STORIES IN PICTURES

by Jasper S. Lee

EMPLOYMENT EXPERIENCE — John Haxen, agribusiness student at Muscatine (Iowa) Community College, is shown operating an automated feed mill as part of his employment experience. Students in the program receive classroom instruction for 45 weeks and participate in employment experience for 36 weeks. (Photo by Gerald Lemen, Iowa Department of Public Instruction)

AGRICULTURAL EDUCATION

Volume 48 Number 8
February 1976

Supervised Practice at Two-Year Colleges

INSTRUCTION IN GRAIN GRADING — Walter Mitchell, Instructor at Muscatine (Iowa) Community College, is shown instructing students in grading of grain and the use of grain grading equipment. (Photo by Gerald Lemen, Iowa Department of Public Instruction)

EMPLOYMENT EXPERIENCE — Steve Murthy, agribusiness student at Muscatine (Iowa) Community College, is shown receiving instruction from Dale Hummer, manager of Swedeland Feed Mill. On-the-job instruction is an integral part of the agribusiness program. (Photo by Gerald Lemen, Iowa Department of Public Instruction)

CALIBRATING DIESEL INJECTION PUMP — Students in a diesel mechanics and maintenance class at the University of Minnesota Technical College receive instruction in diesel mechanics, including a diesel injecting pump, on a calibration stand. Students learn why it is important to keep injection pumps in proper working order. (Photo by Will Fournel, U. of M. Technical College/University of Minnesota)
Agricultural Education

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THE AGRICULTURAL EDUCATION MAGAZINE


THE COURSE OF STUDY—EVOLVING OR REVOLVING

Tackling the history of the agriculture course of study appears to have come full circle. We are back to choosing the supervised experience to fit the course of study, especially in high school mechanics, natural resources and ornamental horticulture programs where school laboratories are heavily relied upon for the experience program. For these three specialties, it is also common for teachers to follow rather closely a text or uniform curriculum materials.

Where do we go from here for a basis of the course of study? This is a question that has to be answered or the course of study must be standardized to satisfy the needs of society. The needs of the industry cannot be overlooked; the needs of the individual cannot be overlooked, and the needs of society as a whole cannot be overlooked.

Training for narrow, mostly manipulative competency classes is perhaps no less disastrous to the agriculture programs and the individuals in them than the academic, subject-matter oriented courses that never get to the learning by doing stage in a realistic business setting.

This is not a time to study trends, make projections or even to stand around and watch history repeat itself. It is a time to join with others who are already "blowing the whistle" on both "four-walls instruction" and narrow, skills-training programs.

Organization of the Course of Study

The earliest courses of study in agriculture followed what is variously called the "box system," (4) "vertical arrangement," (5) or "block plan." (6) A whole year was spent on crops, the next on animal husbandry, etc.

To fit the course of study to the farming programs of students, Jones suggested that the students be taught the fundamentals of each subject and then work through them in depth, thus maintaining the traditional farm centered course of study. This was a time when students were not as well-trained and appropriate to the projects. Thus, Caring for the Dairy Calf would be taught the first year, the same animal would be ready for a job on Caring for the Dairy Heifer in the second year, etc. This arrangement was referred to as a "horizontal" layout by Schmid. (7) Stewart and Getman (8) introduced the term "core conceptual." (9) This idea, along with the long-term view that the subject material should be seasonal and timely, had caused courses of study to nearly reach their fullest potential. Now, fragmented, by the subject matter orientation. It is the time to center the study around the needs of the individual. The student was oriented toward the student and the teaching rather than the student. The teacher may have had little knowledge of the subject matter. The more recent increase in the proportion of vocational education programs requiring to work for wages has brought about in the influence of employer needs as a factor of the core of study. Studies of competencies that employers were interested in which have had a heavy influence on the course of study. Hard-core vocational courses have used competency lists as a basis for curriculum development.
GUEST EDITORIAL

SOME ISSUES CONNECTING THE FUTURE WITH THE PAST

J. Robert Warmbord The Ohio State University

Each of us views both the past and the future of public school education in agriculture from a unique perspective. Those who entered the profession prior to or soon after World War II have experiences influencing their interpretation of the past and their hopes for the future that are different from those who began their professional careers during the 1950's. The passage of time has changed the profession within the past ten years probably more than any other single factor to the future than to reflection on the past. Regardless of one's perspective, it makes little sense to disregard the past or ignore the realities of the present when planning for the future. But to plan for the future exclusively by the past is equally untenable.

My point is that the future does not leap from the past, it emerges gradually, sometimes at an imperceptible pace. I propose that one strategy worthy of consideration by those who want to shape the future of agricultural education is to elicit from the past those factors that have contributed to the success of public school education in agriculture; then extend and modify these principles in light of present realities and the best evidence available of what the future holds for us. I will briefly mention several factors that I contend have contributed to the success of agricultural education in the public secondary schools. As we plan for the future, we must appraise the usefulness of these ideas for the further development of agricultural education.

Of special significance is the fact that public school vocational education is viewed as a part of the public school system. Students studying vocational agriculture attended the same schools as students studying in high school college preparatory or vocational. Vocational agriculture students studied English, mathematics, and science in the same courses as other students in the school. Many vocational agriculture students pursued a course of study that prepared them both for college and the world of work upon graduation. They participated in out-of-class social and recreational activities with other students in the school. We need to think twice before we abandon an organizational arrangement that at least, if not contributes to, the integration of vocational and general education. The interdependence of vocational and general education could very well be a feature that may specifically be planned for in the future.

Programs of agricultural education have been sufficiently flexible to allow students to enroll for a variety of purposes. We have always stressed that the major goal of vocational agriculture in the high school is to prepare persons for successful entry into and progress in occupations requiring knowledge and skill in agriculture. Teachers who are perceptive to students' interests and aspirations have interpreted this mandate broadly to provide instruction in agriculture that contributes to a variety of the needs of society. Indeed, the FFA has been a significant force in the development of general personal and social competence of those who study vocational agriculture. As we look to the future, careful consideration needs to be given to the acceptance and retention of a philosophy that allows and encourages instructional programs that meet the diverse needs of students rather than a narrow orientation that stresses only occupational proficiency.

Agricultural education programs have been community-based. Laboratory instruction, involving farms and business in the community as well as school facilities, has been a significant feature. Programs for those who have completed junior or senior high school have been part of the more effective community-based programs. There have been many possibilities for uniqueness of purpose and programs. Community-based programs have differed from one another because the strengths of vocational education in agriculture. Teaching youth and adults through hands-on experience has long been recognized as one of the best known teaching methods.

In most states, educational programs for adults and out-of-school youth have been offered by schools in which the agricultural teacher provided the leadership. Schools with strong agricultural programs in most cases have some adult education offerings in their programs. Many young farmer groups make the agriculture teacher a better teacher by helping him keep up to date with the changes in agriculture and by making him aware of the many current problems of the group.

Involvement of the agriculture teacher in community agricultural activities has been a strength of New Frontier America Farmer organizations during the waning years. These skills have helped provide community leadership in every hamlet of the nation. Many former FFA and other members have attained prominence in state, county, and national government.

Criticism Analyzed

As with most educational programs which have been recognized as one of the basic elements of public education in the United States during this century, vocational education in agriculture has been the target of criticism from time to time. Some of this criticism was of a just nature but much was unjust. Considerable negative criticism came from individuals who had little knowledge of vocational agriculture.

Many persons have questioned the value of high school youth devoting part of their day to preparing for a specific occupation rather than having all their efforts concentrated on learning the "basics." Other critics have questioned spending public tax money on the education of adults. Some critics believe vocational training is too expensive; others have felt federal financial support for vocational agriculture was wasteful to other school curricula which received no such support.

Space does not permit comprehensive answers to many of the questions raised by critics in vocational education in agriculture. However, secondary schools that provide the student both the "basics" and a start toward an occupation in which he can earn a living is widely accepted by most citizens (concluded on page 182).
CONTINUED

THANKS FOR OUR HERITAGE

EXPERIMENTAL STRATEGIES

The overall effect of these strategies was
to instill a sense of pride in those who
worked at the Garden and to encourage
them to continue their efforts and to
share their knowledge with others.

FURTHER READING

1. G. A. Schmidt, "The Importance of Teaching Agricultural Economics," New York:
The University, 1952.

2. P. J. Bailey, "The Impact of Agricultural Research on Rural Communities," Oklahoma:
The State University, 1963.
Continued

DEFINING AND ACHIEVING

...No, but the best facilities provide the
environment. How much better the
environment are with a dedicated, knowl-
edgeable, non-clerical staff. In an educational
sense, we need to equate things produced with
learning with the goals is abilities of
implementation. If a student exhibits an
ability built in the shop, we assume he
knows how to build it before
the course. The act of build-
ing something is a means to an end and
the final product. This must be
understood and accepted by teachers.
Thus, the process of learning should be
understood. The superior teacher is a
broker of goals and builds his
program on improving abilities of stu-
dents rather than on either the de-
portment or student's accumulation of
things. The real issue in education is
setting and accepting meaningful goals
for without this a harmonious program
can be achieved.

Educators must decide as a group to
receive the course they wish to follow, and is
an individually set goal that will accom-
plish the necessary programs for stu-
dents. The goals cannot be set. Unfortunately it is easy to
Camouflage activity in the classroom for
learning. Each day, each activity must be plan-
with a purpose toward realizing the
goal. Because students come with such a
variety of backgrounds, attitudes, and
aptitudes, the task is enormously comp-
licated.

The teacher and supporting educa-
tors must decide on the future and
understand the easy way out seems most
appealing. They can meet their objectives by select a few
students, take their pay, and shortchange
the student with society almost un-
aware. Should the wrong trial be taken, the
problem is that the list is long. At
that time, vocational education be-
comes just another class in school
designed to be dropped. The
change that has been characteristic of vocational
education people in the past. If
vocational education is to survive in the future, it
must follow the slow path which is
to more difficult today by far than it
was for early pioneers. 

...Some issues linking the

Continued

Continued

SOME ISSUES LINKING THE

...vocational agriculture has been the fact that entering teachers
believe in agriculture and have preserved programs in
training, curriculum development, methods of
marketing, and other pedagogical skills. An equally
strong tradition is that the containing profes-
sional, technological, and occupational competence of
teachers. Teacher educators in colleges and universities and super-
intendents of schools have cooperatively
made unique contributions to the preparation and continu-
ous professional development of teachers. The shortage of
teachers as a result of years or so and the
limited and sometimes outdated attitudes of teacher educators
practitioners from other vocational
services areas are contributing to an emphasis on recruiting
educators and practitioners rather than degree-holding,
professionally prepared teachers.

The direction we take relative to the
recruitment, training, and retention of
teaching personnel will probably be the most important
factor in determining the purpose, nature, and effective-
ess of agricultural education programs in the future. All of us,
as teachers, as well as supervisors and teacher educators, have a

Continued

THANKS FOR OUR HERITAGE

...group that sincerely believed it owed first allegiance to
vocational agriculture and that demonstrating this allegiance
is what can best be described as service, political action or supporting
one's fellow teacher and unambiguously both the name and the substance
of the same.

Helps, dwelling for too long on the past, we find ourselves
too often descending into stagnation. Therefore,
we will take some refuge in the well-received adage,
"Agriculture is not a profession; rather it is a trade, and a
profit. The five concepts or beliefs of teachers
who can provide the past 50 years are truly but an introduction to the
nature and extent and the specific points and beliefs. Such similarly point
specific beliefs, and sectors of teachers throughout the
state in these important concerns about the quality as well as
the quantity of teaching personnel. I have attempted to highlight some important
issues that we must deal with as we plan for the future. There is
no alternative for us-nor is there any doubt that the public will find our
problems. We are simply operating under the assumption that any blueprint for the future must evolve from the
study and debate of these and other relevant issues. None
one person can make this happen, but collectively or individually has the wisdom or foresight to
dictate what the future of agricultural education in the future will
be. It is up to us to make our contribution in hammering out that blueprint in a contributory and
coperative manner. The strategy used to plan for the
future must encourage conflicting alternatives and philoso-
phies to be presented and listened to and allow diversity in
development and operation. No individual or group of programs can
be the solution to the problems of the future. We will all be
concerned about the future because we will have to spend the rest of our lives there. 

...the next 50 years will hopefully characterize and assure
the realization of a continuing prediction-a prediction only
slightly modified from that made by our mentor, "Prof"
Schmidt, in 1902. In the same spirit of humble appreciation,
yet inspired confidence, we share this 1976 prediction: In
these rural and urban schools, in secondary, post secondary,
and adult classes, the great army of vocational agriculture
teachers will play the leading part in the making of our
future generations of agriculturalists-men and women-
and girls. We are all the more dependent on the future the
teachers will work in these schools, these leaders of vocational
agriculture will take an active and vital part in making
and preserving our great nation. 

FEBRUARY 1976

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Kansas, Going with a Core Curriculum

Howard R. Bradley
Teacher Education
Kansas State University

Supervised occupational experience programs are needed in the teaching of any production agriculture core. Yealey told the Kansas teachers that the Oklahoma core curriculum project group teaching materials in the printed core and 40 percent coming from the local community, including the training programs. Yealey emphasized the importance of local participation, local involvement, and personalization when using the core curriculum.

Kansas is now committed to developing a Kansas Core pattern from the experiences that were obtained by using the Oklahoma core for two years.

D. Ralph Field and a group of Kansas vocational agriculture teachers have worked for two summer short sessions to develop a production core with information geared to Kansas conditions. This core, Number III, is available to teachers. The three remaining parts of the Kansas core (I, II, and IV) were to be completed and published in 1976.

The two Kansas staffs (supervisory and teacher education) are the opinion that the core curriculum has these advantages: 1) more continuity of instruction throughout the year, 2) additional production agriculture instruction in the summer, 3) opportunity to include new factors in the program, 4) uniform method of evaluation of the teaching materials, and 5) Kansas plans to place its instructional core next five years in the curriculum for 1-IV. In addition, the teachers, teacher educators, and staff are working on developing a Kansas core curriculum in the areas of Sales and Services for the vocational program.

LET US NOT FORGET

Charles J. D. Tillman
Instructor, VPI &SU

Education in agriculture for Negroes had a slow beginning. Public funds for education were used primarily in the elementary schools. Funds from the state, although inadequate, were used for training Negro teachers and students. These teachers and leaders were trained in religious denominational institutions. Vocational instruction was not available.

In 1885, Samuel G. Armstrong founded Hampton industrial school for Negroes. However, it was 1888 before the school opened (at Hampton, Virginia) under the direction of the American Missionary Association. In 1889, Hampton Normal and Industrial Institute was chartered for Negroes. Trade school subjects, and agriculture were taught along with religious and academic studies, by white teachers.

Prior to the founding of Hampton Institute, the 1st Morrill Act was passed in 1862. This was a "bill desisting public lands to the several states and territories which may provide colleges for the benefit of Agriculture and the Mechanic Arts" (True, 1898). "Because of the Civil War, Virginia was made to accept the provisions of the Land Grant Act in 1868, although a "handicap was added in the state of Alexandria during the war. The plant was developed for the land grant provision for the state on February 5, 1864. It made no effort to secure the funds.

In 1870 after Virginia had been restored to the union, the land grant law ($250,000) was accepted by the state. Virginia Polytechnic Institute at Blacksburg, Virginia received $5 of the land grant funds and Hampton Institute $5 ($5,000). (Roberson, 1972). In 1890, after the passage of the 2nd Morrill Act, Hampton received more funds from the State of Virginia to expand its program.

Booker T. Washington, a graduate of Hampton Institute, was given the responsibility of establishing a school for Negroes in Tuskegee, Alabama. His task wasn't easy. Once the Oklahoma Legislature was convinced that he wanted to train Negroes for agricultural purposes, they appropriated $2000 for the opening of the Tuskegee Normal and Industrial Institute. Tuskegee, once incorporated in 1895, with a board of trustees, largely composed of white men, and the newly established Tuskegee was finally established and maintained with private funds, which came to it in increasing measure." (True, 1928).

George Washington Carver, a graduate of Iowa State College, was employed at Tuskegee in 1899, nine years after the passage of the 1890 Morrill Act. He was placed in charge of the Agricultural Department. Under the leadership of Dr. Carver, the cotton farmers of Alabama were introduced to the peanut, pecan, and sweet potato. "From peanuts he made butter, coffee, ice cream and soup. From sweet potatoes, he made flour, cures, glue, dyes, and rubber. He also made synthetic dyes and paper from wood, and paint from Alabama clay." (True, 1928). Professor George Washington Carver and his assistant were retired as head teacher at Teacher College in Agriculture Education from Virginia State in 1945.

Professor Julian A. Oliver had his early training under the leadership of Professor G. W. Owens, Mr. Oliver "was one of the original teachers of vocational agriculture who inaugurated the program of vocational education in the State of Virginia in 1918." (NFA, 1968). Students studying agriculture did not have an easy time. Teachers were often farmers without special training, or teachers who could not relate their instruction to real-world conditions. Textbooks were few and others outdated; many schools did not have laboratory equipment; many whites, including those who taught the whites, refused to give aid to Negro schools. Progress in agriculture was slow and hard. The Smith-Hughes Act provided the basis for agriculture to become vocational.

Professor George Washington Owens graduated from the Kansas State University in 1898, and in 1908 he assisted Dr. George Washington Carver and headed the Dairy Department of Tuskegee Institute in Tuskegee, Alabama. From 1908 to 1927, he was head of the Agricultural Department at Virginia State College, Petersburg, Virginia. He was one of the early founders of the New Farmers of America. The New Farmers of America (NFA) was an organization of Negro agriculture students similar to the Future Farmers of America (FFA).

Professor Owens wrote a constitution and by-laws for the New Farmers of Virginia in 1917. In May of 1927, the New Farmers of Virginia chapters held their first state meeting and rally at Virginia State College. In 1917, Professor George Washington Owens retired as head teacher trainer in Agriculture Education from Virginia State in 1945.

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Milestones and Some Predictions

Sam M. Taylor
Retired Ag Teacher
Manfield, Arkansas

Courses in vocational agriculture under the national vocational education legislation were first established in the United States in 1917. These first courses in vocational agriculture were general courses in production agriculture. The main objective of the first courses was to increase yields of both plants and animals.

As time passed these courses in agriculture were improved to include other areas in the agricultural field, such as economics, disease and parasite control, horticulture, landscaping, agricultural engineering and farm mechanics.

In more recent years, courses in vocational education in agriculture have become specialized in the various areas related to the Agricultural Education Program. One of the main reasons for this change in the educational program was due to specialized farming, instead of general farming. The rapid growth of agribusiness in the United States has created a need for various specialized courses in this area.

Over the years the number of farmers engaged in farming has steadily decreased from a beginning of over 90 percent of our population to a present agricultural population of just 5 percent of the total U.S. population. This has made it necessary to provide courses for more people engaged in the related fields and for the large number of part-time farmers.

At the present time, courses in agricultural education are organized to cover the areas in soil, plant, and animal science, along with agricultural mechanics, landscaping, horticulture, etc.

Vocational Agriculture departments have stabilized in number in recent years but have enriched their curriculum to offer a wider range of courses, and with more teacher preparation.

Many departments of Vocational Agriculture now offer courses to girls. Some of these courses include greenhouse culture, plant propagation, and some areas of agricultural mechanics.

The Future Farmers of America was organized in 1928 to become an integral part of the total agriculture program in the public school system of America.

Some Milestones in Vo-Ag and FFA History

1917—Smith-Hughes Act provided funds for courses in vocational agriculture.
1928—Local and state organizations for vocational agriculture students began to develop.
1929—Vocational agriculture students were invited to Kansas City to participate in judging contests at the Missouri State Fair.
1930—Future Farmers of America was organized in Kansas City, Missouri.
1939—The National FFA organization purchased 23½ acres of land from the once George Washington Estate, and established a National FFA Camp. The Campus site is now the location of National FFA Headquarters.
1949—The National FFA Foundation was organized to permit businesses and individuals to make financial investments for FFA incentive awards.
1947—FFA members voted to start their own National FFA Supply Service. The Supply Service began to function in 1948.
1948—Educational Exchange programs were initiated with Great Britain.
1949—The first FFA Week was celebrated throughout the week of George Washington’s birthday.
1950—The National Congress passed Public Law 761 granting the FFA a Federal Charter.
1952—The National Future Farmer Magazine began publication.
1953—The U.S. Post Office issued a special stamp commemorating the silver anniversary of the FFA.
1965—Future Farmers of America merged with the New Farmers of America.
1970—Membership in the FFA was extended to give all rights and privileges of FFA membership nationally.
1971—The National FFA Alumni Association was formed and began enlisting members.

To try and project the future of education in agriculture (Concluded on page 182)

THE AGRICULTURAL EDUCATION MAGAZINE

Educating Our Students to Cope with Change

Barbara Moore

We need to teach students what we are teaching them now, we will change in the future.

Students spend a large part of their education in learning to "receive" the knowledge and skills of the present and the past, yet students are given few opportunities to investigate the future. A dramatic illustration of this point appears in J. W. Gardner's book No Easy Victories. The passage reads:

"Much of education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them how to grow their own plants. We are stuffing their heads with the products of earlier inventions rather than teaching them how to innovate. We think of the mind as a storeroom to be filled rather than as an instrument to be used." Present day subject matter can provide a "springboard" for the prediction and creation of future subject matter. Allowing time for students to experiment with and extend present day subject matter into "what may be the knowledge of the future" should help to eliminate the shock that students face when they discover how little we have taught them how to change. Teachers continually need to provide learning experiences designed to help students visualize what changes in knowledge may be found in their future. 2. Our teachings need to produce self-directed learners for life.

Traditionally, teachers have been considered as "producers" of knowledge. In the future, more emphasis will be placed on teaching students to "receive" knowledge. Educators will need to be more inquisitive about how knowledge throughout their school experience will be less likely to "cope" with their future roles of finding and creating new knowledge. Students need to be taught how and where to find the knowledge they need. The new role of the teacher is to initiate learning. The new role of the student is to be a learner.

3. We need to encourage more interdisciplinary study.

Less than a decade ago the term agriculture was associated primarily with farming. Today agriculture includes horticulture, mechanics, forestry, environmental studies, small animal care, and other related areas. Tomorrow we can expect new and different frontiers in agriculture. The creation of these new frontiers is often combinations of many fields of study. Examples of such new frontiers in agriculture include mobile technology, biotechnology, space technology, climate control and hydroponics. Our students need to be encouraged to carry out studies in a combination of other fields of studies including interdisciplinary studies. This interdisciplinary approach to learning can help provide our students with (Concluded on next page)

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the insight and knowledge to develop and prepare for new fields of study in agriculture to meet tomorrow’s needs.

4. Our students need a vision of themselves in the future.

Having a vision of the future can help our students recognize the limitations of our present day knowledge and plan for needed change in the future. However, our students should not only be able to visualize the unlimited changes in the world, but they should be able to visualize these changes in their own personal lives. Learning experiences designed to help students think about the future as it will affect their personal lives can help increase the effectiveness of future planning.

CONTINUED

EDUCATING...TO COPE WITH CHANGE

In the future, agricultural education in the public schools will have to face more accountability than it has had in the past. More concrete justification of a program's merits and worth will often be called for. The key to better programs and better teaching, of course, is better teachers. In the future, prospective teachers will have to show a real competence to teach, to a greater extent than in the past, before a profession and a teaching certificate is awarded.

Agricultural teachers who have in-depth training in one occupational cluster will be the type of teacher desired in the future, rather than the "generalist." More teachers of agriculture will be employed in urban and area vocational-technical schools than ever before. More multiple-teacher agriculture departments will be found in future years.

Recognizing the need to provide high school students every opportunity for educational choices, most high schools will provide the student in a vocational program the needed academic courses for admission to college. Students enrolled in a vocational curriculum should be identified as high school students rather than vocational students. Most school schedules will provide the flexibility if a serious effort is made. The trend toward larger school enrollments will provide more choices inطالب on September 20, 1981, 38, 3.

FOOTNOTES

John M. Dillingham
FFA Advisor
Lufkin, Texas

COMPETITION AND LEARNING OF ETHICAL BEHAVIOR

The thrill of competition and the learning attained from it is worth all the silly of the work even if the numerical value of the finish places the effort last. However a belief shared by many people is that through winning, life is much more enjoyable and the taste of the sweet much sweeter.

Just as an agricultural student who has no desire to be the best or finish first in some endeavor and you will find a devoted person who is not interested. Find a vocational agriculture student who is urged to finish first in some endeavor and the student may be offered the area vocational school.

Occupations in agriculture will increase in kind and in numbers in the years ahead. Agricultural educators at all levels will need to keep abreast of changes and needs. Intuitive decisions for change can then be made based upon what we have learned during the one-half century that agricultural education programs have developed in the public schools of our nation.

CONTINUED

EDUCATION IN AG—OUR PAST...

In the past, agriculture has been an opportunity for many people to improve their living standards. Today, agriculture is recognized as a significant contributor to the quality of life in many respects. The future of agriculture will depend on the actions of those involved in the agricultural community.

Since fewer people will be farming, more courses will be developed to serve part-time farmers as well as the increasing number of people involved in the field of agriculture. It seems reasonable to assume that more girls will enroll in courses suitable to their needs.

With our increasing world population, we must assume that the field of agriculture will continue to be one of the most important sectors of our economy. At the present time, agriculture is responsible for giving the United States an advantage in world trade balance. As a result, a population trend from the rural to the urban areas due to pollution and other social problems. As this trend continues, we can expect to see more part-time farmers and urban people growing gardens or caring for a house.

THE AGRICULTURAL EDUCATION MAGAZINE
CONTINUED

...some teachers of vocational agriculture have become professional livestock competitors and have misplaced their professional standards as teachers.

The practice of switching ear tag identification numbers in order to sell a lamb of a lower quality and take the more desirable lamb to another show leaves room for complaint. The moment that a tag is switched with the knowledge of the edge of the teacher, the teacher becomes little better than a common criminal in the eyes of those who realize this has happened. Who will be affected? With great regret, the young person will suffer the most damage. Yes, the money will salvage some of the shef-lived glory, but the permanent damage will have been done.

CONTINUED

THE COURSE OF STUDY...

Where do we go from here with the arrangement of the agriculture course of study? The specialty courses such as ornamental horticulture and natural resources, which are often overlooked, appear to be vertically arranged—on a block plan, but so does the specialty course of production agriculture. In viewing the horizontal arrangement (common core), it appears to be horizontally arranged—on the entries, not the courses. Cross-sectioning a course of study is spending the subject matter of an enterprise like apples, twins, or corn, so that the student learns the subject in the old days (ten to four years) for the purpose of better timing the instruction to its use in the various forms of supervised practice.”

Institution should be given at a time when it can be demonstrated realistically.

The crucial question for the future concerning the arrangement of the course of study is: will teaching and learning be carried to the doimg level in a realistic classroom for the purpose of establishment in an area? Will it contain the basic definition of vocational education or will it fall short?

Flexibility of the Course of Study

When the same subject matter is studied by all students in the class throughout the year, the student with the occasional experience program that is different from that of the majority of the class members will get instruction that is less relevant. Throughout the history of vocational agriculture, time has been set aside for individual projects, individual study, and record keeping and analysis. Time was provided for the one student who had rabbits to study about rabbits and for the one student who had honeybees to study about honeybees, etc. Today, perhaps the most individualized part of the course of study in vocational agriculture is the related technical portion of the course of study.

Generally, the amount of flexibility and individualization provided for students has increased and decreased with the increase and decrease of the amount of caucasian instruction of the course of study. That is, the 1912 course of study began as a textbook and moved toward a more free-standing and dedicated field. The off-farm agriculture programs of the 1960’s came full circle to the text or other prepared material.

I feel that the least the agriculture teacher knows about the subject matter, the more he becomes a teacher and the prepared curriculum materials and books, as possible that there is no course of study, and students (the is the shop week after week on individual projects)

P. Subject arrangement: With less, or no students having their own work, it becomes more important to follow school policy when the bus for a field trip. Ask in ample time before the scheduled visit and fill the necessary bus or bus request forms and schedule requests. Don’t be the last to arrive at the school or the last to leave the school. Be the first to arrive at the school or the last to leave the school. Be the first to arrive at the school or the last to leave the school.

Preparing Students for Field Trips — Field trips should be part of an instruction of the subject matter. They should be part of the preparation for the trip. The class usually looks forward with excitement to the day of the trip. You might consider asking the students for the trip. Perhaps, you may consider asking the students to plan the day’s activities and to present them at the end of the day. Perhaps, you may consider asking the students to present the day’s activities and plan the day’s activities for the week.

Field Trip? NO WAY!

Emile LaSalle Regional Supervisor California

Have you ever experienced the disappointment of a senior trying to get your approval for a field trip to a farm? It happens to me when making plans for my first field trip. This semester was no exception. He had previously been involved in the co-op of vocational classes that had visited many farms and after the picking and throwing of fruit and vegetables from his orchard and fields by the visiting students, he decided not to host any classes in the future. I was able to finally convince him to give us a new chance, since I was a new and qualified teacher and because he had a great affinity for my former class of students.

In looking back on this first experience and other hundreds of field trips during the last 33 years that I have been involved in public education, I would like to comment on some practices that contribute to the success of field trips. Let’s consider now that we planning a field trip for the future. Let’s follow these steps to accomplish our goal:

I. Prior arrangements — Make a personal visit to the host or destination to make the trip and review the rules of the trip. Writing letters or planning any trip without first visiting the site is usually the norm but in some cases can result in misunderstandings. Never just pop in on someone unannounced. For example, when planning public places such as state parks, extended field days, implement shows, etc., a good practice to take all the necessary contacts in advance.

II. Bus arrangements: With less, or no drivers having their own buses, it becomes more important to follow school policy when the bus for a field trip. Ask in ample time before the scheduled visit and fill the necessary school or bus request forms and schedule requests. Don’t be the last to arrive at the school or the last to leave the school. Be the first to arrive at the school or the last to leave the school.

III. Preparing Students for Field Trips — Field trips should be part of an instruction of the subject matter. They should be part of the preparation for the trip. The class usually looks forward with excitement to the day of the trip. You might consider asking the students for the trip. Perhaps, you may consider asking the students to plan the day’s activities and to present them at the end of the day. Perhaps, you may consider asking the students to present the day’s activities and plan the day’s activities for the week.
CONTINUED LET US NOT FORGET...

Goode 1960).

In 1917, Dr. H. O. Sargent of the U.S. Office of Education, was given the
responsibility for rural education.

the Negro schools." (NFA Guide 1960). He worked to upgrade
erigation in agriculture throughout the South, and was highly respected
and the Negro and white for his endless effort.

In 1953, a National School of Forestry was

The New Farmers of America youth programs

in the FFA into a respectable organization where

The merger of the New Farmers of America and the

the FFA brought with it a tide of

and the idea of acceptance became a

The idea of agriculture in the educational

In the words of Booker T. Washington:

"No race can prosper till it learns

and at the bottom of life we must begin,

not to trust our grievances to

Your farmers' bucket where you are.

"These Negro Classics"

Furthermore, "...success begins to be measured not so much by the

position that one has reached in life as by the obstacles which he has

overcome while trying to

Finally, in the words of Martin Luther King,

"We often think of

a world which is

utterly different from the

past. But in so doing we forget that the greatest adventure of all
difficult. For us, what Mr. James

Holmes called the adventure of

humanity. Educators

in geographically, but every

generation stands in the

frontiers of the

mind. In the mind of ideas there

is always pioneering to be done,

and it can be done by anyone who

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University, Lorman, Mississippi, preparing

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of Mississippi. These men

constantly promoted agriculture and the

Dr. James Nelvis Freeman served

Agricultural Education as teacher

trainer at North Carolina's agriculture

teachers college, 1926-29; South

Carolina State University, 1939-43; and

in Texas as an adviser to the NFA. His

recognition in promoting education in

agriculture is outstanding.

The merger of the New Farmers of America and the

Future Farmers of America youth organizations placed

a part of history aside. However, we

must not forget the founding fathers who

sought to build the NFA into a

respectable organization whereby Negro

younger members were voted to be called NFA

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the FFA brought with it a tide of

safety and a loss of identity. Former

NFA members had to adjust to a new

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phasis.

In the words of Booker T. Washington:

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there is as much dignity in tilling a

field as in writing a poem. It is at

the bottom of life we must begin,

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Seven kinds of student visits

Clifford Van Berkom
Vo-Ag Instructor
Swan City, Iowa

This may be classified as an educational visit or may be a social visit, but the student would just like to have you come over for one-to-
one contact. This is sometimes called a "bull" session, but does have its place in farm visits.

3. The unannounced visit—This visit should be made more frequently for the instructor because he sees things as they really are. A few of these visits will keep the student prepared if the tool-shop instructor might just happen to drop in. However, there are some families that strongly resent this type of visit and one should avoid such visits to these families.

There are some families that will do a little bit of prefering around even when they aren't at home. Again, the visitor will know after many years in the community, which families he can do this with. Some instructors have calling cards made and leave them in the door when no one is home. One can leave a message on the backside saying, "If you just dropped in or anything more specific he wished to see them about. There are others who use some places an instructor should never go in on his own without the permission of the farmer. An example of this would be the farrowing house at the time the pig is being farrowed. It may go to the instructor visit—In order to feel the pulse of the community, the instructor may go to visit many times to learn instead of teach. If there is a person in the community or area that has skills or knowledge the instructor wishes to gain, he can acquire this through a visit. One can also broaden this by going with a veterinarian on his calls for a day or an machinist and help with wire, or a plumber, etc.

Often when a student is out on an errand, or maybe on a visit, he can run into problems that are common to many people in his area. He can pass through a town in a notebook and later when night class topics get being discussed with the class, the instructor can get in the notebook and suggest some of these problems areas as discussion topics.

5. The public relations visit—Once these visits can be announced, but most times they are of the variety that the instructor just stops in, or sees the farmer along the fence and stops. There are also educational visits for high school students or for teachers, but this allows one to be the person that you are interested in him. Many of these visits to the adult farmer group fall in this classification at times. An instructor shouldn't be making these kinds of visits during the busy season.

These visits can be used more than in the past. There are so many animal farmers separate at elevators, implement stores and very few need the help and service you offer. One can be made in these places and only cost is a cup of coffee. Some are also being made with the instructor's family going along with him in the morning. It is a way to see the possibilities on this type of visit that shouldn't be overlooked.

6. The Christmas visit—There are many days when, because of schedule or circumstances, the "right" visit will be going on. There are certain people in the community that can be used for this. The type of person to visit would be those that are really busy and yet things really bad and that things appreciate your own situation.

(Concluded on page 191)

Continued

Field trip? No way!

should be sparked out and there should always be a challenging question by the students calling the host by name. There should never be any embarrassing disagreement with the host. You can discuss differ-
ences of opinion later in the classroom.

When time has run out and you are ready to return to the bus, try having some of the students shake hands with the host while thanking him and the rest just saying "thank you" and a good-bye wave. Watch the host say "you're welcome and hurry back."

Probably later, you can have the students call their grandparents and discuss the class problems and areas at distance learning.

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Continued

Leader in ag ed

1. Continuing the plan each year. A massive effort was made to de-

1. Continuing the plan each year. A massive effort was made to de-

2. The incentive awards program for FFA members has been expanded to include students in all of the major instructional programs.

3. The Young Farmer Program has had continuous increase in the number of members and has expanded programs and activities.

4. There has been a continued growth and expansion of the Ohio FFA Camp program.

5. Active participation in the Ohio Agricultural Council.

6. A massive effort was made in curricular development of the agricultural education programs. This includes a task analysis of the occupation or cluster of occupations for which the ten major instructional programs are designed.

7. FFA advisor and facilities were increased for the pre-service and in-

8. The Agricultural Education Service took the leadership in developing the curriculum of the Ohio FFA Camp program.


10. A massive effort was made in curricular development of the agriculture industry programs. This includes a task analysis of the occupation or cluster of occupations for which the seven major instructional programs are designed.

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AG MECHANICS FOLLOWING OUR BICENTENNIAL YEAR

Prof. Paul A. Gilson
Agricultural Mechanization
University of New Hampshire

It would seem fitting that we should briefly review the role of Agricultural Mechanization in the past before speculating as to the future directions of the science. Until about fifty years ago agriculture witnessed a vast amount of hand- and back-breaking labor to produce the food and fiber for this nation. Many of us learned the necessary skills or competencies of the time by working as a family unit: helpers on the farm, pitching the hay, hand mowing, clearing the brush, and even sawing wood with horse power.

Today in our modern agriculture, one farmer produces enough food and fiber for the support of over fifty other people, and all the production processes are highly automated. Few family members have the opportunity to learn the skills and competencies necessary to operate, repair and maintain this highly mechanized expensive production equipment.

These facts present two serious, yet extremely important problems: 1) how to train the vocational agriculture teaching force so that the teachers can be trained in those courses in the humanities and social sciences and still retain the skills training in those essential areas of the course and 2) how to bring the teachers to the youth who need these skills competencies so essential for future production for food and fiber. There are many in our society who see the teacher training programs as a way to bring the effective teaching force to the youth who need these competencies and skills in agriculture education.

Several workshops of national and regional scope have been conducted to identify the essential agricultural mechanics skills areas.

The Southern region has been an active leader in this endeavor and has developed the competencies and behavioral objectives for fourteen skill areas determined as essential.

The skill competencies and behavioral objectives were worked out and presented in the Fifth Annual Workshop Report on Agricultural Mechanics (August 27-29, 1978). Eastern Regional Research and Extension Center, University of Georgia, Athens, Georgia.

Rather than try to condense the report, it would seem that the�
to the fourteen skill areas that all students should be familiar with the content of each of the areas. The following is a list of the fourteen skill areas:

1. Gas welding and cutting
2. Finishing and preserving
3. Drawing and interpreting plans
4. Fabricating woods and plastics
5. Power mechanics
6. Tool finding
7. Metal working
8. Soldering
9. Electricality
10. Plumbing
11. Arc welding
12. Surveying
13. Concrete and masonry
14. Operation of power equipment

Further work has been done to develop the competencies for each of the fourteen skill areas.

It seems from a broad perspective that the science of providing milk for men and women of the world is a very complex problem that involves not only the dairy industry but also the food processing industry. While this is an oversimplification, it does give a picture of the complexity of the dairy industry.

The science of providing milk for men and women is a very complex problem that involves not only the dairy industry but also the food processing industry. While this is an oversimplification, it does give a picture of the complexity of the dairy industry.

No matter if you call them project visits, work experience visits, occupational experience visits, or farm visits, it is to the benefit of the student to be exposed to the real world of agriculture. A teacher should make an advance visit to the farm or industry site to ensure that it meets the objectives set for the visit. If the key point you need to remember is that the visit must be meaningful and the student needs to be there and be exposed to the experience.

The dairy picture fits into its proper perspective by taking a look into the future of man's nutritional needs and how the dairy industry is helping to satisfy these needs.

The dairy picture is a great help in reading and understanding this book. It is an excellent text and very informative. I would recommend it for all students of agriculture and for all who are interested in the dairy industry.