Mr. Palmer Elder, President of the South Dakota Vocational Agriculture Teachers Association, shows off the "chain saw" which was presented to him as a memento of his year of leadership in the Association. The chain saw is a product of the instructor at Chamberlain, S.D., Mr. Leonard DeBoer. This may be an ideal Christmas gift for your neighboring Ag teacher. He can cut the lumber he left too long in his "Board Stomach".

Students in the Dalby, Kansas Community College receive extensive training in meat inspection procedures for compliance with both State and Federal regulations. Further information on this and other programs at CCC will be found in the article by Sam Stensel and Roger Lukens on page 127, this issue. (Photo supplied by Sam Stensel)

A Vocational Agriculture student gets finishing touches on his wreath designed for the many wreaths produced by the Homestead Valley Chapter of the Future Farmers of America. The program is designed to familiarize the students with the mechanics of marketing and subsequent sales of the products. All students participate in some phase of wreath making and are responsible for taking and delivering wreaths and tree orders and handling the Christmas Tree Stand. (Photo supplied by Bob Gambline, Vo-Ag Instructor, Fall Village, Connecticut)

Stories in Pictures

by Richard Douglass

Agricultural Education will be housed in the $1.1 million Classroom Office Building under construction at the University of Minnesota's St. Paul Campus. Plans have been prepared for the facility by the University's Department of Agricultural Education, State Rep. Wendell R. Hild, Paul Day, State Supervisor of Agricultural Education, and Larry Wasielewski, President, Minnesota Vocational Agriculture Teachers' Association. The building will house the departments of agricultural education and applied economics, racial sociology and applied statistics. It is scheduled to be ready for use in the fall of 1972. (Photo supplied by Paul M. DAY)
From Your Editor...

A NEW PLATFORM FOR ACTION IN AGRICULTURAL EDUCATION

In this political year, an analogy between our chosen field of agricultural education and the political system in our nation is not far-fetched. Agriculture has a rich and proud history in the annals of vocational education, in recent years, however, it has been singled out as an example of vocational education that is behind the times and irrelevant, while in actuality vocational agriculture has significant ways to the changing economic and societal needs of our country. The local programs, which have not developed at the "grass roots" level, have made many changes and progress in the programs of their respective communities. What has been lacking is a unified national "platform" that all engaged in agricultural education could support as representative of the entire program.

The agricultural education profession has addressed itself to the need for change — in the form of constructive transition — of our national program to accurately represent our field as it has developed to date and project it into the future. What is needed is a national platform.

In adopting the "platform" defined below, the platform is designed to build upon the efforts of numerous leaders in our professional organizations and agricultural education, working in seminars, committees, and task forces, a new national "platform" for agricultural education has been built. The construction of this "platform" has been carefully planned and carried out so as to build on the sound foundations of over fifty years of agricultural education and new directions to the "platform." Each "platform" of such a new platform was carefully examined, altered into the "platform" by professionals and representatives of the agricultural community; particular attention was given to ensure that the platform be constructed and revised to be a "platform." The structure of this new platform is essentially larger than the traditional production agriculture "platform" or the "platform," or even a "platform." As it incorporates a variety of exciting new and emerging occupational opportunities for a larger and more diverse group of persons to be served. The vision of the new "platform" utilizes the unifying concept of career education.
We are in the implementation stage now, of several transitions in vocational education in agriculture.

The 7" PLATFROM"
A National Program in Agribusiness, Renewable Natural Resources and Environmental Improvement Education

The sound foundation based on years of successful performance in vocational education includes supervised occupational experience and an integral youth organization, the FFA, as essential ingredients of vocational education in agriculture.

The structural design of the new "platform" is based on the career education concept, with major "phases" consisting of the following:

- A recognition that we must become involved in elementary education to provide guidance and information so that students at this level are made aware of the career and importance of our broad field.
- A realization that students in junior high school classes need the opportunity to explore various occupations in order to make wise decisions regarding future educational goals and occupational objectives.
- The acceptance of the fact that most of our freshmen and sophomore program are more accurately described as Basic Career Preparation than specialized vocational training.

That program...must provide our students with a variety of options for specialized vocational-technical training in several instructional areas at the secondary, post-secondary and adult education levels.

- Utilization as a profession that the broad umbrella represented by this "platform" depicts our national program thrust while recognizing that individual state and local programs will vary.

In political parlance, we all talk "on this new 1973 platform" and implement the program transitions required by it. As political parties, the "platform" will only mean as much as leaders and members of our profession work to fulfill the promises it embodies.

The 73 Platform Implementation of Transitions

The existence of a new "national" platform is essential as a basis for planning programs at the national, state and local levels. A re-ordering of priorities at all levels and by all segments of the profession would ensure that the vocational transitions are to be implemented and we are at the implementation stage now. With support from state supervisors and teacher educators, the AG teacher is in an ideal position to provide leadership at the "grass roots" level where the ultimate implementation must take place. The AG teacher should be aware that he has numerous contacts in the school community and he has conducted a successful career education program for youth and adults in the broad field of agriculture. He is a leader in this school and community. Recognizing that career education is the critical concept in the transitions inspired if the new "platform" for our program is to be implemented, how might the AG teacher start the ball rolling in his community?

- Talk to fellow educators and community leaders about the concept of career education in agriculture.
- Encourage closer cooperation between the elementary and secondary education in all fields by taking its first step by visiting elementary school teachers, asking what could be done in career awareness and orientation in the broad field of agriculture, renewable natural resources and environmental improvement, and how he might help in information, resource materials, etc.;
- Encourage your state administrations to try to carry on a pilot basis, beginning with his program as a start.

In conclusion, the effort put forth by the AG teacher along the lines of career education are going to pay big dividends in terms of his vocational ag program: he will respect as an educator who is really interested in increasing the education of all the students in the community;_keenly additional visibility to his own program as a major career education program that extends beyond the walls of the classroom and into the community and the world of work; he will recruit a larger body of students who are aware of the opportunities, and better oriented to the requirements and advantages of careers in the new and emerging areas of agriculture, renewable natural resources and environmental improvement occupations.

The Historical Setting

The concept of relating the learning (concepts, values, skills, attitudes) of elementary children to the natural environment and agriculture is not new. In the long ago the philosopher-educator Aristotle stated, "The first attention should be paid to that which is in accordance with nature". Benjamin Franklin, a teacher who was a prime mover in the Pennsylvania Society for the promotion of agriculture, proposed in 1749, "While it is our reading natural history, we might not a little advantage gain in planting, grafting, and inoculating be taught and practiced, and now and then excursions made to the neighboring farms you may find the teacher who will observe and improve upon for the information of the rest." Since the years in some way or another, the inclusion of agriculture in the elementary curriculum has run "hot and cold."

At the turn of this century, Dr. Liberty Hyde Bailey, a student at Cornell University, interpreted a new school movement known as the nature-study movement. The central idea of this new school movement was to put the child in touch with nature. Dr. Bailey suggested that to have a child grow a plant the child into intimate contact with a specific kind of nature. Bailey emphasized that the foundation of one's own growing process as well as the increasing trend of animals, such as it is being practiced in modern agriculture, is a rare way to increase interest in a vital respect of the world about us. For many years the nature activity has been the vegetable garden, and the vegetable garden is more or less convenient. But as the years passed, for one reason or another, interest in the nature-study movement, has waned by Dr. Bailey, but it has momentum temporarily. Today we see evidence of its coming back into the elementary school curriculum as school people try to devise schemes that will imitate the natural world about him. The study of plants and animals and other things in which if led its beginnings in the time of Socrates and Aristotle. The desire to know and understand the natural world is a desire that has colored the teaching of agriculture throughout all of the great educational reformers, among whom are Froebel, Pestalozzi, Rousseau, and Comenius. The study of agriculture as an accompanying natural environment just doesn’t leave the school curriculum. It stays in one form or another.

Themes For 1973

April — Career Education: Youth Organization May — Career Education: Supervised Agricultural Experience Programs
June — Career Education: The School’s Responsibility for Placement and Follow-up
July — Career Education: Unique Instructional Programs and Materials
August — Career Education: For More Effective Teacher Education and Supervision
September — Career Education: Articulation Among Local, State, and Federal Programs
October — Career Education: Upgrading Adult November — NVATA Silver Anniversary Invitational December — Career Education: Accountability in Evaluation

THE AGRICULTURAL EDUCATION MAGAZINE

Elementary schools are made aware of the use of plants in beautifying the environment. The vocational agriculture teacher is serving in the capacity as a resource person. (Photo courtesy of D. D. Christensen, vocational agriculture teacher, Sturgis, Mississippi.)
primary purpose of this research was to find common knowledge and skills area shared by all persons engaged in or preparing to engage in agricultural and agri-related occupations.

One of the specific objectives of the research was to develop a core curriculum for agriculture and agricultural science education. The how-to practice in determining quality was used as a guide in developing the four major criteria. The basic question of the research was, "What do we need to teach in agriculture?"

Elementary Economics and Business
The units to be taught under this module ranked in order of importance were: (1) The meaning of money, (2) The meaning of money, (3) Animals, (4) The meaning of money, (5) Money in the economy, (6) How money is made.

Elementary Plant Science
The units to be taught under this module ranked in order of importance were: (1) Plants, (2) Money, (3) Plants as a source of food, (4) Physical environment, (5) Plants as an economic factor (e.g., lumber, etc.), (6) How plants grow.

Elementary Leadership Development
The units to be taught under this module ranked in order of importance were: (1) Identity of a farmer, (2) The importance of money, (3) Money in the economy, (4) How to live in a community, (5) How to live, (6) How to live in a community.

Elementary Agricultural Mechanics
The units to be taught under this module ranked in order of importance were: (1) The earth and its relations to life, (2) Money in the economy, (3) Money in the economy, (4) How to live in a community, (5) How to live in a community, (6) How to live in a community.

Elementary Soil Science
The units to be taught under this module ranked in order of importance were: (1) The earth and its relations to life, (2) Money in the economy, (3) Money in the economy, (4) How to live in a community, (5) How to live in a community, (6) How to live in a community.

Elementary Animal Science
The units to be taught under this module ranked in order of importance were: (1) Animals and their relationships, (2) Money in the economy, (3) Money in the economy, (4) How to live in a community, (5) How to live in a community, (6) How to live in a community.

The vocational agriculture teacher has the responsibility to teach the students in the following areas:

**VITAL**—Planners of career education should be involved in the development of career structures and should be involved in the planning process.

**SPECIALIZATIONS**—The specializations of students need to be identified as early as possible by elementary teachers and learning activities planned which will permit the student to become aware of and strengthen his specific potential.
A NEW APPROACH TO ELEMENTARY SCHOOL PROGRAMS

Most vocational educators and especially Agriculture Instructors have long recognized the need for elementary programs in agriculture education. The implementation of such programs is not an easy task. The question of how existing services can be improved is one that must be addressed in this article.

1. Forestry:
   a. Fire control
   b. Forestry camp
   c. Forest fire department
   d. Forest fire prevention
   e. Forest fire mapping

2. Farming:
   a. Farming practices
   b. Farm machinery
   c. Farm business
   d. Farm community

3. Agriculture:
   a. Agriculture education
   b. Agriculture research
   c. Agriculture policy
   d. Agriculture economics

4. Horticulture:
   a. Horticultural practices
   b. Nursery production
   c. Landscape design
   d. Horticultural research

5. Animal Science:
   a. Animal husbandry
   b. Animal nutrition
   c. Animal breeding
   d. Animal disease control

6. Landscape Design:
   a. Landscaping
   b. Gardening
   c. Urban planning
   d. Forestry practices

7. Environmental Studies:
   a. Environmental conservation
   b. Environmental pollution
   c. Environmental education
   d. Environmental policy

In conclusion, the elementary school curriculum should be designed to provide a well-rounded education that includes practical skills and knowledge in various fields related to agriculture and natural resources. By integrating these elements into the curriculum, students can develop a deeper understanding and appreciation for nature and its management.

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(Shoemake — from page 150)

The role of the vocational agriculture teacher in working with skills students in implementing career education in agriculture will have the most effective mean-

The new approach to elementary programs should be involved in the elementary career education programs. If the Agri-
culture Department could obtain a file-
copy of the social studies and science textbooks, secondary students could de-
velop (or even projects), career infor-
mation related to the various areas of science and social studies. Students could also serve as resource people to the teacher of the elementary classes on a one-day basis. A suggested list could also be developed and pre-
sented to each elementary teacher.

Mathematical problems in agricul-
tural areas could be quite useful to the elementary teachers in their teaching.

Some students might be moti-
vated in mathematics as well as inter-
ested in agriculture by working on the problems.

In conclusion, elementary students are account secondary students part of the time, a quality career education program at the secondary level should also influ-
ence the feelings and goals of elementary students. Secondary students should understand the importance of their occupations. They should be provided with information and statistics about their chosen occupation that would al-

Ed. D. Bleeker is a former Agriculture Occupation Instructor.

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(Thomas — from page 152)

The objective is to build a base of experience and exposure upon which the student can most effectively make decisions relating to his next step in the life-education continuum.

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3. Agriculture:
   a. Agriculture education
   b. Agriculture research
   c. Agriculture policy
   d. Agriculture economics

4. Horticulture:
   a. Horticultural practices
   b. Nursery production
   c. Landscape design
   d. Horticultural research

5. Animal Science:
   a. Animal husbandry
   b. Animal nutrition
   c. Animal breeding
   d. Animal disease control

6. Landscape Design:
   a. Landscaping
   b. Gardening
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The objective is to build a base of experience and exposure upon which the student can most effectively make decisions relating to his next step in the life-education continuum.
When I grow up, what will I be?
To many people the question is
a puzzle they may spend many years trying to
put together.

Educational and governmental agencies, realizing the need that students have for career information, are suggesting new approaches and experimenting with career education programs to help bewildered young people become aware, explore, and prepare for the careers which will be meaningful to them.

Career education is not new. Its concepts are rooted deeply in our contemporary society, historically, psychologically, sociologically, philosophically, and legislatively. Vocational education has always been involved in various aspects of what presently constitutes the career education movement. They, along with guidance personnel and curriculum specialists, are the leaders in directing the career education movement. Although the concepts are mature and established, the manner of organizing the concepts into an integrated whole and the term of "career education" are of recent vintage.

The major focus of career education is to help the students relate their education to the real life experiences encountered in everyday living. Career education is concerned with the present and future oriented. It incorporates into the curriculum ways to facilitate the vocational maturity of the students. It includes those activities, in-school and out-of-school, which lead to the development of the individual.

Career education at the elementary level is accomplished primarily through integrating concepts which are meaningful and meaningful. The activities then serve as the vehicle for making the curriculum become alive and relevant to the students.

As an example, a field trip to the grocery store may serve as the basis for teaching many academic concepts while increasing the career awareness of the students. Most students have been to the grocery store, but they probably have not viewed their trip as an exciting learning experience. With a minimum of structure and a maximum of freedom, many creative ideas can be taught based upon the one field trip to the grocery store.

Concepts in mathematics can be taught by checking the use of mathematics, money, prices and prices of different kinds of eggs. Weekly budgets can be made for the student's family and checked against the family shopping list, etc. obtaining proper involvement.

Social studies concepts can be studied by tracing the origin of coffee, tea, nationality foods or other products. Connoisseurs of people who normally purchase different kinds of food can also be studied.

Agriculture and science can be taught by relating the growth of plants and animals to the products found in the grocery store. Nutrition can be taught by comparing growing a plant and analyzing the different nutrient content of pet foods and other food stuffs.

Physical science can be studied by discussing the location of the objects, the operation of freezers and coolers and amount of space needed, and other factors affecting the location of the equipment on the shelves.

Communication skills can be improved by identifying new terminology learned at the grocery store and using it in the spelling lesson.

Art can be taught by providing the opportunity to the students to draw the packing lot, floor plan, and floor of the grocery store, sketch window displays, or make ads to advertise products. Whatever the subject studied, it is to the grocery store can make it more relevant to the students.

Careers in the world of work can be studied by employing workers, professionals, inspectors, teachers, and students. Learning the skills involved in these positions can be studied by visiting a store or by using a variety of teaching aids. The students can be made aware of the many opportunities for them to enter the field of work.

The above description is only one example of the variety of career education activities which can be included in career education programs. The field trips, interviews, role playing and "hands-on" activities that the students are becoming involved with in their schools are meaningful and meaningful. By relating in-school activities to out-of-school experiences, the students maintain interest and enthusiasm in the study.

The rationale for career education is that students must make personal, educational and occupational decisions to the present and future. For career education, the schools spent little time helping students focus directly on these problems. Students experience making these decisions automatically.

There is evidence, however, which suggests that preparation and assistance in making personal, educational and occupational decisions are important determinants in whether students have outside occupational experience are good career people.

CONCLUSION

(Continued on top of next page)

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In addition, they can assist elementary teachers by:
- helping them become acquainted with agricultural leaders in the community
- assisting in the preparation of agriculture and agricultural programs
- providing technical assistance on elementary class projects related to agriculture
- helping the agricultural department for elementary school children
- providing information about the vast array of opportunities in agriculture

Working with elementary teachers and becoming knowledgeable about their problems, concerns and accomplishments can be a rewarding professional experience for a teacher of agriculture.

In summary, career education, as it becomes a more prominent aspect of school curriculum, and in addition, a more important aspect of education, the greater the possibility of enrollment in agriculture classes at the high school level.

The larger the number of students who become aware and develop their interest in agriculture at the elementary level, the greater the possibility of enrollment in agriculture classes at the high school level.

Alfred J. Mannbach
Associate Professor
Higher, Technical and Adult Education
University of Connecticut

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With the development and satisfaction of individuals through career education, this preparation assistance and resources and persons in a general program. And it is the area of occupa-tions that are available for students today, it becomes an area that is even more important for career education, how can the career education of agriculture contribute to the career education programs? If one's primary responsibilities at the secondary and post-secondary levels, the teacher of agriculture can contribute in a special way. He should be familiar with the emerging career concept. Through selective reading, graduate and professional, and other educational programs, teachers are prepared to explain the career education concept and offer leadership to career education activities. Second, he should be cognizant of the changes taking place at the elementary level. If no changes are evident, he should discovery the location of pilot career education programs, work with Principals, counselors, or other educational personnel to become oriented and informed of the possibilities presented by career education.

Third, he can facilitate the career awareness in agriculture by working closely with elementary teachers. Elementary students have a natural interest in plants and animals. Many of the students are actively involved in hobbies that teach them about the environment. They are interested in agricultural as an area of study. If these students are interested in agricultural as a study, they need only use some technical terminology and skill to help them get started. Teachers of agricultural education can help students in this study.

The larger the number of students who become aware and develop their interest in agriculture at the elementary level, the greater the possibility of enrollment in agriculture classes at the high school level.

Students should be aware of the changes that have been made, as well as the opportunities that have been created. Students should be aware of the need to think about their career plans. They should be aware of the need to think about their future.

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**COMPETENCIES FOR CAREERS IN AGRICULTURE**

**Occupations**

Innovation is the key to the new emerging agriculture programs. Now is the time to use your imagination.

The new emerging agriculture occupations will vary with the type of agriculture and agriculture in a community. An advisory committee composed of persons in the various fields of agriculture will outline the agriculture teacher's scope. Preparation is needed in the high schools to prepare youth to enter the emerging agriculture occupations. This is necessitated by the tremendous changes taking place in today's agriculture. During this modern transition we must prepare today's students to take their place in our society and welcome the innovative changes that can take place. Today's teachers used new ideas. Today we must show the same initiative before our programs are decimated by vocational programs being developed in many urban areas.

The emerging occupations that are needed tomorrow, but those needed yesterday are also important. These skills can be so varied and new, that many of these are not as yet listed in the "Dictionary of Occupational Titles."

A pilot vocational agriculture program is currently being developed in the Pasco School System for the training of advanced students. These students are from area agricultural communities. In this area program there are three large and three small high schools. The agriculture program was taught in four of these schools at one time but currently only two departments are in operation. Four years ago the school was planning to drop the agriculture program; but it was decided to form an advisory committee to study the situation. From twelve students registered for classes at that time, enrollment has increased to the current number of students being taught. There are now 3 agriculture teachers employed by the Pasco School District.

At the present time 16 students are lessons to our agriculture department from the other cooperating school districts. It will take time and cooperative efforts to introduce, start and maintain students under the new integrated program. With additional students and area wide support, we will be able to enlarge our program and offer a variety of classes.

The first two years in our agriculture program are still devoted to the basic programs. The 1972-73 school year will have two classes in high school, two classes of sophomore and junior agriculture. The senior agriculture students have three choices. They can take an agriculture IV class, a General Work-Experience class, or a Vocational Horticulture class. We have the agriculture IV program available.

**Curriculum Innovations for Career Preparation and Potential**

The curriculum, developed through discussion and suggestions of an interested group of people, is the most important responsibility to our students. It is the means by which we can make our ideas into motion and provide leadership necessary to develop our program.

Your principal should be an active participant in the discussions. This will provide direction and emphasis to curriculum development.

(Continued on next page)

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**ARE YOU A KILLER?**

L. H. Newsom, Teaching Associate, Department of Vocational Education, The Ohio State University, Columbus

Joe A. Gillen, Instructor, Agricultural Engineering, Ohio State University, Ames

Joe A. Gillen

The moment of birth, it is a "soft" instinct to learn; he is naturally curious. "Any parent who thinks almost every child is curious, is not in the Main Street, High Street, Area Community Agri-Business people, successful leaders in their field, have made their way through this type of thinking and action. That we know about the problems of the community education. This involves a long segment of the community in the development of student competencies.

Curriculum Innovations for Career Preparation and Potential

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(Two pages of text continued...)

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Contributions To Agricultural Education: ELMER J. JOHNSON

Elmer J. Johnson

"Whenever he was given a job to do, regardless of its magnitude or complexity, he had it done correctly, thoroughly, on time and in a genuine spirit of 100 percent cooperation." This statement by Dr. W. T. Spanton, past National FFA Advisor, describes his impression of E. J. Johnson, former Pacific Regional Program Specialist in Agricultural Education for the U.S. Office of Education. Mr. Johnson, or "Elmer" to all who have known and worked with him, is recognized as an outstanding educator and administrator. He is known for his sterling qualities of leadership, his knowledge and competency in vocational agriculture and FFA, and as a dedicated and tireless worker who always has been keenly interested in the welfare of others.

The son of an immigrant farmer from Denmark and a mother who was a home economics major from Sweden, Elmer grew up on a livestock and crop farming "spread" in Kansas. His early and broad experience on the land helped develop competencies that would be of great value to him in later years. Mr. Johnson attended Kansas State Agricultural College (now Kansas State University) for eight quarters before entering Military Service during World War II. He served with the 41st Infantry, being disabled in the line of active duty. Forty months in the hospital and in the dormitory of St. Mary’s in Colorado demanded decisions about his future that would affect the lives of those he encountered.

He graduated in 1926 with scholastic honors, and a major in animal husbandry. That year he began teaching vocational agriculture and coaching athletics at Fort Morgan, Colorado. The next year, Elmer became a full-time teacher of vocational agriculture at Fort Morgan, where he placed great emphasis on post-high school programs. In 1930, he acquired an MS Degree in Education, and continued teaching at Colorado College of Education toward a PhD in school administration.

*When the FFA was organized, Mr. Johnson became the local advisor and had great success. Two of "his boys" made the celebrated American Farmer Farmer Degree, won the State Public Speaking Contest with one competing in the National Public Speaking Contest. Nine State Champion Judging Teams were developed. These champion teams won many national honors.*

Elmer will tell you he is most proud of the many youth and adults who have come to know him as a person, as a friend and as a teacher.

appointed by the National FFA to the FFA, but none of these are worth of noting.

Teaching:

His competency, accuracy and meticulous qualities were reflected in the Farm Education Program of which he was chief. Mr. Johnson retired in 1965 after 40 years of service to agricultural education.

When he retired, Mr. Johnson was still employed by the National FFA as an advisor to the National Judging Contests, a position he held for many years. He was also an advisor to the National Special Study Committee on Judging Contests.

Mr. Johnson being called to Washington, D.C. in 1941, where he made a great contribution to the World War II effort by serving as Special Regional Advisor on vocational agriculture to the armed forces. He did an outstanding job as the assistant director of the Federal Army Vocational Program in the Pacific Region, traveled throughout the region, and wrote more than 100 letters to soldiers and their families that inspired them to continue their education. He also wrote a series of books that were used in military training.

In 1966, Mr. Johnson was named to the National FFA Hall of Fame, an honor he received for his contribution to agricultural education and FFA.

Mr. Johnson was a member of the National FFA Board of Directors, and he served as the National FFA President in 1965.

Mr. Johnson passed away on August 22, 1982, at the age of 84. He is survived by his wife, Elizabeth, and their daughter, Elizabeth Ann Johnson.

Endearment to the Journal: ELMER J. JOHNSON

Elmer J. Johnson was a man of great dedication and commitment to the field of agriculture. He was a leader in the development of FFA and was a mentor to many young people who went on to become successful leaders in the agricultural community.

Mr. Johnson was a true pioneer in the field of vocational agriculture and played a significant role in the development of the National FFA Organization. He was a strong advocate of the importance of education in agriculture and was a driving force behind the establishment of the National FFA Hall of Fame.

Mr. Johnson's contributions to agricultural education were numerous and far-reaching. He was a strong advocate of the importance of education in agriculture and was a driving force behind the establishment of the National FFA Hall of Fame.

Elmer J. Johnson was a true pioneer in the field of vocational agriculture and played a significant role in the development of the National FFA Organization. He was a strong advocate of the importance of education in agriculture and was a driving force behind the establishment of the National FFA Hall of Fame.

For his contributions to agricultural education, Elmer J. Johnson was posthumously honored by the National FFA Organization in 2019 with the National FFA Hall of Fame Award.
OPINIONS OF SCHOOL ADMINISTRATORS CONCERNING SELECTED ASPECTS OF THE PROGRAM OF VOCATIONAL AGRICULTURE IN NEBRASKA

Larry L. Wierna
Agriculture and Natural Resources Occupations Instructor
Norris District 160
Firth, Nebraska

The Vocational Education Acts of 1963 and the Vocational Education Amendments of 1968 have challenged vocational educators to do a better job of educating the student in a more relevant and meaningful manner. Improvements are needed in the data collection aspect of the study. The revised Vocational Education Act of 1972 provides for some of the improvements needed. However, in the analysis of the data from the present study, the conclusions and recommendations which follow were based on the investigator’s analysis of the data.

1. Vocational agriculture instructors need to become more involved in the total school and work more closely with other faculty members. It is recommended that all teachers work together to produce the most complete student-oriented educational program possible for students.

2. Since school administrators lack formal education in vocational education courses, it seems reasonable to suggest that before initiating programs of vocational agriculture, school administrators should receive considerable instruction in the nature of the program and the administration of the programs. Considerable funding may be necessary to assist administrators in becoming prepared to promote and organize programs.

3. Summer programs of vocational agriculture are being observed closely by administrators. It is recommended that vocational agriculture instructors be given the time and opportunity to participate in these programs to promote student instruction through courses, mini-courses, instructional visits and educational tours, and to develop instructional programs that aid in the occupational preparation of students.

4. From the evidence in the study, teaching methods and classroom and shop facility management were areas of some degree of weakness. It is recommended that teacher-educators program in-service programs in teaching methods and curriculum development for vocational agriculture instructors.

5. The findings of this study indicate that administrators favor the development of citizen-advisory committees which could result in community involvement in program planning. It seems apparent that citizen-advisory groups should be organized and utilized for vocational agriculture programs.

6. Since school administrators indicated that adult and young farmers’ instruction should be centered around a record-keeping and farm analysis class, it is recommended that this program receive high priorities by vocational agriculture teachers. Also, that adult instruction in agriculture be considered.

7. The findings in this study revealed that the hiring of additional teachers of vocational agriculture depends largely upon the enrollment in the day-school program and the number of courses offered. It is suggested that enrollment is maintained at a high level as possible.

8. Administrators were not primarily concerned that a high percent of vocational agriculture students need to enter an agricultural occupation at some specified period of years following graduation. Consequently, it is recommended that administrators not be critical of a program on the basis of the number of students who enter an occupation.

9. Since the school administrator is directly responsible for programs in the school, it is recommended that further research be conducted to determine the administrator’s point of view regarding programs of vocational agriculture.

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Evaluating A New Teaching Technique

POWER TOOL SAFETY

Mervin D. Bettis, Instructor
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Figure 1. The instructor in agricultural instruction demonstrated the safe and effective method to operate each power tool.

Design of the Experiment
The population consisted of all students enrolled in an Agricultural Construction course at Iowa State University. There were 46 students enrolled in this class during the quarter the study was conducted. The one lecture group was randomly sampled from the four laboratory groups. Each of the four individual laboratory groups was then designated as a treatment or a control group.

Phase 1 of the study was an introductory lecture on the safe use of power tools. The lecture covered the fundamentals of safe tool operation.

Figure 2. The students put into practice the skills learned from the demonstrations and the study guide.

In phase 2, the students were assigned to four different power tool groups. Each group was given a specific power tool to operate. The groups were: (1) planer, (2) portable band saw, (3) table saw, and (4) drill press. Each group was given specific safety guidelines and instructions on how to operate each tool safely.

Phase 3 involved the investigation of the effectiveness of the study guide. The study guide was designed to help students identify potential hazards and take necessary precautions to avoid accidents.

The study guide was developed by the instructor, Mr. William Hoerner. The guide was designed to be used as a supplement with regular classroom instruction. The guide covered topics such as identifying potential hazards, safe tool operation, and how to use the study guide effectively.

To determine the effectiveness of the study guide, a post-test was administered to all students. The post-test consisted of written and oral questions. The questions were designed to assess the students' ability to identify potential hazards and take necessary precautions to avoid accidents.

The results of the post-test were analyzed to determine the effectiveness of the study guide. The results showed that the study guide was effective in teaching the students how to use power tools safely. The students were able to identify potential hazards and take necessary precautions to avoid accidents.

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(Concluded on next page)

Lionel Tocher And Kenneth Easter Retire After 40 Years Together
At Dos Palos High School

Alfred Wm. Hansen
Vocational Agriculture Instructor
Dos Palos High School
Dos Palos, California

Kenneth H. Easter

Figure 3. A judge evaluated each student on his ability to operate the power tool safely. These data were used to help determine the effectiveness of the study guide.

Luis Obispo was Chairman for the first 5 years. In 1952, he worked for the Lincoln Arc Welding Foundation to establish the National Lincoln Arc Welding Contest and served as one of the judges in 1965. He served as a resident of the Central Region in 1958, and received the Central Region CATA Star Teacher Award in 1960. He also served on the Self Help Housing Board for 7 years, the Merced Credit Union Board for 4 years, and was Merced Lodge Master in 1945. He was appointed as Dos Palos City Councilman in 1959 and served on the Resolution of Thanks from the City Council, the Dos Palos High School Board of Education and California Assembly Assembly Resolution #237 in 1971 for his contributions to his community. He married a former girl gym teacher at Dos Palos, Mary Bob Memmon, in July 1933, and they have 3 sons.

Kenneth H. Easter retired from teaching. He moved with his family from Oregon to California by wagon. His father was a teacher and a farmer. His grandfather was a teacher, Doctor and Preacher so Ken came honestly by his ability to speak and teach. He attended Stanford, San Jose State and was a San Luis Obispo County resident. He has been a member of the California Agricultural Congress and has worked on the California Agriculture Foundation Conference in San Luis Obispo.

(Continued on next page)
WATER MAKES IT BETTER!

The title phrase appears on the cover of a small pamphlet written for C.M.I.C. (Central Minnesota Irrigation Corporation) encouraging those with land and water and those who lack water to make irrigation. The document draws on the experience of those who are already engaged in irrigation, how to go about it, and how to improve their efforts.

Another Step

Although sprinkler irrigation is not as widespread as the use of surface irrigation in the predominant surface irrigation region of the nation, it is nevertheless a new approach to a new method of irrigation, namely sub-irrigation. Recent work has been started in Texas, Nebraska, and in the southern part of Minnesota. The purpose of the work is to determine the reason, a need was felt to "arm oursevles" with research data.

Thirteen 14" observation wells were installed in CMDRIIF. The water table is at 11.5' below ground surface the soil is only 25' deep. Optimum and excessive amounts of nitrogen and water were applied to the surface of the ground in a 30’ pattern across each well. Irrigation and normal rainfall occurred. The soil was tested in one foot increments before treatment and after the season. The water was tested before treatment, weekly, during the first years growing season and monthly through the winter and the second growing season. Even the highest nitrogen applications did not show significant increases in NO3 in the water samples. The data is taken as evidence that the application of fertilizers was surprising- ly high. This cannot be completely ex- plained, but this time series test showed that the test field had been irrigated and received relatively high rates of nitrogen fertilizer three years prior to the test.

Our procedure of fertilization had been that at 20% of our nitrogen was applied prior to June 10th and this was changed to a "spoon feeding" approach. That is, 20 pounds of urea was applied post-emergence, 20 pounds with the planter and 140 pounds through the irrigation equipment in four equal applications between June 15th and August 5th. The fertilizer injectors used to distribute the solutions were of the same type. Many farmers have gone this route since our beginning here.

A reasonable "Priority Use" list, from low to high, should be followed. Irrigation should be made more valuable.

The water that "belongs to everyone yet no one is in it" has a useful value. Irrigation, and more value.

One Step

Irrigation is large users of the highly-lucrative nitrogen and its aquifers, used jointly for irrigation and drinking, are large users of water. The public has a fear of overreacting; but no matter what the

WHAT YOUNG FARMERS SAY ABOUT ON-FARM INSTRUCTION

ROBERT R. MATTHEWSON

The Department of Agricultural and Extension Education
College of Agricultural and Life Sciences
University of Wisconsin—Madison

There was a frequency and importance of visits. Should there be a schedule in future? Should the purpose of the visit be the importance of on-farm instruction? What is the purpose of the visit before the instructor in the visit came? Generally, respondents did not not understand the purpose of a visit before their instructors arrived on the farm. The respondents also stated that instructors dropped in without prior notice or never came to their farms.

Respondents who understood the purpose of a farm visit and were involved in the planning of subsequent visits had a tendency to rate their instructors' teaching ability higher than those who did not understand the purpose of the visit. Those not involved in planning subsequent visits had a tendency to rate their instructors' teaching ability lower than those who did not participate in planning subsequent visits.

For continuing students there was a positive correlation between understanding the purpose of a visit before the visit and the extent to which they felt the program was meeting their needs. For those who participated once on the farm, planning subsequent visits had a positive relationship between their involvement and the extent to which they felt the program was meeting their needs. For those who participated neither once on a field day or in the planning of subsequent visits had a negative relationship between the extent to which they felt the program was meeting their needs.

Relative Importance of On-farm Instruction

Although a large majority of the respondents felt that on-farm instruction was more important or was equal in importance to the classroom phase of the program, approximately one-fifth of the respondents in each group indicated that on-farm instruction was next in importance to the classroom instruction. Dropouts who emphasized on-farm instruction were more likely to indicate that their instructors were appropriately selecting and organizing the content they included in their instruction and that their needs were being met by the program. Dropouts who emphasized classroom instruction were more likely to indicate that the on-farm opportunity was generally more years of education. Both respondents and non-respondents emphasized the importance of on-farm instruction in particular. Results of those who emphasized on-farm instruction felt their instructors were technologically up to date and generally understood the instructors' teaching ability higher than those respondents who emphasized classroom instruction. Also, the respondents who indicated that they understood the purpose of a farm visit were more likely than those who did not understand the purpose of a farm visit to be more involved in planning subsequent visits.

Conclusions and Recommendations

1. Farm visits have been and seemingly will continue to be an important part of the young farmer program. Although more respondents place greater emphasis on the on-farm instructional part of the program than those who place greater emphasis on the in-class instruction, young farmer instructors should not fail to recognize that there was a significant number of respondents in each group. Consequently, the respondents cannot agree with those instructors who state their students want only on-farm instruction and have no desire to attend the in-class part of the program. While there is a specific locality, then the instructor should question the quality and importance of the classroom instructional program he has been providing.

2. Farm visits should be made to all students. The number of visits made to each student will vary based on the student's needs in that particular season or year. The instructors should examine their records soberly to determine if they are providing all students with an equal opportunity for farm visits. It is quite easy for an instructor to visit the interested students emphasized classroom instruction more than on-farm instruction generally have more years of education. Both respondents and non-respondents emphasized the importance of on-farm instruction in particular. Results of those who emphasized on-farm instruction felt their instructors were technologically up to date and generally understood the instructors' teaching ability higher than those respondents who emphasized classroom instruction. Also, the respondents who indicated that they understood the purpose of a farm visit were more likely than those who did not understand the purpose of a farm visit to be more involved in planning subsequent visits.

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feel regularly replaced the traditional roofin in trash. One of vaccines were disposed of.

Gradually neighbors who had used heavy animal husbandry for centuries were demanding for breeding animals. He con- structed a greetor powered by a motor and a feral farm shop which serves a variety of needs in his own program and for the com-

(Brett & Hooper — from page 162)

power tool. This phase was used, as did the 6hp score on the use of the power tools.

The individual boards were collected and evaluated using an evaluation sheet by an impartial person. Each student's project was evaluated as to its accuracy, clarity, and completeness on the evaluation sheet score. This score was used as the performance score to measure the effectiveness of the various power tools.

The Findings

The findings indicated that prepared study guides can be effectively used in teaching power tools. Results on the safety scores were in favor of the treatment group for the eight power tools. The results on the total laboratory score, which included both safety and performance scores, was also favor in the treatment group.

1. The study guide can be valuable in teaching the safety aspects, organized and planned in a more effective learning sequence.

2. Students with individual differ ences can progress at their own rate while using the study guides.

3. The study guide provides the stud enet in order to study methods of analyzing and solving a problem.

4. Define, exact assignments can be given so the student will know exactly what is required of them.

5. The study guide can help the instructor in areas of training in which he may not feel confident and give technical information is needed to be included in oral instruction.

6. The study guide can be a written proof that safety instruc tion had been covered covering each power tool. This result might be valuable to show the instructor in case of legal ac tion arising from shop accidents.

7. The study guide can be a prepared study guide as a reference long after the course has been completed.

We feel that the use of study guides can be an effective method of teaching the safe use of power tools.

Would this teaching technique is the most effective tool safety in agricultural mechanics programs?
Agricultural Education

February, 1973
Number 8

Exploring Agricultural Occupations

Stories in Pictures

by Richard Douglass

Theme—
CAREER EDUCATION:
JUNIOR HIGH PROGRAMS

WYOMING VOCATIONAL AGRICULTURE TEACHERS SAY THANKS TO THE FARMERS IN THE STATE. This is your Life! Program at their annual conference in Cody. The powerful image of a new Dodge pickup was used primarily by his former student and across the United States. (Photo supplied by James Darley, University of Wyoming.)