DAO)

Instructional Programs To Meet The Challenge In Agribusiness Education

Harold R. Bickley
Department of Education
University of Kentucky

It is apparent to all that an instructional program geared to preparing all students for farming does not meet the needs of those students desiring to go into the many diverse occupations of agriculture. In certain metropolitan areas there are enough training station possibilities to support training in one or more of such specialized areas of agriculture, such as: 1) Agricultural Business Sales and Service, 2) Agricultural Mechanical Engineering, 3) Vocational Agriculture, or 4) Horticulture. But these areas represent a very small percentage of all the occupations where vocational agriculture is and should be taught.

There are thousands of school districts (communities) with a need for a diversified and individualized training program in agriculture, which will satisfy the total agricultural needs of the community. In a community of 3,000 to 5,000 population the resources for training in agriculture might include: opportunities in farming (horne farm and placement for farm experience), a vocational agriculture, a veterinary clinic, a veterinary service, a vocational agriculture and supply business, veterinary service, gardening, an SCA office, a butcher shop, an agricultural machinery business, an agricultural supply business, seed, feed, and processing plant, and many others.

The “center of the battle” for the success of the 10% increase in market should be in the area of diversified agricultural occupations. An instructional program for a class in diversified agriculture should be made up of two major parts: a group instruction, and b) individual instruction. For a typical school, this group instruction might include such instructional units as:

1. Opportunities in Agricultural Occupations (advanced level)
2. Agriculture Occupations Program
3. Selecting and Assigning for Exploratory Period
4. Curriculum and Experiences Program
5. Exploring and Experiencing Experiences Program
6. Summarizing and Evaluating Experience Programs
7. Agriculture and Operations of Agricultural Businesses
8. Business and Economics
9. Personal Relationships
10. Farmers and Farming

By dealing with these units with the individual student it can be expected that those needs needed by all students regardless of the type of agricultural occupation

(Continued on next page)

The AGRICULTURAL EDUCATION MAGAZINE

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Employing the students to perform and the responsibilities he will have at his training station in his specific industry. The individual study (a school) for each student, following his specific study guide, should focus on the knowledge and understandings needed for the job and responsibilities he will have where he is placed for his agricultural experience program.

3. Individual-student study-guides. What should be included in or made up of the individual-student study-guides? A study guide might be made up of the following parts:

A. A cover page, giving the title of the study guide, the major objective, and a list of learning experiences that are to be understood in the unit.
B. A table of contents, indicating the topics to be covered.
C. An introduction to the unit, which might include two parts: 1) The situation, which states the problem, and 2) The objectives of the study.
D. The main body of the study guide, which might be divided into the following parts:

1. An introduction to the unit, which might include two parts: 1) The situation, which states the problem, and 2) The objectives of the study.

2. The main body of the study guide, which might be divided into the following parts:

a) The learning experiences, which are to be performed by the student.

b) The learning experiences, which are to be understood by the student.

3. The learning experiences, which are to be evaluated by the student.

4. The learning experiences, which are to be reviewed by the student.

5. The learning experiences, which are to be repeated by the student.

6. The learning experiences, which are to be extended by the student.

7. The learning experiences, which are to be generalized by the student.

8. The learning experiences, which are to be practiced by the student.

9. The learning experiences, which are to be evaluated by the student.

10. The learning experiences, which are to be reviewed by the student.

11. The learning experiences, which are to be repeated by the student.

12. The learning experiences, which are to be extended by the student.

13. The learning experiences, which are to be generalized by the student.

14. The learning experiences, which are to be practiced by the student.

15. The learning experiences, which are to be evaluated by the student.

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25. The learning experiences, which are to be generalized by the student.

26. The learning experiences, which are to be practiced by the student.

27. The learning experiences, which are to be evaluated by the student.

28. The learning experiences, which are to be reviewed by the student.

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31. The learning experiences, which are to be generalized by the student.

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The days of milking the cow and feeding the chicken before school are a thing of the past. Youth of today are not interested in the sad stories of how hard it used to be, but the interest lies in what can be done now in how simple it can be. Milking and feeding can both be accomplished by setting a dial. The idea of setting a dial seems to be the "fun" thing for the agriculture of today. Agriculture Education is constantly changing to meet the demands of our progressive society. One must realize that agriculture is the biggest business in the world today, and almost everything necessary for human survival is related to agriculture. Because of its importance, Agriculture Education must be channeled in the direction that will attract youth and motivate him to serve society to his maximum.

Agriculture Education is co-operative vocational training. This program has become extremely popular because the student learns a trade that can benefit him financially while going to school, and he simultaneously can establish his career. The success of this program depends on the relationship between the schools and the agribusiness community. Careful examination of the training situation by the teacher, to see that it is suitable for the student, can assure a good relationship for the program's future. For example, a student who becomes nauseated at the sight of blood will be unable to adapt himself to the veterinarian as a profession. In most cases the program will serve itself if given an opportunity to do so.

As co-operative vocational training, the student is trained for a particular job by his teacher at school. These students are not finances by the public school department, although the program is not found in all school systems, the number of units on time for boy show year after year.

Regardless of the program in operation, it is imperative that the teacher realize the constant change that occurs and should carefully analyze the program to see if it is keeping pace with the changing times. The teacher must have a tendency to become a slave to the program. Although a change in any program is not advisable, a moderate shift in a direction would not be a bad idea. The only way the program can be effective.

The concept of opening a book and making an assignment to answer these questions at the end of the chapter is obsolete.

Co-operation among the agricultural leaders in every state is a challenge that has to be accepted by all agricultural personnel, including the agriculture teacher, county agent, high school principal and superintendent, university professor and administrators. Too often, by a breakdown in communication, these leaders fail to realize the potential they possess. The Beford and Duh, Galloway were very much like their counterparts in America.

After visiting with top breeders and with the breed association personnel we have come home with some definite ideas for improvement.

The Welsh Black were prominent in Wales, western England, and Ireland. The Oxford and small conformity with the United States.

In Scotland we saw thousands of acres of heather land which had been reseeded and fertilized into pasture land. We could well use their example on much of our pasture land here in the United States.

With these most enlightening and exciting experiences and observations in mind, we came home and launched a new approach to crossbreeding on our own farm and with our own cattle. The European have given us endless ideas and incentives which we intend to utilize and demonstrate in the United States.

Ezett C. Hummeker Cresent Community School Creston, Iowa

PUBLIC RELATIONS - AN ASSET

The days of milking the cow and feeding the chicken before school are a thing of the past. Youth of today are not interested in the sad stories of how hard it used to be, but the interest lies in what can be done now in how simple it can be. Milking and feeding can both be accomplished by setting a dial. The idea of setting a dial seems to be the "fun" thing for the agriculture of today. Agriculture Education is constantly changing to meet the demands of our progressive society. One must realize that agriculture is the biggest business in the world today, and almost everything necessary for human survival is related to agriculture. Because of its importance, Agriculture Education must be channeled in the direction that will attract youth and motivate him to serve society to his maximum.

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BOOK REVIEW


This is a book that will stimulate a shop teacher's imagination and will show him how to add color to his daily presentation. Shopwork teaching tricks are described, including shop drawing, plans, pattern, cabinet making, lettering and shading, sheet metal, welding, pipework, concrete, gilding, and glass. Well-known methods and techniques in education are presented, followed by reviews of the authors. The authors present many ideas and techniques that have been tried out by outstanding teachers in the field. Some pieces of shopwork are included in the book, which can be a valuable aid to teachers. The good teacher can expand his teaching aids and material for many uses from ideas presented in the book. There are many suggestions for handling common problems, general comments on techniques. Information on on-the-job training is included, along with advice for those who teach in two-year schools. Suggestions for those that have been in vocational teaching for some time are also included. The selection of ideas included for the use of the reader. Frank R. Stiles, Book Review Editor

(Atherton—from page 107) problems with required courage, improved programs, and organization. Being at the crossroads is not a new experience. Having to determine which road to follow is the problem and also the challenge.

For example, it seems that we cannot continue to spread the agricultural occupations program by continually adding new areas of endeavor and continuing to cling tenaciously to all that seemed good and successful during the preceding several decades. The original goal was to train present and prospective farmers for a profession in farming; along with this pre-professional preparation were given for those aspiring for the agricultural professions. Then, after-school programs were added to the educational program. Along came vocational training and now emphasis is being placed upon career education. The latter is a significant step toward distinguishing those in the instructional group and providing those in the instruction group with opportunities to succeed in their specializations. However, this is only the beginning of the process. Many of our readers may say that all these programs are being discussed, demonstrated, and practiced. I agree, but I believe we must start something if we are to be successful in the future. I don't think that any single program is a complete solution to the problem. However, if these programs are to be the gospel, then we will be left to work out the details. It is this process that we are trying to follow. The physical facilities of a vo-ag department may logically include the following laboratories near the vo-ag facility:

- Arboretum
- Turf plots
- Crop plots
- Ponds and wooded areas for wildlife and natural resources

In Summary:

- Efficiency and quality instruction should be given high priority when planning facilities and programs for the 70's and 80's.
- Dedicated instructors who are trained in specific fields, working in specialized laboratories and classrooms, would provide quality instruction and efficient utilization of facilities and equipment.
- A well-designed program should provide students with "hands on" experiences in many occupations areas in agriculture.
- A high school vo-ag and FFA program should be planned with the goal of 100% participation in learning activities in each vo-ag course.
- A program with specialized facilities and instructors would permit grouping of students by special areas in the FFA.

At the time of this writing, the new vocational agriculture program described above was being developed. As time progresses, a more detailed outline was prepared for each course. A program using a form developed by the Pesticide Use program was used to develop a course outline written for each course. Also included on this form was a fifty page course description as well as a brief outline of the content covered. If planning educational changes, we must first identify the educational goals and objectives and then utilize ideas from the new curriculum. This will provide a foundation for the development of a comprehensive program. The 1979-80 curriculum must be developed and implemented in a way that will provide the necessary learning experiences. The 1979-80 curriculum must be developed and implemented in a way that will provide the necessary learning experiences. The 1979-80 curriculum must be developed and implemented in a way that will provide the necessary learning experiences. The 1979-80 curriculum must be developed and implemented in a way that will provide the necessary learning experiences. The 1979-80 curriculum must be developed and implemented in a way that will provide the necessary learning experiences.
book review


This is a book that will stimulate a great deal of interest and will show the reader how to add color to his daily presentation.

shopwork teaching tricks consists of a variety of techniques for shopwork, including shop discussion, planning, planning, and the like. Many of these techniques are presented in a very basic way and all are useful in any kind of school system.

The author presents many more techniques that have been previously used by teachers in their presentations. Many of these techniques are very useful in any kind of school system. Some of the techniques are very simple and others are more complicated. The book is well organized and the techniques are easy to follow.

In conclusion, this book is recommended as a tool for teachers who want to improve their shopwork presentations. It is well worth the money spent on it. It will definitely help any teacher to improve his shopwork presentations.

Frank R. Storm
Book Review Editor

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not be discussed)

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T. M. Archer—form page 112

the administration of a fundamental—incorporates Leadership Development and FFA course in the curriculum. At present, four such leadership courses are available, each including two weeks of the introductory course devoted to the FFA. Putting leadership responsibilities on students during class time has proven to be one of the most practical forms of teaching leadership.

transition

The administration at Delaware again played an important role in the development of the state that incorporates nine-week terms. Format outlines and a timetable were developed that provided the various institutions the 1971-72 school year in which to develop and implement the program. In total, the school received a grant of $13,000 from the state government.

The forty-nine-week course program is a new addition to the Agriculture Department Program.

Ponds

(1) top price

(2) 70’s and 80’s

(3) 90’s

(4) 100’s

Farms

(1) top price

(2) 70’s and 80’s

(3) 90’s

(4) 100’s

The first step in the development of new courses for the Vocational Agriculture Department was to establish on the various possible courses which could be offered. Factors such as student interest, teacher capabilities, and community needs were considered, which made this new program unique from the beginning.

The next step was one of combining, improving, and deleting. The current course offerings were originally listed as possibilities for the Vocational Agriculture program. The number proved to be unwieldy for even projected student enrollment. The number of core courses was eventually reduced to around 25, the number that seemed the best balance between flexibility and specialization.

The last preparatory phase of the transition course book was the adoption of new course content. To begin, it was decided that the courses should be grouped into related sets. Each time the department moved to a new set, a new book was written. The text was presented to and adopted by the Delaware High School Board of Education.

Probably never before has such a radical change in high school curriculum been made with the speed, ease, and success as accomplished this past year in Delaware Schools. The cooperation of teachers, parents, students, and administrators is truly gratifying.

This text was presented to the Board of Education in October, 1973, on the motion of Show Off its diversified possibilities, and the 1972-73 school year will no doubt prove to be a step forward for the future.
Dr. Robert Campbell, associate professor of agricultural education, addressed the agricultura section of the 4th annual Southwest Wisconsin Education Association convention held on the campus of the University of Wisconsin-Platteville. A group of vocational agriculture teachers in attendance were: Don Larson, Fodness; Dale Herber, Potosi; Richard Nuskie, Iowa-Grant; Jerry Shrewsberry, Cades, and Jack Zwolinski, Gurnee; Paul Dyerstone, Lancaster; Bob Ray, Belmont and Gene Medler, Platteville. (Photo supplied by Department of Agricultural Education, University of Wisconsin-Platteville.)

Eugene Trotter, right, a doctoral student at the University of Illinois, is seeking advice concerning program development from his advisor Dr. David L. Williams. The program area is for leadership roles in vocational agriculture, an important feature of the Illinois Agricutural Education, University of Illinois at Chicago. (Photo by Robert W. Walker, University of Illinois.)

Stories in Pictures

by

Richard Douglass

POWER TOOLS WORKSHOP — Ron Taylor, center, representative of Rockwell Manufacturing in Atlanta, Showshome agriculture teacher S. G. Hendrix, Jasper, and S. A. Walker, Cassey, in repair of a shop circular saw. (Photo supplied by Cecil Grant, Agricultural Division, Alabama State Department of Education.)

Reing Johnson, Agricultural Occupations Instructor at Long City High School, operating a new mower in the process of cutting feed. This is one of the operating methods for Johnson's business with during his two-week internship at Morton-Johnson Company at Mt. Vernon. Mr. Johnson's internship is going on internships for four-week period. Mr. J. G. Hilker, Thomas R. Stitt as instructor. (Photo supplied by Fredrick Stitt, Department of Agricultural Industries, Southern University.)

Theme — POST-SECONDARY EDUCATION

Do Your Students View Post-Secondary Education As An Advanced Step In Their Planning Toward A Career?