STORIES IN PICTURES

LEARNING IN THE LAND LABORATORY — FFA members at Great, Michigan, develop skills through work in the land laboratory owned by the school. (Photo from Frank Boblitz, Michigan State University, and Great Farm, Great, Michigan.)

RECREATION IS A PART OF FFA — Activities at the Florida Forestry Camp include competitive logrolling contests. This Camp is sponsored by the Wood Utilization Industries of Florida. (Photo from F. D. McCormick, Florida Department of Education.)

GOLDEN FFA OFFICERS — Officers of the Golden (Colorado) FFA Chapter pose in front of the Chapter "Wall of Fame," a display of award certificates and other items. (Photo from Gary Byr, THE NATIONAL FUTURE FARMER.)

LEARNING THROUGH OBSERVATION — Ron Heideman, Florida Division of Forestry, demonstrates the use of a compass to FFA members attending the Florida Forestry Camp. (Photo from F. D. McCormick, Florida Department of Education.)

ADDOING THE CHAPTER NAME — FFA members at Wysolfo, Ohio, are shown adding the chapter name to an FFA Week billboard. (Photo from Gary Byr, THE NATIONAL FUTURE FARMER.)

Theme—Teaching Out of School Groups

Plus—Index to Volume 47 (page 35)
Adult Program—
Zero to 160 in Five Years

P. James Faust
Ag Instructor
Peebles, Ohio

Quite often a mediocre speaker has been saved by a few pertinent questions asked by the teacher on behalf of the group.

Serving persons who are out of school is a major goal part of a total vocational education program. It is not only essential to the development of an effective educational curriculum in Vocational Agriculture, but it is also an important part of the community's efforts toward total community education. Adults have a variety of needs. Many have a need for updating their knowledge and skills in a specific agricultural occupation. Others have a desire for vocational information as an important part of communication is a major source of problems. Program accomplishments and the recognition of the importance of the program is dependent upon accurate and complete records. These are best kept in the local program. Keeping a copy of all reports on file in the office of the vocational agriculture department is a recommended activity.

As the number of people actively involved in agriculture has declined, the importance of effective agricultural leadership has increased. The foundations of leadership, citizenship, scholarship, cooperation, and development of the future Farmers of America organizations can be further developed through a strong Young Farmer association. The Young Farmer chapter is an integral part of the vocational agriculture educational program. Development of this philosophy, the recognition of the strength of the Young Farmer association as it is the FFA, the association must be centered around educational purposes in the field of agriculture.

Post-secondary and adult education in agriculture is an important aspect of every complete vocational education program, and it should be followed up as part of the on-farm or on-the-job individualized instruction. This activity too often is neglected but cannot be overemphasized. The supervising agricultural experience program begun in high school should now have grown into one that provides for the livelihood for the young farmer or adult farmer. Individualized assistance with specific problems is as meaningful now as in the initial development of the vocational experience program.

The adult education program in vocational agriculture at Peebles High School in Adams County, Ohio, has been developed to serve a variety of needs. The population of the area is basically a mixture of full-time farmers, part-time farmers, and other rural people whose occupations are related directly to agricultural production. The community of Peebles has a population of approximately 1600 persons. The high school vocational agricultural curriculum currently consists of two twelve-month production agricultural units. The enrollment is approximately 90 students.

Five years ago there was no program of adult education in Agriculture being offered to the community. However, the need for such a program was stressed by many of the key farmers and local businessmen in the area. Therefore, a series of evening classes was developed for the winter season, 1970-71. The classes met every two weeks. A variety of topics were discussed and the enrollment totalled approximately 30 persons. In the two succeeding years, the program began to take root in the community and an adult advisory committee was formed to assist in developing class topics and a list of resource persons. Enrollment increased to approximately 75 persons. In the fall of 1975, the advisory committee and the vocational agricultural instructors decided to expand the adult education program to include weekly classes starting early in March. In addition, several special field trips and other activities were scheduled periodically throughout the year. A Young Farmer Chapter was organized to serve as a means for providing social activity, member competition in various contests, community service and public relations. The enrollment in the adult classes increased to 120 and the VF Chapter currently has 11 paid members.

What can a teacher of vocational agriculture do to develop an effective adult education program? The following ideas seem to be effective and have been found in the community.

Continued on page 35
Adult Farmer Center
Uses CB Radio

Jay E. Eddy
Vocational Agriculture Teacher
Turkey, Texas

One of the most important parts of our Vocational Agriculture Program is the adult group. These people pay the bills and cause changes to be made in the field of agriculture. For several years I tried to bring about improvements and change in the way the farmers operated their business. The success I had was very minor. My advisory committee went along with my ideas and did all they could to help me plan work. We finally realized that our approach was wrong. We needed to serve the adult group and not try to change them.

The farmers purchased a CB radio unit for our department in order to be in closer contact with us.

Our adult meetings would consist of the regular eight to 10 members. At that stage of the game I was fed up with adult education. Almost by accident I stumbled upon a workable solution. We needed to be of a service to the adult group. We started scheduling adult education specialists for short courses as well as regular meetings. These specialists were able to reach the adult farmers because they were recognized as specialists. Each meeting we would ask for more ideas on the type of program needed. Very shortly our regular group had grown to 30 regular members. We have continued to invite the adult group to visit our department even during the all-day classes. We encourage them to use our facilities and make our department their headquarters when searching for any information. We don't pretend to have the answers to all their questions, but we try to keep a fairly current file on sources of information and telephone numbers. Many times the adult farmer already knows what he wants to do but he enjoys having the "old ag teacher" confirm his decision.

This approach has caused many hours of extra work on my part but it is very rewarding. Daily visits by farmers to our department averages four to six. Some stay for a very short visit while others may visit for the entire class period.

The farmers purchased a CB radio unit for our department in order to be in closer contact with us.

We have recently purchased some diesel testing equipment and a dynamometer to be used in our agricultural mechanics course. Our FFA chapter makes a small charge for the use of these items when we turn a farm tractor. The adult group has certainly taken advantage of the service. The farmer has something to brag about after his tractor has been tested, and the FFA chapter has a very good source of income. On the days when we schedule testing of tractors, we have as many as 20 visitors at one time. These adults all call the Vo-Ag Department "Our Ag. Department."

We are getting requests for sampling and plant disease diagnosis. The adult group is growing in numbers.

Vo-Ag teacher Jay Eddy, the author of this article, was present at a meeting via the CB radio purchased for the department by the junior farmer group.

One point that has caused some concern for us is our community service work. Our adult group has become so aware of the work our department does that they call on us regularly for projects at civic clubs, town meetings, celebrations and community clean-up campaigns. The latter has become a regular occurrence.

(Continued on page 33)

The AGRICULTURAL EDUCATION MAGAZINE

AUGUST 1976

Advisory Councils
for Adult Programs

Ray Jones
Regional Agricultural Agent
Knoxville, Tenn.

It is best to let the class member take on the farm visited first. He will show you what he wants you to see, tell you what he wants you to know, and ask you what he wants to ask.

Even though it is very time consuming and requires many hours of work beyond the normal school day, serving out-of-school groups can be the most rewarding experience in which any vocational agriculture teacher can participate.

One of the concerns that new teachers are often asked is how to manage the advice given by students, advisors, and other groups. The key is to involve the students in the planning process. The advisor should be aware of the events, and the students should be given the opportunity to participate in the planning process.

Many students are interested in the planning process. The advisor should be aware of the events, and the students should be given the opportunity to participate in the planning process. The advisor should be aware of the events, and the students should be given the opportunity to participate in the planning process.

Proper training for the committee members is a must. This can be best accomplished by the vo-ag teacher and be done in the classroom and by visiting other vo-ag advisory committee meetings.

After the advisory committee has been selected, elected, and trained, they are ready to help and eventually assume much of the responsibility involved in working with out-of-school groups.

A basic rule to consider in planning activities for out-of-school groups is that only one activity should be selected at a time for the activities. Activities must be conducted during the time when the students have the most free time. This is from the middle of October until the first of February in my area of the county. Activities of a short duration could be held at other times of the year, but they must be announced well in advance. If one wants a continuous program from one year to another it is well to remember to "start big, and end big." Do not prolong activities having poor attendance.

People who participate in adult education activities are the most active people. In the community, therefore, the time of day to schedule these events is very important. The time will vary from community to community and from group to group, but don't be afraid to start an activity late in the day. It is better to start late and have a shorter session and have more of them than to start earlier and have longer sessions, missing some because they could not get there on time.

In teaching adult groups the subject matter must be the same. This is best done by the advisory committee in advance of the scheduled meeting. By using the advisory committee, it is assured that subjects of interest to the group are taught. An outline for the entire year should be presented to the whole group for their approval at the first meeting.

In teaching adult groups, it is very helpful to have the students be taught outlined, mimeographed, and given to each member. This outline serves only as a guide for discussion. The lessons must include discussion. One of the fastest ways to kill interest is to use a lecture method for teaching adults. The class members themselves will decide what to include under each major topic. The greatest source of information is the class members themselves. Make sure that each member gets something from the meeting that he will be able to use. This will assure his attendance at the next meeting.

The teacher must be very careful not to set himself up as an authority on every topic that is brought up. Neither should be always answer "I don't know," rather, let members of the group answer the question from experiences they have had.

Follow-up is very important with adult groups. If the teacher has been at their farm or place of business, or if he is coming soon, it makes a lot of difference. While at the farm or place of business, it is very important that improvements are noticed and that proper recognition for outstanding work is given. It is best to let the class member take command of the situation. He will show you what you want him to see, tell you what you want him to know, and ask you what you want to ask.

(Concluded on page 46)
**Farm Business Mgt. Program: What Does it Mean?**

Gene V. Francis  
Farm Business Management  
Bloomington, Minnesota

What is farm business management instruction? What does it really mean to the farm families it serves, the local community, and the public school and to the instructor himself? As a vo-a-g teacher who has spent 16 years in the Bloomington public school system, all of them as a full-time adult farm management instructor, I hope to give you some insights into the long term effects of such a program.

Our present local vo-ag farm business management program began in 1959 when the school opened, as a program for adult farm management instruction. We began with a nucleus of about six families who had received one or two prior farm business analysis reports. Since then our numbers have grown to presently encompass 60 family units and over 100 families. Our local veteran's farm training program also enrolls a additional 29 farm units. Since we have added five to eight new families each year, the family units within the group have received 0 to 17 annual farm business analysis reports as compiled from their own Minnesota Farm Account book. During the past eight years, 19 seconds from which partnerships have been developed in the 44 farm families who have received eight or more annual farm business analysis reports. These include 25 young men, most of them with families of their own.

**WHAT HAS THE FARM BUSINESS MANAGEMENT PROGRAM MEANT TO THE FARM FAMILIES INVOLVED?**

It means:

1. **Having a sure knowledge of their business** — a knowledge of their profit and loss record, their credit rating. (Knowledge of their net worth, cash flow and enterprise analysis)

2. **Improved Earnings** that provide better living standards: a new home, children's education, travel, land and building improvements, better schools and community.

3. **A better understanding of the total workings of the farm business** by all members of the family. Round table discussions about the farm business almost invariably involve both husband and wife, and in the case of partnerships, perhaps four to eight family members.

4. **A much better grasp of how their business is progressing**, how it compares with others, where improvements are needed and some ways and means to make the needed changes.

5. **That accurate "cost of production" estimates** can be made for each enterprise. It removes much of the guesswork when planning for reorganization or expansion.

6. **That farm partnerships or corporations involving parents and sons or others can be formed within a valuable framework of reliable records of past performance**.

7. **The development of a "sense of awareness"** of one's business that creates improved family attitudes, a better self-image and a desire to further improve their abilities and increase their knowledge.

8. **The development of a questioning attitude by the farm family**. To ask "why" and "how" in addition to "what?"

9. **More intelligent purchasing of equipment, facilities, and farm inputs**, and a better understanding of marketing procedures.

10. **An opportunity for more families to remain an economic farm unit**, to raise their family in a rural setting and still enjoy income levels comparable to their city cousins.

11. **An opportunity to discuss some of the major aspects of their farm business with someone who is knowledgeable of their future goals, their past performance and has at least a wealth of resource data and teaching experience**.

**WHAT HAS THE FARM BUSINESS MANAGEMENT PROGRAM MEANT TO THE LOCAL COMMUNITY AND THE PUBLIC SCHOOL?**

It means:

1. **More business on main street**. Well managed, profitable farm operations spend more for new equipment, facilities, and production supplies. They pay their bills promptly and can readily secure credit for remodeling, reorganization, or purchase.

2. **More families in the community**, with more consumer dollars to spend. 

3. **A larger tax base to support schools, roads, and other public accommodations**.

4. **More farm partnerships, more homes to be built, more kids in school, and more young families that remain in the community**. The parents are also more apt to remain as retirees in the community if a son and his family are operating the home farm.

(Continued on next page)

**CONTINUED**

**FARM BUSINESS MANAGEMENT**

5. **Improved appearance of farms and homes**. New buildings, well kept fields and windbreaks are more apt to occur if the neighbors are doing the same thing too.

6. **An opportunity for public relations program** for the local school.

**WHAT HAS THE FARM BUSINESS MANAGEMENT PROGRAM MEANT TO ME, THE LOCAL INSTRUCTOR?**

It means:

1. **Working with families who are constantly seeking ways to improve, reorganize or enlarge their operation**. Families with a positive attitude toward their business, their family and life in general.

2. **Being a catalyst. Creating an awareness in the families with which you work, of new ideas and concepts in each phase of farm management**. Successful operators must evaluate and utilize the more worthwhile concepts as soon as possible.

3. **Listening carefully to the family. Serving as a sounding board**. Any resource person as new concepts are gathered and contemplated

4. **An opportunity for an economic farm unit** to raise their family in a rural setting and still enjoy income levels comparable to their city cousins.

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**CONTINUED C 8 RADIO**

big that we are having a tough time living with. It's interest in our FFA chapter program is due to the fact that because of our B.O.A.C. program. Combined with other organizations, we have a number of clubs that are considerable, but have become the nucleus for the annual clean-up, painting, or gardening campaign. They feel this work is helpful to us because we can help our adult and all students working together on committees. This has strengthened both organizations even though many extra hours are involved.

The adult group enjoys an educational tour as well as it creates a sense of pride and improve what we have. The adult farmer knows his door is always open to him, even if he leaves his boots and a jar full of tobacco. He can find a warm greeting and be made to feel at home in our department. We hope these few examples may help him with his problem.

**CONTINUED**

**ADULT PROGRAM — ZERO TO 160**

being successful at Peaches:

1. The teacher must decide in his own mind what the "best" educational coordinator is for the adult community.

2. A series of workshops should be planned to meet the needs of as many students as possible. The program at Peaches has used the "one to one" approach effectively by having a different topic for each of the twenty meetings per year. However, a series of classes on

**THE AGRICULTURAL EDUCATION MAGAZINE**

AUGUST 1976
The Role of the Vocational Agriculture Teacher in Adult Education

John D. Todd, Teacher Educator University of Tennessee Knoxville

Adult education has become an established institution. The demands of today's society make it imperative that persons do not cease their education with the completion of a fixed number of years of formal education. Realizing the importance of continuing education, many persons are availing themselves of learning opportunities from the time adult responsibilities are assumed until retirement years. When all segments of adult education are considered, both private and public, the amount of money spent annually in these programs approaches the sum of monies spent in educating persons from kindergarten through high school.

The need for adult education is not limited to any specific discipline or vocational field. The need is very urgent in agriculture. The precariousness of the world's food situation attests to the importance of extending educational opportunities in agriculture to those engaged in farming. Since these persons have means for immediately placing into practice the skills and ideas learned, the results from their involvement in adult education are very effective. The need for adult education in agriculture is further emphasized when considering that a rather minimal number of farmers are expected to produce more than the average farmer during any other era in American agriculture.

A need can readily be established for providing adult education for farmers, but the field of agriculture encompasses more than farming. Employment in off-farm agricultural occupations far exceeds the number employed producing agricultural products. Many of these persons need continuing education to keep abreast of changes and technological advancements in agricultural education. Adult education should be extended to any person employed to perform a job who needs to develop or update agricultural competencies.

There are many sources of information for adults employed in agriculture to keep abreast of conditions and changes in their field. Adult programs in vocational agriculture represent one of these sources. A teacher committed to serving the needs of agriculture in a local school area would include adult education activities in the total vocational agriculture program. Offering adult education to those employed in agriculture is inherent to the aims and purposes of vocational agriculture. It is the only source of information for these persons that is primarily educational in nature. The vocational agriculture teacher should assume this unique responsibility and extend services to those adults. Efforts should also be expended in working cooperatively with other educators or institutions which are striving to keep adults informed of worthwhile information in agriculture.

It is realized that vocational agriculture teachers are busy individuals. Conducting adult programs involves much effort. The amount of time available for conducting adult programs depends upon the number of hours available to the person willing to spend in performing professional duties, and the priorities that are established for different facets of the total vocational agriculture program. The opportunities for adult education exist and the teacher must decide how much commitment to make for conducting such programs. If adult education is offered for those who are in agriculture, the vocational agriculture teacher should assume the primary role for the endeavor.
Determined the Curriculum—
Universal Solution

F. J. Perlstein
Agr. Instrutor
Minot, N.D.

Let us presume that you have a curriculum for a wso program of out-of-school groups. There is no one solution pattern you may follow. You must try to build the group because out-of-school groups are working to learn only what they want to learn. Replace the administrative rigidity with more genuine communication between teacher and student. No one-way transmission of instruction will work. Consider yourself a center of inquiry.

Four distinct situations where a completely different approach to curriculum development had to be taken are described below:

1. A long time ago, from 1924 to 1925, I taught horticultural apprentices sent into the vocational technical school in Dortmund, Westfalia, Germany. Boys and girls who preferred a trade to a college education left school at the age of fourteen and became apprentices with a state recognized electrical, carpenter, plumber or agricultural growth.

The law required them to attend vocational school before entering the duration of their apprenticeship. Over the decades the curriculum was revised time to time. The teachers held an academic master's degree and were well trained to teach. Students held a good diploma and there was nearly a problem of any magnitude.

2. In 1939, when the cruel and brutal Hitler regime destroyed an independent and rather efficient school system and made it a test of racial Hitler tyranny, the Nazis denied "non-Aryans," i.e. most Jewish children and schools. The conclusion of the loss and the nucleus were given to the federal school system. In response, the German-Jewish congregations immediately established private schools for children age six to fourteen. For older teenagers and young men and women agricultural training centers were established mostly on large farms throughout Germany. Training in farm work qualified these groups to obtain an emigration visa to a foreign country willing to accept them as farmers and farm workers.

In setting up a curriculum for these groups, I had to take into consideration that these groups must emigrate after a year's training. As their destination after this time was unknown there was a problem. Should they be trained for the Scandinavian countries, for the Near East or for Latin America? What should be the substance of the curriculum as far as going towards the North pole drastically differs from farming towards the tropical areas?

Most important was to make them live agriculture as a "style of life." I emphasized manual skills: digging, plowing, planting, pruning, wood cutting, hand milking. The girls and some boys were trained in cooking, baking bread, and other home domestic activities. There were classes every night and Saturdays. Besides cultural subjects (to lift their spirits above Hitler's horrors), they were taught fundamentals in soil science, plant diseases, and growing plants. I proved later on that it was beneficial that they learned how to do these things. I went one step further and then tried to lift them up to the stage of being able to help them work with them. An example is the type of heavy hoe used for irrigation. We were shocked.

3. In the Spring of 1959 I got the U.S.A. and worked as a plant breeder for nine months. Then since again I was back in agricultural education.

My assignment was to build an agricultural settlement in the Dominica Republic for thousands of European refugees arriving from the European countries. They were uprooted people with all kinds of evidence: very few of them had worked the soil in Europe. I was confronted again with establishing a specific curriculum. The needs for these first groups of colonists had to be "Learning by Doing!" In spite of the fact that initially they had nowhere else to go, it was still quite a task to instruct mostly non-farmers about subtropical soil, climate, heat resistant vegetables, and fruits and keeping cows and chickens. All this had to be done in an environment strange to both them and me.

The immigrants were mostly rugged individuals and every family's goal was to have a house for themselves. I choose the type of house the U.S. government had built in the Panama Zone as it was most suitable for the Dominicans Republic. The colonists participated in the construction of their homes. Every family got enough land and animals for subsistence agriculture which they started commercial plantations. The settlers were paid by the hours they put into their cooperative enterprises. Of course, one of the first buildings was a schoolhouse with a community center. Teacher started with instructions on "Cooperatives and how to live properly in a sub-tropical climate.

4. Returning to the U.S.A. in 1940, I settled on a farm in South Jersey and soon became affiliated with the giant (Concluded on next page)
Leader in Agricultural Education:

A. WEBSTER TENNEY

By H. N. Hunwick*

But the move that was to have the most impact on vocational agriculture and the FFA was one he made in 1953 when he accepted a position as Program Specialist in Agricultural Education in the U.S. Office of Education. With that position Tenney also became Executive Secretary of the Future Farmers of America — a position he held until 1957.

The period 1943-1957 was one of growth and change for the FFA and Webster Tenney left his mark on many of the innovations that developed over the 14-year period. In addition to helping establish the successful FFA Supply Service, Dr. Tenney was instrumental in organizing and implementing The National FFA Foundation, and The National FUTURE FARMER Magazine. Even today the National FFA Convention bears the imprint of many innovative ideas implemented by Dr. Tenney in the 1950’s and 60’s.

The following is a partial list of achievements that had the most significant impact on the FFA organization:

- Organized the Future Farmers Supply Service
- Helped to revitalize and expand the national FFA program
- Reorganized the national convention and added pages, national band and choirs, and expanded


Calvin Baker, past State President; J. B. Lester and Buddy Lester, past State officers; and Robert Donald, past State President, look over some of the trophies the Gonzales Young Farmers Chapter has received in their 20 years of operation.

As the community of Gonzales anticipates its most significant historical celebration to date, its Sesquicentennial, one of its vital and active organizations, The Gonzales Young Farmer Chapter, will mark its 25th anniversary. This organization is fortunate to have several unique features which have contributed to its success through the years.

Interest and support of the Gonzales Chapter have been, and continue to be, nurtured by our agrarian community of almost 7,000. Membership rose to 125 in 1974, with 115 members having paid already this year. Gonzaleans have been warmly welcomed at the state level, having had a state officer for eight years and a state president two years. State officers in Texas are elected to serve a two-year term, and they are eligible to become state president during the second year. We also have had an area Young Farmer officer every year, four being area presidents. Our members range in age from twenty to seventy. Only members less than 35 years of age can hold office, which is helping with the rules that are set up in the Texas YF Foundation. Dues are $3.00 per year.

Our chapter has also been very active in the National Young Farmer Institute. Calvin Baker, past state president, was general chairman of the Institute that met in Dallas in 1968. He has attended all but one Institute which was missed because of business duties. Baker has been instrumental in setting up a local fund to help pay expenses of members to attend the YF Institute. This year eight members and their wives attended the Institute, with the Chapter providing $1000 worth of expense money. The same amount of money has already been set aside for the 1973 Institute.

Calvin Baker, past State President; J. B. Lester and Buddy Lester, past State officers; and Robert Donald, past State President, look over some of the trophies the Gonzales Young Farmers Chapter has received in their 20 years of operation.

Pat Kelly and John Floyd, Local Advisors, Gonzales, Texas YF Chapter

Calvin Baker, past State President; J. B. Lester and Buddy Lester, past State officers; and Robert Donald, past State President, look over some of the trophies the Gonzales Young Farmers Chapter has received in their 20 years of operation.

Attended the Area Young Farmer Convention

Throughout its history, the Young Farmer Chapter has received staunch support from the Gonzales Independent School District Board and its administrators. We are allotted funds to pay expenses for five programs each year. These monies include $18.00 per day and 16 cents per mile, Superintendent Fred A. Havel, Jr., said, in endorsing the Young Farmer Chapter, "The Board of Trustees and Administration of Gonzales Independent School District give strong support to the vocational agriculture program because of its importance to our agricultural economy.

Other major supporters of our activities are the Gonzales Bank and the First National Bank. The Gonzales Bank pays all expenses at our awards barbecue in the summer, while the First National Bank of Gonzales provides our FFA Institute Sixteen contestant Awards Banquet in the spring. They have both readily provided us these luxuries for many years.

Variety in program planning has been one of the keys to our successful operation. The programs are planned a year in advance, even after the new officers take office in September. At an officer's meeting, topics for each month are selected and a member is put in charge of that program. Since this member knows well in advance of his responsibility, he enjoys exceptionally interesting programs. We confirm the program with the speaker prior to the meeting and make arrangements for any audiovisual equipment needed. We've never failed to have a program at each meeting in our 25-year history, and we feel that, in itself, is unique.

In our program planning for the year, we try to include special projects and short courses which we deem beneficial to our membership. Last summer we sponsored two evening classes in beef cattle pregnancy testing. The first night we had a lecture and demonstration with reproductive tracts obtained from a local slaughter plant. The second night, we worked with Talla-banex.

*(Concluded on page 41)
A committee composed of representatives of twenty-three key segments of agriculture plus the major section of the Agricultural Education majors, met in a National Advisory Committee to the Agricultural Education Division of the American Vocational Association, chaired by Dr. Walter Jacoby. This National Advisory Committee is focusing on the vital role of agricultural education in the United States. In its consulting capacity to the Agricultural Education Division of the AVA, the committee has a direct link with teachers, supervisors, teacher educators, the FFA, the Young Farmer Education Institute, and the American Vocational Association. Through its consulting role, the committee also has an outreach to the United States Congress and the U.S. Office of Education.

STATUS OF AGRICULTURAL EDUCATION

Today may be a good time for Agricultural Education, as we realize, as indicated from the moment of its commencement. The entire field of agriculture has become a significant and respected profession. This field of study is not only important but is also becoming more valuable. Enrollment in Agricultural Education in high schools and colleges across the United States is on the rise. Agricultural Education is expanding. Enrollment in post-secondary and college schools of agriculture is increasing. Agricultural educators and organizations are working hard to improve the quality of their programs. Even though these statistics are positive indicators of the growth of Agricultural Education, there are still many problems that need to be addressed.

A number of challenges to the health of Agricultural Education have been identified during committee discussions. Among the problems most frequently mentioned were:

1. the attitude within some of our society toward the importance of Agricultural Education. Attention should be given to developing more positive attitudes within (a) the total educational establishment, at the state and national levels, and (b) the public in general concerning Agricultural Education.

2. adequate funding for Agricultural Education. Special attention needs to be given to the development of the forthcoming Federal Vocational Education legislation to ensure that adequate funding for vocational aspects of Agricultural Education will occur at all levels.

3. inadequate supply of qualified teachers. The preparation of adequate numbers of well qualified teachers of agriculture, and their retention in the teaching profession are critical problems facing Agricultural Education.

4. agricultural education program materials and guidance. To provide a coordinated and nationally restructured, the profession needs to develop a philosophy and guidelines which can be agreed upon and supported.

5. maintenance and development of Agricultural Education and agricultural industry relationships. Agricultural industries and organizations are ready, willing, and able to provide a wide variety of support to the Agricultural Education program if the need were made known.

6. preparation for farming and service education for those already established. The delivery of adequate continuing education to young and adult farmers needs special attention.

A NEED EXISTS

The minutes of the meetings clearly show that members of the committee recognize the importance of Agricultural Education. It is the role of the school program specifically designed for boys and girls who wish to enter a career in agriculture. Post-secondary and college program graduates are prime candidates for employment. Those youth and adults who will be served by, or employed by the agricultural businesses, industries, organizations, and agencies.

Agricultural Education has the reputation for being a leader in Vocational Education. However, there are indications the profession may tend to be naive or not too serious about the problems of the past few years. Over the past few years the profession appears to have accepted the role of the new direction and industry has had only minor inputs into the Agricultural Education policy and program development.

Today, Agricultural Education and agricultural business and industry must meet the needs of the other if progress is to be made. Positive action must be taken jointly, and quickly. The National Advisory Committee for Agricultural Education is providing the leadership from the non-agricultural sector.

THE ACTION

The committee is taking action. Members of the committee are categorizing the major problems and concerns of Agricultural Education, and they are preparing a statement of support for Agricultural Education, and they are developing a rationale for maintaining an identity for Agricultural Education. The committee is set to discuss the issues which others present may not be able to hear nor consider in order at that time. They are equally discouraged to attend a class when little or no thought is given to what has gone before nor to what is to follow. The wise teacher will set the agenda agreed upon target where all may see and retain their aim.

A CHALLENGE

The National Advisory Committee for Agricultural Education will be the committee which has provided the necessary support. The committee cannot be expected to do work which is rightfully the responsibility of the profession. The committee must receive adequate inputs from the profession's leaders, and the activities of the committee must be communicated to the members of the profession by its leaders. It is a challenge to the leadership in Agricultural Education. The challenge must be met quickly and adequately.

IMPRESSIONS FROM SERVING OUT-OF-SCHOOL GROUPS

Dr. A. J. Paulus
Professor Emeritus, Agricultural Education
The University of Tennessee, Knoxville

Guided Tours

From teaching adults out of school, past leaders learned this simple rule, "To improve time and money spent, just start and stop with a visit."

AJP

Working with out-of-school groups from Boy Scouts to citizens in some fifty years has been a pleasant experience and left many impressions. These are my impressions, or one might say, suggestions to those who may wish to try them out.

1. Begin and End With the Learners. Begin with the learners to find out what sort of help they are ready to accept and what the chances in their practice which they find more satisfying. These people are in business and have know-how which they want to improve.

2. Keep Understandable and Possible. Just as one might give a development outside technical help as needed usually some simple selection. Start only what you can finish, or have reasons to think you can.

3. Keep All Eyes on the Objective. When several people are working together it is quite possible for different ones to get different ideas of what they will pursue. This can happen both between and within classes. Within the class a discussion may turn into a two-party conversation, which others present may not be able to hear nor consider in order at that time. They are equally discouraged to attend a class when little or no thought is given to what has gone before nor to what is to follow. The wise teacher will set the agenda agreed upon target where all may see and retain their aim.

4. Have a Definite Message for Every Lesson. Whenever an adult goes to the trouble of attending a meeting he expects to get something worth the effort. This is how he decides whether or not to be back the next time. Even if a problem or part of it has to be carried over, it needs to be brought up in a fresh approach with a value of its own. This impression of need for definite messages became reality in South Carolina where a trainee was not permitted to teach a class without a rehearsal in which he proved his acquaintance with the related facts.

In Tennessee field courses, the technical phase was taught by a member of the College of Agriculture while one of our staff would help the teachers divide it into jobs and then to develop a plan which identified the messages to carry to their all-day students and adult beginners. The course took in a few minutes with a request from the teachers.

3. Seek Special Help as Needed. It is far better to bring in help now and then than to limit the undertaking to what the teacher can handle. This is particularly true in some technical areas. Even when a specialist is needed the teacher can serve a real purpose by helping to identify the problem and how to go about finding a solution. However, don't do it too often or you tax the patience of the leader. Or, as one familiar with such operation said, "Don't turn over your class, or you'll lose it."

4. Look After the Individual. Even though all members of a group may be working on a common problem and studying the same data, there will still be cases calling for individual help before they will feel ready to take action on problems which are important to them.

This point was well illustrated while working with trainees at Clemson, South Carolina. When they made a home visit they would carry a copy of the problems and the tables used at the previous class meeting so that when they would clear up any lack of understanding during the class.

Some individuals need little direction. While teaching at St. Thomas College, Scranton, Pennsylvania, I helped a student on basic texts and decide on a procedure. Two months later he came back with the history of education and a collection of brown wrapping paper a yard wide and nine feet long.

"For me," he said, "that was the best way to learn what has been happening in education."

6. Guide Discussion by Feeding in Pertinent Facts. The story has been told of two old maid's who were arguing a point when a third party offered some facts. "No thanks," they said, "that would end the argument." Too often so-called discussions go on and on. Facts would close the case and set the stage for dealing with other pressing problems. As mentioned in the above, this lack of definite message has caused many an adult to skip a later meeting which could have been held.

During my work in Tennessee and South Carolina, it was common practice to list the problems on the chalkboard. After comparing their own experiences the teacher would present factual data. They could then draw their own conclusions. Often one or more would tell the group what he intended to do about it.

Discussions play a vital role in adult learning; but coming in cold and tall- (Concluded on next page)
Continued: Adams, the former head of the University of Florida's Extension Service, had been impressed with the similarity between teaching vocational agriculture and teaching religion. Each is a way of life and finds its real use when put into practice. For the last six years, he has served as coordinator for a weekly program serving 200 children and 60-70 parents who who call it quits find its need. I don't want to worry about and soon are laid away. On the other hand, those whose interest in the future of our young people's education and who have no time or energy seem to have little trouble in finding use for the talents in the service of others. The teaching of pressure and competition seem to bring about renewed energy and profit of mind in greater abundance than ever before.

From the Book Review

**BOOKS TO BE REVIEWED**

**FUNDAMENTALS OF NUCLEAR SCIENCE** By P. W. Nisbet; Halsted Press (1974)

**AGRICULTURE AND THE INDUSTRIAL TRIAL REVOLUTION** By E. I. Jones; Halsted Press (1975)


**PHYSICAL EPILOPATHY** By Sterling A. Taylor; W. H. Freeman and Company (1971)

**PANT GROWTH AND DEVELOPMENT, Second Edition** By Carl Leopold and Paul E. Kristensen; McGraw-Hill Book Company (1973)


**NATIONAL RESOURCES MATRICES, Second Edition** By Thomas Eugene Avery; McGraw-Hill Book Company (1975)

If you feel qualified to review one of these books, give us a call, while the Book Review Editor and we will send the book to you. We thus become the property of the reviewer.—James B. Mann, Agricultural Education Department, University of Oklahoma, Stillwater, Oklahoma 74074

RANGE MANAGEMENT, Third Edition; By Lawrence Stoddard; W. H. Smith and Thaddeus Bo; McGraw-Hill Book Company (1975)

EVE EVERYTHING YOU WANTED TO KNOW ABOUT MANAGEMENT, BUT DIDN'T KNOW WHERE TO LOOK; By K. L. Seifert and D. B. Os; AGECO, Inc.

INDIVIDUALIZING VOCATIONAL AND TECHNICAL INSTRUCTION; By Donald W. Pauel and William G. Kniski; Charles E. Merrill Publishing Co. (1975)
STORIES IN PICTURES

by Jasper S. Lee

GRAIN GRADING WORKSHOP — Grain graders were the subject of a week-long workshop for grain elevator personnel at Waterloo, Iowa. The workshop was sponsored by Hawkeye Technical Institute. (Photo from Harold Crawford, Iowa State University and Virgil Christiansen, Hawkeye Technical Institute)

INDUSTRY TOURS ARE EDUCATIONAL — Workers, [Arkansas] FFA members and adults are shown following a tour through the John Deere Distribution Center of the International Harvester Company in Memphis, Tennessee. R. P. Brill (center) is manager of the Center and conducted the tour through the facility. (Photo from Usico Lutner, Arkansas Department of Education)

YOUNG FARMERS STUDY ELECTRICAL WIRING — Rockingham County [Virginia] Young Farmers are shown as they receive certificates from Art Mitchell, Coordinator of Student-Job Placement at Mecklenburg Vocational-Technical Center, at the conclusion of a three-hour electrical wiring class. The class received 15 hours of instruction in electrical wiring. (Photo from Glenn Anderson, Virginia Department of Education)

YOUNG FARMER STUDIES NEW BREED — Young Farmer, Gary Reed of Washington Parish, Louisiana, is shown looking over his herd of half-Chickasaw and half-Palmetto red foals near his home in the Ouachita Parish area. The new breed is an attempt to improve the quality herd. (Photo from J. C. Atkinson and Don Weston, Louisiana)

AGRICULTURAL EDUCATION