STORIES IN PICTURES

by Paul W. Newlin

Students of vocational agriculture from Oregon learn how to scale at a forestry skills contest. Students learn how to delineate the area of timber in the logs. (Photo courtesy of Howard Reed, Salem, Oregon.)

Vocational agriculture students from Oregon participate in a forestry skills contest. Here they have to identify equipment for the logging industry. (Photo courtesy of Howard Reed, Salem, Oregon.)

A student from the Kalispell, Mont., vocational agriculture program in the small builder to matches his forestry project in good credit. (Photo courtesy Doug Bishop, Montana State University.)

Growing new forests keeps an industry in business. A Scotch Pine area in Virginia is maintained by vocational agriculture students with a forestry plot in the background. (Photo courtesy of George Lancaster, Lucas.)

Students in New York are debarking logs as part of their vocational forestry operations training. (Photo courtesy of Warren C. Stilin, Atlantic Educational Center, Saranac Lake, N.Y. Related article on page 88.)

AGRICULTURAL EDUCATION

Volume 50
Number 5
November 1977
### A POSITIVE APPROACH TO THE MULTIPLE TEACHER PROGRAM

**by W. N. Barnett**

**Vocational Agriculture Teacher**

**Dansan, S. C.**

The word positive can relate some key factors for a multiple teacher program to achieve the goals and objectives of the department. ORGANIZING an effective program and establishment of objectives should be a function in which all staff members participate. However, the chairman must take the lead in organizing and writing overall objectives for a program in Agricultural Education.

Based upon experience, multiple teacher departments present more problems than a single teacher department. However, with a team of teachers seeking positive solutions to these problems, much more fruit can be produced. This is one of the rewards in a multiple teacher program.

Once the overall goals and objectives are set up by the department staff, individual teachers should be assigned. If individual teachers possess the spark of initiative, there will be no problem with the department progressing with a program that will be active and beneficial to the entire community.

TEACHING AND TRAINING young people requires a great deal of planning and energy. The total output of the department is its most important factor. Certainly, a department chairman, assisted by the administrative staff, can relate well with his peers, has a firm foundation for a strong and effective multiple teacher department. If the administrative staff does not select a department chairman, the teachers themselves should agree upon a leader and what role each individual teacher will play in support of the program. I am sure that a chairperson must be known to all teaching and administrative personnel in order to provide the effective leadership and program direction for the entire department.

A successful multiple teacher program will IMPLANT new ideas, values, and responsibilities that will add to the school system and community. A continuous effort by all teachers will implant and improve the idea that the vocational agriculture program is a unifying force for all of the programs within the comprehensive school system.

Teachers in a multiple program should work diligently improving themselves as individuals and as teachers. The statement, “A chain is only as strong as its weakest link,” is applicable to the standards and abilities of a multiple teaching staff.

(Concluded on page 105)
SUMMING IT UP AND REORGANIZATION

The number of multiple teacher departments seems to be growing greater in every state each succeeding year. This trend appears to be brought about by increasing numbers of students who need increasingly specialized training for the various agricultural occupations. As has been pointed out in several of the articles in this issue, this approach brings with it advantages and disadvantages and works most effectively when certain principles are followed.

Since more than one person is involved, the utmost communication, coordination, and cooperation from all individuals concerned is necessary to keep the department operating smoothly and efficiently and serving the students effectively. The team must work together efficiently and from time differences quickly and quietly when they arise. All team members must work toward an overall goal and support one another with the students and in the community.

The articles in this issue listed and described various administrative approaches for accomplishing this. All seem to agree that there needs to be a "head" of the group. From these, the articles varied in their suggestions from the positive approach and support effort to try methods from past experience and group consensus about usable guidelines. Some of these suggestions and ideas are very useful and can greatly aid all FFA advisors and help them to improve the efficiency and effectiveness of their departments.

Also, a hearty thanks must go to those faithful regular and special editors who have helped make the Agricultural Education Magazine what it is today and are striving to make it what it will be in the future through their efforts. We have tried to help make it that much better tomorrow, as it is today.

JUNE — Cooperative Education in Agriculture — Learning on the Job
JULY — Careers in Agriculture — Summer Employment Opportunities
AUGUST — Teacher Education in Agriculture — Laying the Foundation for Good Teaching
SEPTEMBER — Student Competition — An Invaluable Experience
OCTOBER — Supervisors and Consultants — Important Members of the Team
NOVEMBER — Effective Teaching — What’s the Basis?

COMING ISSUES COMING ISSUES

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DECEMBER — Ornamental Horticulture Occupations — A Growing Field
JANUARY — Agricultural Supplies and Services — Supplying and Serving the Needs of Agriculture
FEBRUARY — The FFA — Training Leaders for Agriculture
MARCH — International Education in Agriculture — Serving Our Friends There and Here
APRIL — Serving Adults — Young Farmers, Adult Farmers, and Agribusinessmen
MAY — Post-Secondary Education in Agriculture — An Emerging Partner

THE AGRICULTURAL EDUCATION MAGAZINE

SHARED RESPONSIBILITY FROM YOUR MULTIPLE TEACHERS

PRIORITY

by Paul R. Vaughn
Teacher Educator
New Mexico State University

It used to be easy to identify the local FFA advisor — he was the local teacher of vocational agriculture. Now it’s a little different. The local teacher’s influence might well be a site, and it is very likely that she is only one of several FFA advisors in the local community. In this new age of change, have been brought about by the tremendous expansion of agricultural education programs across the country. While the expansion has created many new programs, it has also brought about a great deal of increased activity in multiple teacher vocational agriculture departments. In this article, I will discuss some of these problems, one of which deals with the question of "Who serves as the local FFA advisor?"

Because of the integral relationship of the FFA to the classroom, laboratory, and supervised occupational experience programs, it would seem logical that each teacher in a multiple teacher vocational agriculture department should be involved with the FFA. But reality, this does not take place. Several studies in Virginia and New Mexico indicate that a surprising number of student members believe that their teachers are not involved in the programs of students.

SEPTEMBER — Student Competition — An Invaluable Experience
OCTOBER — Supervisors and Consultants — Important Members of the Team
NOVEMBER — Effective Teaching — What’s the Basis?

THE PROBLEM

While the lack of responsibility may have occurred because of a variety of factors, I am firmly convinced that the major reason is the fallacy that has been perpetuated that one individual must serve as the local FFA advisor. This erroneous doctrine has caused teachers in a multiple teacher department to sit down at the beginning of the school year and draw straws to see who has to serve as the FFA advisor for the rest of the year. Those who get the long straw become a source of reliable information and can talk and discuss the FFA program with the advisors who have the chance to serve for a year. The result is that those who have the chance to serve for a year will have a better understanding of the problems and will be able to help others.

By developing a system of shared responsibility, the FFA advisor can become a full-time teacher and do all of the things for which he or she was trained. The advisor can also become involved in a variety of activities throughout the year, including those that are necessary to the success of the school and the community.

SUMMARY

Individuals sharing responsibility in an organization is not a new idea. The same basic principle has been used for the past 50 years by a youth organization to involve its members and develop their potential to the fullest extent. Let’s hope that FFA members are not the only ones who learn from the experience of others.

Guidelines For Multi-Teacher Departments
by Don Brown and Marcus Jabe
Teacher Education
Oklahoma State University

The number of multiple teacher departments in Vocational Agriculture in Oklahoma has more than doubled in the six-year period from 1971 to 1977. There are presently 67 multiple teacher departments employing the nation's largest number, forty-one (141) teachers. As recently as 1971, there were only twenty-eight such departments. Recommendations for the operation of these departments had been informally made from time to time by district supervisors and Agricultural Education Staff members. However, no organized effort had been made to develop a set of usable procedures and guidelines.

With a very definite trend established toward an ever-increasing number of multi-teacher departments, several factors became apparent to those involved in the administration and supervision of these programs.

1. This continued growth presented new and different personnel problems in assigning duties and responsibilities.

2. Problems concerning the management of personnel and equipment needed to be addressed.

3. There was a definite need to involve the state and local teachers in the development of procedures and guidelines necessary to the efficient and effective educational program.

With these factors in mind, a systematic approach to the development of a usable, effective set of guidelines of the procedures was undertaken with the cooperation of the State Department of Vocational Agriculture and Agricultural Education Department at Oklahoma State University.

In the fall of 1975, teachers employed in multi-teacher departments met and began to identify the major areas of concern that needed attention. Administrators of schools where multi-teacher departments existed were also asked by written survey to help identify these major areas of concern. With the assistance of the committees identified, all teachers employed in multi-teacher departments were assigned to committees and met in January, 1976, in order to formulate their suggestions and recommendations concerning these eighteen major areas.

In June of 1976, a four day conference was held on the campus of Oklahoma State University. One hundred and twelve (112) teachers representing ninety-five percent of the multi-teacher departments in Oklahoma attended this conference. Three administrators from schools with multi-teacher departments were also requested to serve as resource personnel. Dr. Don Herring of Texas A&M University addressed the group early in the conference. He reviewed his nationwide study concerning guidelines for multiple teacher departments and challenged the group to commit themselves to the improvement of vocational agriculture education through the utilization of usable, effective guidelines for multi-teacher departments.

Each committee met and drafted their recommendations for the area assigned to them. These recommendations were focused on the organizational and function of multi-teacher departments. Each teacher in attendance was asked to rate the committee recommendation as to its relative importance and the individual teacher rating enraged the suggested guidelines and procedures for multi-teacher departments.

To assure that these guidelines and procedures were useful to all programs of multi-teacher departments in Oklahoma, an on-site conference was held in the spring of 1976. Several teachers were assigned to the conference to help identify areas of concern and the final major approval by majority vote was obtained.

The approved guidelines and procedures have since been submitted to the State Department of Vocational Agriculture for use as a part of the State Policy and Procedures Manual. These effectiveness of these guidelines in the establishment and improvement of multi-teacher departments can be measured by several criteria of evaluation in the local departments.

The guidelines and procedures were recommended through the following means of evaluation:

SUGGESTED GUIDELINES AND PROCEDURES FOR MULTI-TEACHER DEPARTMENTS:

A. Equipment and Personnel

1. Local written guidelines and procedures should be developed to fit the needs of the particular department.

2. The equipment and supplies provided for a multi-teacher department will be the principle concern of the teacher in the group.

3. The department committee should be appointed by the local administrator (A) Experience in the program (B) Length of service (C) Leadership ability (D) Competitive verbal skills (E) Close cooperation with local school officials (F) Positive work attitude

4. The selection of an additional teacher in the existing program should involve the teacher in the current program. The additional teacher should be recommended by the current teacher.

5. Professional preparation should be more concerned with the local needs of the teacher.

6. Consideration should be given to the local needs of the community.

7. Consideration should be given to the successful implementation of the program.

8. Consideration should be given to the economic needs of the community.

9. Consideration should be given to the economics of the program.

10. All teachers employed in multi-teacher departments must be provided with the support and encouragement to continue their involvement.

11. All teachers employed in multi-teacher departments must be provided with adequate instructional materials and resources for classroom instruction.

12. Adequate equipment should be provided to the teachers as recommended in the state curriculum.

13. Adequate equipment should be provided to the teachers as recommended in the state curriculum.

B. Classroom Procedures

1. School schedule should be determined by the department members.

2. The school calendar should be established by the department members.

3. Classroom procedures should be determined by the department members.

4. Classroom procedures should be determined by the department members.

5. Classroom procedures should be determined by the department members.

6. Classroom procedures should be determined by the department members.

7. Classroom procedures should be determined by the department members.

8. Classroom procedures should be determined by the department members.

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10. Classroom procedures should be determined by the department members.

11. Classroom procedures should be determined by the department members.

12. Classroom procedures should be determined by the department members.

13. Classroom procedures should be determined by the department members.

14. Classroom procedures should be determined by the department members.

C. Job Performance and Compensation

1. Job performance and compensation should be evaluated by the board of education on an individual basis.

2. Job performance and compensation should be evaluated by the board of education on an individual basis.

3. Job performance and compensation should be evaluated by the board of education on an individual basis.

4. Job performance and compensation should be evaluated by the board of education on an individual basis.

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19. Job performance and compensation should be evaluated by the board of education on an individual basis.

20. Job performance and compensation should be evaluated by the board of education on an individual basis.
We know that nationwide in vocational agriculture, multiple teacher departments are replacing single teacher programs. But, is the teacher/student ratio for vo-ag changing as we move to more multiple teacher departments? Reading the following job descriptions provides some clues to the changes that fifteen years of specialized teaching in multiple teacher departments has created.

--- TEACHING POSITION ---

DATE: April 27, 1966
Madison High School
TYPE: Vocational Agriculture

CONTRACT: B.S. Degree Agriculture; $6,000, 12 months

GENERAL DUTIES: Plan and teach a program of vocational agriculture; be responsible for (1) acre school farm; advisor of Future Farmers of America.

VACANCY ANNOUNCEMENT ---

STARTING DATE: August 1, 1977
Central Area Vocational School
POSITION: Horticulture Instructor
SALARY RANGE: B.S. ($10,500 - $13,500); M.S. ($11,000 - $15,000); 10 or 11 months

DESCRIPTION: Teaching responsibility for Floral Design I and II, Greenhouse Production I and II; also possible classes in landscaping and nursery operations.

These job descriptions are representative of well published trends in vo-ag, such as a) higher salaries, b) fewer 12 month contracts and c) technically specialized teachers. What effect have these departments had on the teacher/student ratio in vocational agriculture? This is a question which was answered for Indiana by an analysis of the number of vo-ag teachers, departments and students over the past fifteen years.

INDIANA'S MULTIPLE TEACHER DEPARTMENTS

Today about one half of the vocational agriculture teachers in the state of Indiana work in multiple teacher departments where their duties are more specialized. Federal money is available to promote construction of new and larger facilities. Each year new multiple teacher facilities replace traditional one-man departments.

continued...
SO THAT'S MY JOB!

by Paul A. Eringer
Griffith Institute and Springville Central School
Springville, N. Y.

Ideally, the entire staff should, at the very beginning, develop and share a strong belief in a common basic educational philosophy. Ideally, the entire staff should, at the very beginning, develop and share a strong belief in a common basic educational philosophy. Still remain friends, working together toward a common goal. You can even overlook their stupid mistakes.

Conversely, if your colleague is convinced that you should be collecting the training equipment samples, he won't feel any better regardless of how well you prepare students to show cattle at the fair.

EDUCATIONAL NEEDS

In Springville, the three of us totally agree that our program must meet (two educational needs: (1) help the student explore the clusters of agricultural jobs, and (2) to help him train for success in his chosen cluster. Our New York State agriculture job clusters are reasonable and manageable. Previously, Ag. 9 students use a whole year to figure out what they are interested in is the right cluster for them to enter: (1) Production and Management, (2) Ornamental Horticulture, (3) Ag. Mechanics, (4) Ag. Business, or (5) Conservation.

After 28 years of teaching, I am solidly convinced that this educational program must be metered. During my early teaching years, I paid the frustration penalty for not meeting that need: my students thought they had no need to work — and they didn't. I "taught" for four years before I got that educational need in perspective and, looking back at these years, I realize that I taught anybody anything. When a student thinks he has chosen the "right" cluster of jobs to study, it becomes possible to help him train for successful job entry in "his" cluster.

DIVISION OF RESPONSIBILITY

After a staff agrees on the work to be done, it is important that the division of responsibility be divided fairly and that the work is done in an area of special interest. Ideally, one should be assigned to be the leader of a small teacher department work. If I don't want to discourage you or we are certainly asking for trouble what you want to do, or teacher what you want to do, and you'll just have to work out your own problems. I don't know what I taught in the past with the staff, but it was what you want to do, and you'll just have to work out your own problems. I don't know what I taught in the past with the staff, but it was what you want to do, and you'll just have to work out your own problems.

Fourth, keep the doors of communication open and encourage suggestions from your co-workers in the department. The staff must solve problems as a group, if possible. Always remember that someone must make the decision and be responsible. The department of Vocational Agriculture at the Alton R-4 School System in Missouri is organized with a department head, who teaches 3 classes per day, a second all-day teacher who teaches 3 periods per day and advises the FFA and an Adult Vocational Agriculture Teacher who teaches adults and supervises the Young Farmer Program.

Planning and organization is important for any teacher of vocational agriculture but it is especially critical for the department head. I have found that through careful planning, hiring good prospective teachers and administrative cooperation we are able to accomplish much more in a multi-teacher program.

ADVANTAGES

As I see it, the main advantages of the multi-teacher department can be listed as follows:

1. More students can be accommodated.
2. Larger class sizes enable the teacher to do more individual instruction.
3. C teacher offerings can be expanded.
4. Duties in FFA activities can be shared.
5. A more complete adult course offering can be offered.
6. Community activities and public relations programs can be shared.

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Reflections from Multiple Teacher Experience

by Reu J. Darrell strain
Department Head, Vocational Agriculture
Alton, MO

Second, develop the philosophy with the administration that someone must be put in charge of any program where two or more persons are employed in the same area, using the same facilities, etc. This philosophy is sound and will be accepted because of the fact that his job is based on the same principle. Contrary, the administration develops written guidelines regarding the responsibilities of the individual in charge of the program. These guidelines must be as specific as possible and include the needed authority to carry out the responsibility. Present this plan to the administration for approval. This approach will eliminate the problem of who has authority to make decisions and who is responsible for the operation of the department. The band of the department (or whatever name or title you wish to use) should be directly responsible to the principal or vocational administrator. It is crucial to recommend that this information be included in the board of supervisors and the policies of the school district because administrators and board members cannot change this. This approval does not in any form alter any term and conditions of the department.

Inherent in these guidelines is this student's opinion that the department head should be the teacher, or one of the teachers, who teaches in the secondary program and works with the all-day program. He should also have experience in teaching. Of course, the school should compensate the head of the department, compensate with the duties and allow time in the school day to exercise his responsibilities.

Third, it is important that you develop with your co-workers in the agriculture department a list of duties and responsibilities of each teacher — taking into account experiences, like, expertise, etc., of each teacher. This should be done in an informal setting.
PET INDUSTRY INVOLVEMENT IN OCCUPATIONAL EDUCATION

by Frederick H. Miller
Teacher of Small Animal Care
Board of Cooperative Educational Services
Westbury, New York

The purpose of this article is to demonstrate and describe how the pet industry has been involved in the small animal care program at the BOCES County Center in Westbury, New York.

SMALL ANIMAL CARE PROGRAM AT THE NASSAU BOCES

In 1969, the Nassau BOCES initiated plans for a small animal care program, one of 60 occupational education programs offered to high school youth at five BOCES centers.

An advisory committee was formed which helped determine the need for the program, the design of the facilities, and the development of the program in time for the first class to start in September, 1970. The program was started with 49 students and one instructor. It was designed to give the students an entry into laboratory animal and veterinary assistant fields. The following year the program doubled in size and moved to new facilities with two instructors. The facilities included 12 animal rooms, an operating room, laboratory room, and an area for classroom instruction.

INDUSTRY GETS INVOLVED

In 1973, plans were made for acquiring a full line pet shop. The advisory committee made arrangements with the American Pet Products Manufacturers Association (APPMA) for the instructor of the pet shop area to speak to the executive board of the American Pet Products Manufacturers Association (APPMA) at one of their regular meetings. At this meeting, which was held in the early part of 1973, the instructor described the small animal care program and the general plans for developing the pet shop area. The APPMA board turned the information over to the educational committee and the Pet Industry Joint Advisory Council (PIJAC) for review and recommendations. It is interesting to note that the pet industry has a very active educational committee which may well be the reason for its continued growth and success.

The instructor was contacted by the APPMA board to meet with them in the early spring of 1973. At this meeting they planned to set up complete pet shop facilities at the BOCES County Center in Westbury. The various manufacturers were given a list of the supplies needed and the material was donated and shipped to the program. The students at this BOCES center were given the task of setting up the shop.

The pet shop students were to set up cinder-blocks and boards to hold the aquarium tanks along the walls for the tropical fish and reptile area. The pet shop students built the walls for the aquarium fish and reptile area, the electrical and plumbing systems for the fish tanks, the pipes for the air pump and electrical outlets for the aquarium lights and heaters. As the various modules came in, they were set up and the pet shop developed rapidly. Supplies were stocked to fill the shelves and boxes in the room with all manner of fish tanks, aquariums, supplies for fish and reptiles, toys for animals, shampoos and medications, etc. The school had a very successful tropical aquarium fund, and the fish and reptile room was also well received by the student body. The pet shop area was complete in time for the opening of the new school year.

INDUSTRY LOOKS AT THE FUTURE

The pet industry recognizes the need for educational programs in vocational high schools and is doing something about it. In addition to working with the Nassau BOCES, many of the APPMA and PIJAC members serve on advisory boards in Nassau County and in other programs throughout the country. The American Pet Products Manufacturers Association and the Association of Teachers of Agricultural Science of New York and educational committees within their organizations are working closely with the Nassau BOCES to help provide the students with the skills they need to be successful in the pet industry.

continued: EDITORIAL

Purdue, Robert Peterson at Minnesota, Herb Schuamann at Ohio State and Doug Bishop at Minnesota. All of these educators have done a job in the past and will continue to do so in the future.

In addition, special thanks to Clarence Bundy (Historical), staff writer in the Phoenix (International), Minnesotan, Paul Newlin (Pictures) of the Oklahoma State Department of Vocational-Technical Education, John Hillman (VPI & SU), and James Wall (NAVTA) for their assistance with the writing of this editorial.

continued: SO THAT'S MY JOB!

A FINAL THOUGHT

You do not have to think that this is just another job. The pet industry is designed to train basic vocational education students to enter the workforce. It is designed to give the students a job that will last forever.

Concluded on next page

November 1977

The Agricultural Education Manager

As indicated before, it is the aim of this article to have a model which will be emulated by others in occupational education. By keeping involved in educational programs, the industry is protecting its future.

Martin McMillon at VPI & SU always stands ready with advice and counsel as Consulting Editor. After three years of edits and excellent professional journal his advice and counsel is always welcome.

One other accolade needs to be tossed to my dedicated secretary, Judy Gibbs. Judy is a junior here at OSU in Horticulture and does an outstanding job of editing, copy editing, keeping things organized and handling the tremendous volume of correspondence which goes with this job. A special thanks to my girl, Friday.

Now you can see we have an outstanding group of people working to make the Agricultural Education Magazine the best possible. With your continued support through subscriptions and fine articles, we will all have a fine professional journal. Thanks to each of you and all of us. —Ed.

continued: EDITORIAL

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B. Propagating Structures
C. Preparing Soil Mixtures
D. Plant Propagation
E. Care of Ornamental Plants
F. Insect Control
G. Disease Control
H. Plant Identification

III. Farm Buildings Design and Layout (grades 10-12; a one-hour course)
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B. Oxy-acetylene
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G. Masonry/Concrete
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B. Ignition — Small Gas Engines
C. Carburetion — Small Gas Engines
D. Tractor Safety
E. Tractor Operation
F. Preventive Maintenance
G. Engines
H. Electrical Systems
I. Hydraulics
J. Combing Operation
K. Forage Equipment
L. Farm Manufacturing and Management

This new curriculum development that is adopted in agriculture in Arkansas is necessary in order to meet knowledge and skills needed by young farmers, agribusinessmen, and persons pursuing agricultural service occupations.

With the largest, most complete, and complete curriculum of any education course in Arkansas, Stuttgart can take at a glance into the agricultural curriculum that is needed. Agriculture is a major concern for the education of our youth. This curriculum includes a strong emphasis on the importance of agriculture in the future of our society.

DEVELOPMENT
The period of development is divided into three phases. The first phase will consist of the actual writing and developing of the curriculum, which will be solicited by the agricultural instructors and administrators of the state vocational education program. The second phase will be the refinement of the curriculum, which will be presented to the state vocational education program. The third phase will be the implementation of the curriculum.

The curriculum will be divided into three levels: basic, intermediate, and advanced. The basic level will cover the fundamentals of agriculture, while the intermediate level will cover more advanced topics. The advanced level will cover specialized topics in agriculture.

Business Education is especially important to the agricultural education program, as it provides a foundation for students to develop important skills that are necessary for success in the agricultural industry.

Continued CURRICULUM
...next...
TEACHER EDUCATION IN AGRICULTURE?

The following statement were made to the Joint Committee on Vocational Education for the State of California by Dale, R. Anderson, Executive Vice President of California Polytechnic State University at San Luis Obispo, in response to a letter from the Committee indicating they were considering reducing support for teacher education in agriculture (specifically Agricultural Education) in response to the new Federal vocational legislation.

Chairman Weimer and members of the Joint Committee on Vocational Education:

Theodore Anderson, Executive Vice President of Cali-
foria Polytechnic State University at San Luis Obispo.

On behalf of our president, Dr. Robert E. Kennedy, thank you for your letter outlining the importance of a continuing, viable, statewide, coordinated plan of professional personnel development, both pre-service and in-service, for vocational education teachers. Your task is a difficult one. All of us are continuously confronted with shortages in the difficult task of allocating resources. And yet, it is our objective, our responsibility—to continuously support and improve a vocational education program which meets the needs of the residents of this state.

The state continues to give high priority to in-service and pre-service professional development. Professional development is the key to a continuing high level of agricultural education programs throughout the state. For agricultural education, staffing, there is no foundation—no base for the continued success of our programs needed.

My position is in the area of agriculture and agricultural education.

THE IMPORTANCE OF AGRICULTURE

Before making specific suggestions relative to pre-service and in-service education, let me make a comment or two about the importance of agriculture:

We are a policy-making, legislative, educational, board member, or farmer—may be essential to our economy. But farmers are a group that is often considered indispensable. With the exception of those who fish or hunt, I believe that the only source we have of renewable wealth from our own resources is the agricultural group. Said another way: WITHOUT FOOD, YOU SHUFFLE.

You must have an idea of how much progress California and American agriculture have made since the passage of the first federal Vocational Education Act in 1917.

The marvels accomplished by our farmers in feeding our ever-increasing nation, PLUS a significant portion of the rest of the world, is an accomplishment that just happens sponta-
neously! A big share of the credit goes to the “Learning to Farm” that took place in the Vocational Agriculture programs and to the improvisation of the programs in those same VO-AG classes that inspired our farmers to work to eradicate hunger in this world. That job is far from finished.

TEACHER PREPARATION NOT PRIORITY?

Although your April 28 letter to President Kennedy expressed concern that the preparation of Agricultural Teachers not receive priority, you did say: "Nonetheless, I am trying to keep an open mind, and it is entirely possible that you will me on May 11th…"

God grant that 1 and others will be able to say anything. Any decision which would seriously wound the program will act against the great need of new emphasis upon serving disadvantaged and handicapped youth, the elimination of sex stereotyping, the development of new curricula in emerging fields, and many other projects.

Maintaining quality programs, with competent staff, will support the goals you have stated. Competent staff are the result of effective pre-service and in-service programs. Agricultural education programs present great opportunities to the underprivileged student in our state. We all see in FFA, 4-H, and many agricultural clubs the staff we work with, schools, tremendous changes toward elimination of sex stereotyping, changes that have as large a part, of the very teachers produced in programs we are supporting here today. As the same staff we need to recognize that our responsibilities to instruction and training are specifically, and have been traditionally, authorized by the federal act (Public Law 94-82) and earlier acts of service and industry. We must work to train all students regardless of identified disadvantages or handicaps. This work is fostered by an effective pre-service and in-service personnel training program.

The vocational education programs which normally exist between a VO-AG teacher and a VO-AG student, due to contact at school in FFA activities and visit to the home project or work experience station, has been highly successful for serving all students regardless of identified disadvantages or handicaps. This work is fostered by an effective pre-service and in-service personnel training program.

CURRENT PROGRESS

Without doubt, more is being done against sex stereo-
typing. For example, since 1965 California’s enrollment in Vocational Agriculture for females has increased from 5 percent to 17 percent. In 1968 there were only two female Vocational Agriculture teachers in the state—now there are 27. We have made highly significant progress in socialization of our students in agriculture. This was made possible because of the quality programs developed and as a result of, improving the agriculture pre-service and in-service programs.

What is vocational education doing for the disadvan-
taged—handicapped? Special efforts are being made in this area.

Vocational agricultural education has a strong record of service to individuals of special backgrounds—social eco-
nomical—and to those who have been here a long time back in 1972, 1973, teacher educators in agriculture conducted a statewide series of workshops for the purpose of stimulating even greater participation of all students in both vocational agriculture and the FFA.

The very close relationship which normally exists be-
 tween a VO-AG teacher and a VO-AG student, due to contacts at school in FFA activities and visit to the home project or work experience station, has been highly successful for serving all students regardless of identified disadvantages or handicaps. This work is fostered by an effective pre-service and in-service personnel training program.

TEACHERS PAY FOR IN-SERVICE TRAINING?

Why can't we provide professional development work for the teachers paying for their own training?

The State Department of Education's Vocational Edu-
cation unit and the University of California Chancellors’ Office staff provide the leadership here and appropriately so. They, in consultation with our high school and community college teachers and administrators, determine priority areas of need and then arrange for specific agricultural skills, and profes-
sional courses to be taught in the various locations ac-
ting, to other, to other, to other. There are a good many instructional areas which do not have such an effective man-
agement.
HOOSIER REFLECTIONS ON
MULTIPLE TEACHER PROGRAMS

It was just ten years ago in the summer of 1967, and I can still remember the center of our Vocational Agriculture room where I was standing when a visiting teacher from Michigan State's Post Agricultural Graduate Seminar on Wheeling Campus inspired us. "Who's talking about the problems in a multiple teacher department?" The end of June was approaching and I had announced we were adding a new Purdue Agricultural Education graduate in early July to assist with our expanding classroom program and increasing activity on our 1953 acre farm school. I answered to the effect that "any help in our program would surely be appreciated and that problems of working together would be met as needed." I didn't think our answer was true. However, since that time, with the addition of a third teacher and a turnover of nine teaching personalities in our department due to a variety of reasons, my answer carries much more weight.

Expanding programs and consolidation of larger school units across our country have created the need for departments of more than one teacher. A "high keyed" multiple teacher program well planned, staffed and guided can provide rough edges as personalities differ in their concerns for, usually, the same overall program goals. However, when these rough edges are not simple, it becomes a test of leadership and the need for someone to attempt to summarize a few of the "Hoosier" thoughts from a random group of educators who are the teachers and department teachers on some specific issues of this problem.

When asked, "How are program priorities determined in your situation?" most responses were based on student needs, community needs, enrollment, teacher input, and any committee suggestions. More specific thoughts related that as the administration strives to maintain program goals, greater freedom was allowed in setting priorities by teachers in the department. Overall emphasis seems to be the need for cooperative teachers planning in setting congruent goals based on total needs. The biggest problem within the multiple teacher department appeared to be in setting the limits or "edge" for each priority accepted by the department that is favorable to all teachers involved.

When asked, "What method is used to assign program priorities?" the greatest number indicated teacher interest, ability, and availability. In a number of programs teachers were given individual program phase responsibilities considering the above. Unless the assigned task gets larger than one can handle, only one teacher carries the responsibility in most cases. Some programs appear to make permanent assignments within the department, changing only as personnel change, while others will vary, or, more frequently, revolve, the established list of priorities to check progress, improve the program and update data. Whatever the method, it would appear the more varied the interests and abilities of the teachers, the broader the range of program offering within the school.

When asked, "How do you communicate within your department?" teachers reflected a variety of answers, but all indicated the necessity of frequent, friendly, and cooperative depth thinking. Most indicated need for working as a team on a continuous informal discussion with frequent formal meetings, possibly on a monthly, to get at long range program and program needs.

When asked, "How do you work out differences of opinion?" they were varied considerably. Sometimes differences occurred because they were caused by others that were shared that difference of opinion for the program. All agree that the need to sit down together and work out suitable alternatives to the program. It is agreed that in case a department meeting has been designated, that from time to time necessary revisions be made, that he select the alternative best for the department as if an agreement had been found.

When asked, "What do you feel are the greatest advantages of the multiple teacher department?" teachers summarized their thoughts indicating:
1. The opportunity to spend more time helping activities in the area.
2. The availability of several points of view to solving a problem.
3. The ease and speed at which a beginning teacher can learn.
4. The moving teachers to specialize in a particular area of instruction and better meeting student needs.
5. The amount of work for each teacher is not decreased, but have a good program each person can do more.
6. The expanded depth and breadth of instructional offerings and broader personal direction as emphasis within the program.

CHANGING ENERGY PICTURE
by Duane B. Tucker, Dallas: Texas
Durwood T. Stinchcomb and Max W. Kingsbury
Dallas, Texas 75231
1968, pp. 31.50.

Power and energy sources of energy are discussed in this book. The author presents a brief history of the development of energy sources that have become dependent on gas and oil and then develops the alternatives and several alternative fuel sources. The fine sources explored are coal, Texas light gas, nuclear energy, liquid and gas, nuclear power, wind, solar, and tidal power. The author contains information about the energy situation of the world, the energy situation in the United States, and the energy situation in Texas. The author also discusses that Texas light gas supplies the greater part of natural gas in Texas and the United States.

Gary E. Moore
Purdue University
West Lafayette, Indiana

H. NEVILLE HUNSCIKER

Leader in Agricultural Education:

By Clarence E. Bundy

H. Neville Hunskill was born and reared on a farm near Millwood, Virginia. He completed high school at Boyce, Virginia, and was graduated from Virginia Tech in 1931 with a major in agricultural education. He was granted an M.A. degree from the Ohio State University in 1947.

HUNSKICKER

By Clarence E. Bundy

H. Neville Hunskill was born and reared on a farm near Millwood, Virginia. He completed high school at Boyce, Virginia, and was graduated from Virginia Tech in 1931 with a major in agricultural education. He was granted an M.A. degree from the Ohio State University in 1947.

In addition to active participation in the AVA, NAVA, NAASB, and AAATE, he has been a member of the National Council, Boy Scout of America, and the Virginia Farm Bureau. He has been active in the Methodist Church, serving as a member of the local church board for 15 years, and taught a large class of over 100 college-age students in the church school.

Hunskill and Elizabeth (Betty) Elliott were married on June 17, 1935, when Betty Hunskill passed away in April, 1976. She was a former teacher of home economics. The Hunkickers have five children, two of whom have passed away. Beth is a Major in the U.S. Air Force. She has been serving as Administrative Assistant to the General in Charge of the Pacific. (Concluded on page 118)
In-service Ed.—Leftovers or Smorgasbord

Douglas A. Feld,* Assistant Professor
Department of Agricultural Education
University of Illinois at Urbana-Champaign

In the past, in-service education for vocational agriculture instructors was often perceived as something that distanced the instructor from the classroom. Like yesterday's food — brought out for emergencies and laid up in hopes of temporarily satisfying a need. Although nearly everyone agreed on the need for in-service education, there was a low priority for university staff members already carrying a full load of responsibilities.

In Iowa, vocational agriculture instructors have voiced their desire for further education in both technical agricultural and instructional methodology. It simply was not possible in pre-service education to gain enough expertise and information needed to be a successful teacher. Resolving this need, the Agricultural Education Department at Iowa State University has taken the leadership in coordinating in-service education.

Staff members cooperate in providing a strong broad base of professional development opportunities. In fact, the need for continual professional development is accomplished by utilizing a portion of their time. Each of ten Agricultural Education faculty members draws upon resources available from extension specialists, agricultural suppliers, and area community college personnel.

Currently, in-service education is delivered in the form of:

- one-day special topic seminars
- IIVTA instructional materials package
- multiple-weekend workshops for special instructors
- two-weekend workshops for beginning teachers of vocational agriculture
- one- and one-half day workshops for in-service instructors
- three-day workshops off-campus in summer
- regional certification programs off-campus graduate courses
- on-campus graduate courses

Two staff members have part-time appointments with the Cooperative Extension Service for the Departments of Educational Extension and Agricultural Engineering. This leaves Douglas A. Feld as the assistant professor with the responsibility of coordinating the in-service education programs.

*馈赠,入学教育。在过去的日子里,入学教育常常被视为应急措施,并被搁置以期暂时满足需求。虽然几乎所有人都同意需要入学教育,但对大学教职员工来说是一个低优先级的问题,因为他们已经承担了沉重的工作量。在爱荷华州,农艺教育的老师已经表达了对进一步教育的需求,尤其是与农业技术及培训方法相关的教育。它不可能通过正式的入学教育来获得,需要通过使用部分时间来完成。每位农业教育的教员均利用资源,包括区域技术专家、农业供应商和地方社区学院的人员,来提供持续的专业发展机会。

目前,入学教育以多种形式进行:

- 单日专题研讨会
- IIVTA 教材材料包
- 多周末专业研讨会
- 为期两周的研讨会,适合初任农业教育教师
- 为期一到半日的研讨会,适合在职教师
- 为期三天的研讨会,非校内
- 地区认证项目
- 校外研究生课程
- 校内研究生课程

两位员工,一为丰登,二为一号,负责协调入学教育活动。

As a glance at the title of this book, "Tropical Pulses," suggests, its contents are devoted to the subject of pulses as they are cultivated in the tropical parts of the world and the benefits that they provide. The book contains a detailed account of the major scientific disciplines as they relate to pulses. The book also covers the history and evolution of the major pulse crops and the role they play in human nutrition and health. The authors are respected experts in the field of pulses and their work is based on extensive research and field studies.

The new regional editor for the states of California and Nevada is Joseph C. Costanza, who is currently employed at the University of California, Davis. Costanza holds a B.S. degree from North Dakota State University, a M.S. and Ph.D. degrees from the University of Minnesota. His responsibilities include Head Teacher and supervision of the teaching in the area of educational technology, programs planning and methods of teaching. He is also involved in research, supervision of student teachers, and in-service activities. He has taught agriculture in Minnesota for over 10 years and held a position in Agricultural Education in Idaho before assuming his present position in 1972.

The AGRICULTURAL EDUCATION MAGAZINE

November, 1977

The new regional editor for the states of Nebraska, Iowa, Kansas and Missouri is Larry E. Miller, of the Department of Agricultural Education, University of Missouri, Columbia. Miller holds a B.S. degree from the University of Missouri-Columbia, the M.S. degree from the University of Missouri and an Ed.D. degree from the University of Missouri. He has taught agricultural education in Missouri for four years and spent four years at Virginia Polytechnic Institute and State University before moving back to Missouri in 1978.

The new regional editor for the states of Arkansas, Utah, Colorado, and New Mexico is Paul R. Vaughn, of the Department of Agricultural and Extension Education at New Mexico State University. Vaughn holds the B.S., M.S. and Ph.D. degrees from Mississippi State University and the B.D. from the University of Illinois. His professional activities include serving as editor of "The Journal of the American Association of Teachers in Agriculture" and authoring a number of publications, including books and articles on crop production and working in agricultural industry. He is a former Picture Editor for the Agricultural Education Magazine.}

The publisher has thought to ask too old and experienced for the college agronomy students and professional staff to purchase the best of his five chapters related to the application of the principles of the production of this book. The first four chapters of this book describing the various chapters on the discussion of pulses and pulse crops and the role they play in human nutrition and health. The authors are respected experts in the field of pulses and their work is based on extensive research and field studies. The book also covers the history and evolution of the major pulse crops and the role they play in human nutrition and health. The authors are respected experts in the field of pulses and their work is based on extensive research and field studies.

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REGIONAL EDITORS FOR THE AGRICULTURAL EDUCATION MAGAZINE
AND THE REGIONS THEY SERVE

INTERNATIONAL

HISTORICAL

NIVATA

PICTURES

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