STORIES IN PICTURES

by Joe Sabol

Mark Baker, State FFA President from Texas, accepts signed proclamation from Governor Bill Clements proclaiming National FFA Week as Mr. J. A. Marshall, Director, Agricultural Education, looks on.

The BOAC Program, as well as other individual chapter projects, provides many FFA chapters the opportunity to "give back" part of what so many individuals and communities have given to the FFA. Pictured above are members of Booker FFA Chapter, Booker, Texas, setting up playground equipment.

Universities must become more involved at the grassroots level as well. Pictured are photos of a free hamburger feed for FFA members, parents, and Ag teachers, administrators, and other friends who are attending the Texas Tech University Judging Contest in Land, Range, and Pasture, Cotton, Meat, Livestock, Dairy Cattle, Milk Quality, Wool, and Agricultural Mechanics. Over 2,000 hamburgers were fed while visitors were invited to visit booths arranged by each club in agriculture and to visit with faculty and college students. (All photos courtesy of Mary W. Cepica, Texas Tech., Lubbock, Texas.)

FEATURING —
GIRLS IN THE PROGRAM
URBAN POSTSECONDARY AG
SPECIAL NEEDS TEACHER ED
INTERNATIONAL OPPORTUNITIES
SHORT METAL STORAGE
FLEXIBLE RECORD-KEEPING
GRANDFATHER'S COLLECTION

AGRICULTURAL EDUCATION

Volume 52 Number 5
November 1979

Theme — Adult Education In Agriculture - An Extension Of Our Vo-Ag Program
EDITORIAL

ADULT EDUCATION
THE DIFFERENCE?

Some Ag teachers may consider the adult education part of their program just one more of those many duties they can’t seem to find time to do. Some consider it a burden which adds to their overworked status. Others, however, consider adult education the best thing that ever happened to their program. Some say their adult education group is the best group of supporters their program ever had. What’s the difference?

The main difference I have been able to see is that the first group of teachers treat adult education as just one more class that they have to teach or duty they have to perform. Whereas, the second group of teachers see adult education as an opportunity to keep in touch with changing agriculture, to help a group of their community to organize to continue education in agriculture, and to gain a group of helpers who can help prevent that teacher from becoming overworked. Why the difference?

The first group apparently feel they must teach any adult classes offered and this just adds one more preparation for them. The second group of teachers apparently feel they and the adults can organize to bring in outside resource persons or utilize the expertise within the group to keep in touch with changing developments in agriculture. Most have also experienced the fact that this organization be it young farmers or other adult education group, usually takes on projects to help the ag program, such as building facilities, providing equipment or taking students to different events. In addition the teacher keeps better in touch with the community, its needs and resources through the adult group.

Since the Smith-Hughes Act, adult education has been considered an integral part of agricultural education. Those far-sighted founders of the program saw the need for continuing education for program completers. Perhaps they did, or did not, see the added advantages of program support and continuing education for the teacher. Either way, the teacher who develops adult education as a part of the program almost always realizes these added advantages, without really planning for them. — Ed.

James P. Key

AFTER OCT. 1 SEND ALL ARTICLES TO:
Dr. Jasper Lee, Head, Dept. of Ag. & Ext. Ed., P.O. Drawer AV, Mississippi State, MS 39762

(Please submit articles 2½ months in advance of Theme to allow publication time.)

(Please submit 2 copies of your article. Thanks!)

COMING ISSUES

DECEMBER — Horticultural Occupations — Learning to Love Them
JANUARY — The New Decade
FEBRUARY — Funding the Local Program
MARCH — Making Vo-Ag Relevant to the needs of the Agricultural Industry
APRIL — Basic Competency Programs
MAY — Experiential Programs

JUNE — Summer Programs
JULY — Technology in Agricultural Industry
AUGUST — Using Realia in Instruction
SEPTEMBER — Safety Education
OCTOBER — Programs in Animal Agriculture
NOVEMBER — Programs for Exceptional Students

COMING ISSUES

LIFE-SIZE EDUCATION: Growth for Vocational Agriculture in the Eighties

Adult education in agriculture has traditionally focused upon the young and adult farmer. Laymen, institutions, chautauqua meetings, workshops, colleges and institutions have been established to provide for the educational needs of farmers. This educational emphasis is justified and has grown to be an important segment of vocational education in agriculture. But just as the profession wrestled with the scope of the ag-industry in 1968, so now should we consider the scope of continuing adult education in agriculture.

PROGRAMS NEEDED
The future of vocational agriculture may hinge heavily upon the readiness of the profession to change and expand the continuing education portion of our program. The decline in secondary school enrollments will make vocational agriculture at the high school level hard pressed to maintain the year-to-year growth in the next decade. Many would maintain that quality and not quantity should have been the standard during the past two decades where sheer numbers seemed so important. Regardless, a multitude of opportunities exist for progressive instructors that broaden their definitions of vocational education to include continuing education and expand continuing education to envelope the ag-industry. Any school district that can justify a high school program of vocational agriculture for a taxonomy area can undoubtedly justify a continuing education program in the same area.

Present legislation describes vocational education as “...training or retraining which is given in schools or classes.” Nearly a dozen U.S. departments and agencies have over fifty adult education funds. States have formal and informal emphasis placed upon the adult, continuing education, component of education. The need for training and retraining through continuing education is a conclusion not arrived at frivolously. If vocational agriculture is to develop the students of tomorrow, it will need assured funding devoted to this need; it will need assured funding devoted to this need; it will need assured funding devoted to this need. Other agencies can and will provide the services and education needed by those in the ag-industry. Vocational agriculture could suffer greatly if forced to serve only secondary level students. Our philosophy of providing for the broader community needs above the secondary level could be greatly diminished.

A vocational agriculture program implies that we are serving the educational needs in agriculture in our communities and school districts. A department that takes its program solely at the secondary level is not offering a program in vocational agriculture. Continuing education has become the stepchild that is served when and if time is available. Time should not be the deterrent to serving adults. If the high school vocational agriculture enrollment is such that sufficient time cannot be found, then employing another teacher may be justified. Departments with low secondary enrollment will find salvation in adult education wherein a teacher may continue to make vocational agriculture available to high school students by supplementing the enrollment with adults.

QUALITY PROGRAMS BENEFICIAL
Quality must be the watchword in adult programs. Programs must meet the needs of the ag industry. A thorough analysis of those needs should be made upon which to frame the instructional program, and continuous evaluation should occur. A distinction should be made between service and educational functions. Teachers should build their program around sound educational objectives to fulfill educational needs and negate the myth that an adult class is “...on Thursday nights I learn the Agricultural Mechanics shop for farmers to come in and work.” Another continuing problem that seems to emerge is the misuse or management of resources personnel. Resource personnel or speakers can be tremendous aids, if managed correctly. However, if specific directions are not provided, and objectives outlined, then a second problem of quality surfaces in which the teacher merely opens the classroom doors, sees to the refreshments and closes up. A third obstacle to quality is failing to provide enough depth in the subject area. This shortcoming is perhaps best characterized by the “shotgun” class that is comprised of a series of “one-shot”, shallow topics that have no definite shot pattern. Relevant, substantive instruction is needed if the teacher expects the teachers among the participants.

Lifelong education implies the availability of education throughout one’s life span, not just a longer preparation period. Earlier retirements, lengthened...
Young Farmers Association
An Extension Of A Total Vo-Ag Program

By
Allen J. Dietz
Vocational Agriculture Instructor
Sycamore, Illinois

Developing the vocational agriculture student to become the most effective leader that the student is capable of becoming should be the prime objective of a vocational agriculture teacher in the local high school today. I believe that this objective can be met by the use of a local Young Farmers Association as an integral part of the adult vocational agriculture program.

RATIONALE
In many cases, the four years available to train a student into a leadership role in agriculture while he is in high school is not enough time to develop that student to the extent. Yes, the student may become a State Farmer of the FFA but still there are higher degrees to be obtained in the FFA and further knowledge and skills to be learned in the ever-changing field of agriculture.

There are many purposes and reasons for having a young farmer chapter. The young farmer or agriculture businessman has a very unique and difficult situation to contend with. He, especially in the first several years after graduation from high school, the student has had a set routine, and the planning goals for his future career, has had an advisor available to answer questions that arise, and has had an organization with which to operate the FFA. Upon graduation, all this changes.

He does not see his advisor each day. Goals that he has set can only be accomplished in many cases through obtaining much needed capital. Also, even though he remains an FFA member, he does not have the every-day contact that he had before. I believe that these problems can be overcome by the use of a young farmer chapter.

EDUCATIONAL ACTIVITIES
Activities first of all should be educational so that students can further develop knowledge and skills past the point learned while they were in high school. These educational activities should be matched to the needs of the members of the chapter. Thus planning these activities should be done by the members. If the young farmer needs to know more about farm loans, speakers could be brought in to discuss this problem. If students need to obtain knowledge of some new agriculture process, a farm tour could be organized, or members could attend workshops, institutes, etc. sponsored by the state young farmer organization. There should also be recreational activities so that the entire family can be involved. Do not forget to interest the wives of young farmers in the chapter. They can be members as well and in most cases are a full working partner of a farm situation.

Public relations should be stressed between rural and urban people, and last but not least, activities should be available for leadership development.

FILLING THE VOID
The Sycamore Young Farmers Association presently is the oldest young farmer chapter in the state of Illinois and has the 1st state president, 1st state secretary-treasurer, and hosted the 1st Ill. Young Farmer Summer Tour. What is unique is that the membership is heavily composed of State and American Degree FFA members. Upon graduation, many of our students while still maintaining their FFA membership, also join the Sycamore Young Farmers and dig right in to become very active members. A void is thus filled in their education and their leadership abilities can be further developed and refined.

Thus the Young Farmers Association at Sycamore is highly successful in strengthening the FFA; in furthering the development of students into American Farmers; and then in continuing to improve the abilities of our young farmers/agribusinessmen in their selected careers.

SUMMARY
Yes, being an advisor of a young farmer chapter does add additional work to an already very busy schedule of a vocational agriculture teacher. However, I believe that a young farmer chapter is essential for one to have a quality vocational agriculture program.

Do you ever ask yourself, Why should I have an adult education program? What good will it do for me? Do I really have the time for such a program?

I want to share with you some ways my adult general agriculture subjects classes and specialized agriculture skills classes help my adult and high school students, the total school program, and me.

ADULT BENEFITS
Adult classes members share personal experiences and knowledge before, during, and after meetings. They talk informally with the speakers about problems of special interest to them. Class members get to know each other better. They become better acquainted with people with whom they do business, because many of the classes involve work full-time in agriculture businesses which serve our community. Obviously, they are exposed to many improved farming techniques and ideas presented by the agriculture extension service. The adults also learn and develop many hands on skills in the specialized skills courses.

H.S. STUDENT BENEFITS
The adult students are involved in farm and agriculture businesses that provide excellent training centers for vo-ag classes in mechanics, crops, livestock, horticulture, and chemicals. I like being on a first-name basis with these businessmen because it makes easier to arrange community field trips. These adult students and friends of the school provide such teaching aids and material as miscellaneous timber stock for construction, saw dust, stumps, and tree branches for horticulture teaching needs. Some of our adult members are 3-year and 4-year students of North Carolina State University. They provide excellent cross orientation information and advice to the high school students.

Many of our young farmers are graduates of our vo-ag high school program. Our post high school adult classes offer a rewarding follow-up program for them and me. The improved farming techniques that I observe on farm and agriculture business follow-up visits provide excellent ideas to share with high school and adult students.

VO-AG TEACHER BENEFITS
I can provide numerous local examples of agriculture because of my direct contact with many varied agriculture occupations in the community. My work with farmers and other landowners involving state and federal farm programs provides experiences and career information to share with high school students. For example, my involvement with public and private forestry professions helps to provide students with assistance in several reforestation projects. Some of our adult students are retired farmers, soil conservationists, and federal farm program leaders. They serve very well as valuable resources for high school classes. My contact with varied people and improved techniques and practices provides me with annual renewal experiences in the field of agriculture.

TOTAL SCHOOL BENEFIT
Some of our adult class members are county leaders in agriculture conservation, county commissioners, and county school board members. They can be of tremendous value to our local school because of their close relationship to the local farms and businesses. Many of our member farmers and agriculture businessmen provide innovative awards and monetary contributions to the total school as well as the Future Farmers of America at our school.

EDUCATING ADULTS YIELDS HIGH RETURNS TO VO-AG

By
Phil Grady
Vo-Ag Teacher
South Granville High School
Creedmoor, NC

Many of our young farmers are graduates of our vo-ag high school program. Our post high school adult classes offer a rewarding follow-up program for them and me. The improved farming techniques that I observe on farm and agriculture business follow-up visits provide excellent ideas to share with high school and adult students.

SUMMARY
I believe I know and appreciate my community better by being directly involved with my adult class members. I do see a great need for the continuation of our program because of the ever increasing need for better management in production and agriculture businesses closely related to production. I do not believe that the pressure has ever been any greater on farming than it is today. I think some of the same types of unrealistic pressures being placed on production agriculture are being placed on us in vo-ag teaching. We have got to have adequate time available in our work day to plan and coordinate this essential program and resource.

I would like to include a typical meeting schedule to illustrate the kind of program we have at our school.

GENERAL SUBJECTS CLASSES
(7:30 - 9:00 P.M.)
Oct. 19 — Fall Kickoff Supper
Nov. 2 — Plant Bed Production Through Lupine (Tobacco)
Nov. 18 — Soybeans — Land Preparatory, Chemical Weed Control
Nov. 29 — Tobacco Variety Diseases, Pest Control
Dec. 14 — Crop Irrigation Update
Jan. 4 — Tobacco Situation
Jan. 18 — Farm Tax and Record Keeping

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FROM RELUCTANCE TO REWARD

By Weldon Holbrook
Teacher of Vocational Agriculture
Stamford, TX

It was July 1, 1949, and my first day on the job as vocational agriculture teacher at Wharton High School in Wharton, Texas. When I received a telephone call from a farmer who needed help with a boastled cow, I was different from the one who was trained and began to grow inside me as the farmer gave me directions to his farm. In stating my estimated time of arrival to his farm, I said, "I am careful to allow myself plenty of time for research on the subject. A farmer vocational agriculture teacher who taught in Wharton and who still lived in the community came to mind, and in minutes I found myself in his driveway. As I walked towards the house, I was able to listen very patiently and then revealed to me that he was the farmer who had called. He mentioned to him, he said it had been a prank, yes, but it was very real.

What did I do? I became the reason of experience. I had actually created a row for myself, but that is another story. I knew it was necessary for organizing adult farmers into a group for the purpose of education. I knew I was not ready to put that knowledge into practice.

RELUCEANCE

Why was I so reluctant to form an organization for adults and to involve adult farm education in my vocational agriculture program? The root of my reluctance was the lack of experience in dealing with adults. The whole idea frightened me. I was afraid the farmers would not be interested in learning new methods of farming or in trying to incorporate new ideas into their usual methods. Listening to the experiences related to me by other teachers regarding work with farmers added to my fear. I worried that I would be unable to present programs that would be of interest and of benefit to the area farmers, even if I succeeded in forming an educational group. I also worried that I would be unable to answer the questions that might arise in a meeting of adult farmers, and I felt incapable of assisting farmers in making decisions regarding their farming methods.

When I accepted the position of vocational agriculture teacher in Stamford High School in Stamford, Texas, the executive of the Young Farmers Association of Texas visited with me one afternoon about organizing a group of young farmers in Stamford. He gave me all the details and told me what I would need to do in order to call my first meeting with the farmers in the community. After deciding on a date for the meeting, I began to make a list of former vocational agriculture students and their fathers who were farming in the local area. I added the names of other farmers from the community with whom I had become acquainted, and then letters announcing the meeting were mailed to each farmer on the list.

ORGANIZING

The executive secretary of the state organization returned to Stamford to attend the meeting, and we discussed with those present the Young Farmers group. They then elected a temporary chairman, appointed a constitution and by-laws committee and set a date for the next meeting.

The second meeting of the farmers saw the adoption of the rules and regulations presented by the constitution and by-laws committee. The meeting of the first officers of the Stamford Young Farmers in keeping with the provisions of the newly formed constitution. The officers included a president, vice-president, secretary, treasurer, and reporter. Those elected serve one year terms and could be re-elected for another term. The first meeting was held on the payment of dues by the members and stated the purposes of the organization. It also set forth guidelines distinguishing active members from associate members. Associate members were those between the ages of 15 and 35 while the associate members were those over 35 years of age. The active members were entitled to hold office in the organization and to vote. The members were entitled to all other rights and privileges, including the right to attend all meetings of the organization and the organization activities.

Education was the main purpose of the organization, and education was the primary purpose of the group. The group was taken during the September and October meetings to decide on the educational subjects for the next twelve monthly meetings, to which farmers of all ages are invited to attend. The meetings are held on the first Thursday of each month, at a time that suits the interest of the local farming community. After several topics have been discussed, a vote is taken on each program. When twelve have been selected, each program is assigned to a month and, in some instances, members are allotted specific responsibilities for participating in the programs and making all the arrangements for the presentations. The meetings are held on the second

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THE AGRICULTURAL EDUCATION MAGAZINE

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(Concluded on Page 109)
Monday night of each month, and the group tries not to vary from this night unless the program should find the date inconvenient to their schedule. Programs in the past have been presented by the soil conservation service on improving cotton, milo, wheat and on controlling insects. There have been short courses on electrical wiring, welding, and tractor maintenance as well as programs regarding soil conservation, production and the marketing of farm products. The meetings have also included programs on safety in such recreational activities as hunting and fishing.

REWARD

The Stamford Young Farmers organization has become the core of adult farm education in the Stamford Community and has not become affiliated with any political group. It has become a point on any question of a political nature. Because of its educational nature, the organization has become an integral part of the vocational agriculture program in the high school. By providing practical views of actual problem areas in the local farming community, the adult program provides the students with a better understanding of what special points I need to emphasize in my high school classes. The Young Farmers also provide some funds for the high school program. They furnish the star awards each year at the progic banquet. The group makes and annual donation to the local livestock show, and for the past four years has donated funds to pay the dels on the new show barn. The Stamford Young Farmers are regarded as big brothers by the Future Farmers and many of the members of the Young Farmers have been Honorary Chapter Fathers. Many of the members of the program provide the adult group has become an advisory council for the younger group.

Although education is the main concern of the organization, the group has also become the leader in recreational activities among the local farm families. The members plan and attend family barbecues, wedding parties, and seasonal celebrations such as Thanksgiving and Christmas. These activities serve as a form of relaxation and as a time for the farmers to get to know one another. The members also attend and participate in agricultural meetings at the area and state levels as a group. All of these activities work with the regular monthly meetings help to promote a spirit of cooperation among the farmers of the community.

This spirit spreads from the farms throughout the rest of the community as the farmers become more involved in promoting community improvements. The organization serves as a public relations program for agriculture as the members assist with fund drives and various other charitable programs. The Stamford Young Farmers serve as superintendents and bookkeepers for area FFA livestock shows, and they have taken the lead in raising funds and managing a new building for local and county events. They have also sponsored a farm equipment sale and held farmers in moving obsolete equipment.

TEACHER RESPONSIBILITY

It is my feeling that the vocational agriculture teacher must take the lead in utilizing the farmers of the community, not only for their own benefit, but for the contributions they can make to the community. It is the duty of the teacher to attend a majority of the meetings to show his interest in the problems of the farmers and to assist the officers in guiding the program. He should also assist in contacting farmers about scheduled events and in enlisting new members. When comparing the benefits the teacher and the community receive from a well-organized group of farmers, working together with the regular monthly meetings help to promote a spirit of cooperation among the farmers of their community.

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FEATURING:

Urban Post Education in Agriculture

Slaughter and meat packing plants utilize people knowledgeable enough to converse with farmers or business consultants. Chemical companies base field representatives in urban centers to cover the greenhouse and garden center market. The stockyards use people in their daily operation as well as in market data collection and reporting. Brokerage firms need people knowledgeable in agricultural commodities. Sewage treatment plants and area planning commissions work with our environment and with agricultural industries. It becomes hard to think of any large urban business that doesn’t have contact with agriculture.

SUPPLY AND DEMAND

The decline in farm produced people leaves a large demand in the urban job market and a small supply of qualified people to fill it. Businesses with affirmative action plans find it especially difficult to find qualified minority individuals. The result is that many entry level positions are filled by whoever can be found. The biggest lack of skilled agricultural employees seems to be at the blue collar and middle management level. It’s at precisely this level that postsecondary education is Wisconsin is directed.

Industries, unions and manpower development people see no substitute for prior work experience in qualifying people for a job. Our vocational philosophy of “Learning by Doing” would seem a good alternative when a farm background isn’t possible. Our advisory committees have given their approval to this type of training and it’s been accepted by most of our employers. Milwaukee Area Technical College’s 180-acre farm becomes the student’s primary classroom and learning laboratory. “Learning by Doing” involves practice and repetition. This not only sharpens job skills but also helps approximate the work environment. If a student becomes bored after one repetition of a task, they will not likely find it anymore gratifying when performing in industry.

PROBLEM SOLVING

In the Agri-business Division at Milwaukee Area Technical College, we rely heavily on problem solving as a teaching technique. Students can’t possibly acquire the equivalent of four years of high school work and eighteen years of growing up on a farm in a two-year vocational diploma program.

The best one can expect is that students develop to the point of being able to find information and reason their way out of problem situations. Employers don’t need people who stand around drinking coffee because they aren’t sure of what to do next.

Teaching adults with an urban background presents some unique challenges. Many times students aren’t able to relate what’s being taught to past experiences. They may not be able to identify with examples the teacher uses. It may be difficult to explain why a farmer is willing to work fourteen hours per day when his return to labor is less than could be made in industry. These students may need to redefine their self-concept and identify if they are to succeed in agri-business. Helping them do this becomes a larger challenge than improving their subject matter knowledge.

Agri-business is ever broadening and diversifying. Postsecondary adult education in agriculture must keep pace in order to serve a greater diversity of students as well as employers. This is especially true in vocational or adult education districts where high schools do not offer vocational agriculture.
Preparation for "Teaching Vocational Students with Special Needs"

By Lawrence F. Helt
Teacher Educator
North Dakota State University

In conformity with recent federal legislation and state sanctioned guidelines, the future vocational teachers must be prepared to assume the responsibility for accommodating mainstreamed students in their classes. Agricultural educators should provide the best possible pre-service preparation for prospective teachers aimed at meeting the state and federal guidelines relevant to serving the disadvantaged and handicapped vocational students.

During the 1977-78 school year, just such a challenge was met by developing the new course entitled: "Teaching Vocational Students With Special Needs" within the Agricultural Education Department at North Dakota State University. As a special course designed to complement the methods series, the undergraduate students initially enrolled in the elective agricultural education course through counseling by staff advisors. From there on, the course has evolved through efforts of the author in providing relevant teaching experiences to their students and experiences in the "lifetreaming" educational course that has attracted five graduate students (active voag teachers) during the current academic spring quarter. The course class size has grown from 24 students in 1978 to a total of 26 in 1979 even though it was offered both fall and spring quarters of the 1979-80 academic year.

OBJECTIVES

The underlying course objectives are centered around the premise that teaching special need students is challenging and equally as rewarding as teaching "normal" students. The greatest residual effect realized is that the prospective teachers gain practice in being more empathetic toward all students. Simply stated each future teacher becomes more proficient in serving all students, including the normal, and the disadvantaged, as well as the handicapped.

Specifically, the key objectives are geared to help prepare the prospective vocational teacher to serve as a functional and cooperative team member of the faculty required to develop Individualized Educational Programs (IEP) for all mainstreamed handicapped students. The future vocational agriculture teachers learn to recognize special need students placed within the regular classroom or the least restrictive educational environment. Special emphasis is placed on implementation of needs assessment and vocational evaluation follow-up. With the utilization of a localized Directory of Human Service, each future, as well as current, teacher learns to rely on his or her own school and community resources. Teaching strategies are promoted that will modify the course content to best fit each special need student's individualized learning styles.

When all objectives are focused vividly, the ultimate goal of student occupational placement reveals itself as the ulterior motive to nurture independence in life for each handicapped student.

TOPICS

Each class session is devoted to a course topic that tends to build toward achievement of the specific course goals. The role of the vocational educator in serving special need students evolves as the first class topic for the course. The second topic revolves around implementing the legislative provisions for students with special needs in vocational programs. The next three topics deal with the identification of the disadvantaged, or mentally or physically handicapped students and how teachers can recognize their strengths as well as their limitations. The following three topics relate a natural sequence of student referral, vocational evaluation and class placement through a faculty studying that formulates an IEP for each handicapped student. The final three topics zero in on utilization of school, community and state human services required to develop and implement education materials that capitalize on all the strengths of the individual special needs student.

ASSIGNMENTS

All students must attend class sessions and submit weekly reading reports on the appropriate discussion topics. Participants conduct a survey of vocational agriculture teachers each year to determine current serv

status to special need students in typical high schools. Visits to a local vocational evaluation center, regular vocational placement program, and a sheltered workshop for work adjustment skills development are required of all prospective teachers.

A "hands on" type experience is provided, whereby each future teacher prepares a comprehensive case study on three (real or hypothetical) students. Specifically, a case study is completed on one student for each of these three categories: disadvantaged, mentally handicapped and physically handicapped. Initial the case study involves a complete Individual Student Learning Needs Profile. A Vocational Evaluation and Needs Assessment would be recommended as the next step which would be completed by special services personnel. Each prospective teacher does experience the role of a "Case Manager" by making the necessary arrangements for the faculty staffing before the actual IEP and Individual Instructional Plan (IIP) are developed by the student-parent-faculty team conference. The future teachers experience designing the long term goals for the IEP and also the short term objectives for the IIP for each student case study. Each prospective teacher enumerates a comprehensive set of strategies for each special needs vocational student with the most effective individual learning styles and personal student strengths emphasized.

EVALUATION

The student and course evaluations have been very effective in increasing teaching skill and improving instruction to an extent. As an example, the Ghetto Game was used as a human relations module in the first class offering. Based on the student's participant feedback, the author felt justified in deleting the activity from the subsequent course offering. The student evaluation technique revolves around two comprehensive written examinations. Both the midterm and the final exam are used primarily as teaching devices rather than grading instruments. The two evaluative instruments yield only 1/3 of the course grade value, but yet the course highlights are emphasized and the activity provides an opportunity to share the key points through individualized study and response. Another evaluative instrument is used to determine how effectively the course was taught through utilization of references, relevant "hands on" activities, practical case study assignments, and suggested course/ class improvements.

SUMMARY

One aim of the course cited is to provide time and teaching stations where each prospective teacher will experience serving as a resource person to special needs students in a vocational agriculture program. The typically mainstreamed vocational agriculture classes at the supervised teaching centers in the State of North Dakota provide a nearly perfect setting and experience to the student teachers. Invariably, socially students with special needs are already served by the supervising vocational agriculture teachers. As comprehensive special services become evident in the smaller rural schools, the future vocational agriculture teachers should be and must be prepared to serve all students that can benefit from the program. The aim again is not to vocational agriculture teachers whereby the student, parents and teachers all work for the occupational goals of the student. However, the present and future thrust must be to strengthen these established ties and expand beyond the confines of the home and vocational agriculture department in order to provide the entire school system as well as all available resources of the community.

NOVEMBER 1979

THE AGRICULTURAL EDUCATION MAGAZINE
Opportunities for Involvement in International Agricultural Education

By Harold R. Matteson
Director, Center for International Programs
New Mexico State University
Las Cruces, NM

The first question we must ask in considering the topic under discussion is: what opportunities are there for those in our field to play a part in international agricultural education? Developing countries do not generally look upon agricultural education as a specific discipline. Rather, they see it as an umbrella term to cover animal science, agronomy and virtually any other subject of farm-related coursework. Either through oversight or ignorance, our own government takes much the same attitude. For purposes of this article, I will accept the broader definition for international agricultural education and use "agriculture education" to identify the specific area of study.

BACKGROUND

A 1974 mandate from Congress to the U.S. Agency for International Development (AID) has had a considerable impact on the programs the latter can conduct in less developed countries (LDCs). In essence, it states that programs developed, implemented and financed by AID must focus on the so-called "poorest of the poor." Since most LDCs are agricultural, this usually means targeting programs for impoverished small farmers.

Prior to 1974, much of AID's development assistance was geared to a different clientele. Thus, the new mandate has led to a number of programmatic changes and can be expected to lead to more as time goes on. Some of the ones already made, as well as others that should be made, are bound to increase the international opportunities for all those in vocational education and especially for those in agricultural education.

More Emphasis on Agricultural Education in Elementary and Secondary Schools

Many people in change agent positions in developing countries are university graduates, and often they took their degrees in the United States. In addition, few of them come from farm backgrounds or have had training in agriculture at all. It should come as no surprise that they lack the motivation and the ability to put together programs relevant to small farmers.

One way to ease this problem, at least in part, is for U.S. technical assistance programs to concentrate more on training at the secondary level and less on universities. This is likely to trigger several changes in existing secondary agricultural programs in countries involved. Schools will have to alter admissions policies to admit more rural students, and more schools will have to offer agricultural courses. There is a need to find ways to allow students to study in their own communities and to base curricula that emphasize "hands-on" experience, preferably on the students' own farms. Schools should also set up internship programs that give participants a chance to learn what it feels like to be a change agent.

More Emphasis on Lay Leaders as Change Agents

A major problem LDC's come up against is they confront the plight of the small farmer in the scarcity of change agents. The ratio between the latter and the former in some cases ranges between 200 and 5000 to one. The problem is compounded by the fact that the target population is largely illiterate and the most effective means of communication is word of mouth. This makes it clear that, if professional change agents expect to reach very many small farmers, they must be able to train and work through lay leaders.

More Emphasis on the Role of Women in Agricultural Development

AID and many LDC's are beginning to recognize the role women play in agricultural development. Traditionally, they have been seen as homemakers with considerable influence on family nutrition and diet. However, recent studies indicate they are often deeply involved in food production since their husbands spend most of their time at jobs off the farm. The growing awareness that women and children do a great deal of crop and livestock work should have a considerable impact on the formal and non-formal offerings of rural schools.

Becoming Involved in International Activities

The foregoing makes it quite apparent that, if AID and other development agencies really want to meet the needs of small farmers, vocational educators particularly need to become involved in programs growing out of the 1974 mandate. It is usually best to approach those in agriculture first, since they have a major role to play. Indeed, those already in the field are often asked by students and others what it takes to become involved in programs growing out of the 1974 mandate. It is usually best to approach those in agriculture first, since they have a major role to play. Indeed, those already in the field are often asked by students and others what it takes to become involved in programs growing out of the 1974 mandate. It is usually best to approach those in agriculture first, since they have a major role to play. Indeed, those already in the field are often asked by students and others what it takes to become involved in programs growing out of the 1974 mandate. It is usually best to approach those in agriculture first, since they have a major role to play. Indeed, those already in the field are often asked by students and others what it takes to become involved in programs growing out of the 1974 mandate. It is usually best to approach those in agriculture first, since they have a major role to play. Indeed, those already in the field are often asked by students and others what it takes to become involved in programs growing out of the 1974 mandate. It is usually best to approach those in agriculture first, since they have a major role to play. Indeed, those already in the field are often asked by students and others what it takes to become involved in programs growing out of the 1974 mandate.

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THE AGRICULTURAL EDUCATION MAGAZINE

November 1979

Vertically Storing for Short Metal

During our years of teaching, we have always had trouble storing short lengths of metal in the ag-mechanics lab. This past summer we constructed a metal storage rack which solves this problem. The rack will store 20" of metal from 0" to 4 feet in length. One feature of this rack is that you can easily locate any piece of metal. The rack is made of one 16 foot stockade panel and 67 feet of 1½ x 3½ inch angle. The metal being stored vertically, instead of horizontally, allows the student to easily see the kind, size and location of the material. Metal can be stored in the open spaces of the hog panel according to the length and size. We have found this storage rack very helpful.

VOCATIONAL AGRICULTURE INSTRUCTORS

Savannah High School
Savannah, MO

Dean Stafford and Dan Stafford

Quest Editorial - It Will Work!!

3. Benefits to the ag department and teachers have been numerous. First on the list, however, would be the first-hand knowledge of the problems faced today by farmers and farm managers. This knowledge has re-supported our secondary ag program, but has also caused us to re-evaluate and add some new instructional materials. It has kept us abreast of the latest developments in production and harvesting of food and fiber at the grass roots level.

Through the adult program we have a ready supply of Ag Advisory Committee candidates. I believe our committee is more versatile and we have a closer contact with each member. Because of widespread advertising of our adult program, school administrators and board members have become more aware of our total ag program. Some adults have donated machinery to be assembled and overhauled in our shop. They have provided places of employment and training for students in our work experience program.

Although the adult program cannot take all the credit, we have seen a steady increase, in the past few years, in our secondary ag program. This increase has been in terms of numbers of students as well as increased participation in FFA leadership activities.

Is the adult ag education program worth the extra work and planning necessary to initiate and carry it out? After three years our ag department thinks so. I look forward to the program each fall and feel that I learn as much as the students do. You'll have to make your own decision. It has been proved! It will work!!

Dean Stafford and Dan Stafford
Vocational Agriculture Instructors
Savannah High School
Savannah, MO
Teaching skills in vocational agricultural mechanics has been the topic for debate for many years. However, it is the opinion of all that teaching basic skills is a must for all students in all mechanics programs. The question arises, "Just how much time should be spent teaching basic skills?"

Arkansas' vocational agricultural mechanics program is very unique. Its design is such that it requires the use of teachers to teach basic skills and also allows for advanced training. The mechanics program is built on fourteen areas. These areas are: welding, oxyacetylene welding and cutting, using oxyacetylene torches and cutting, hand torches and cutting, general shop maintenance and sketching, plumbing, sheet metal and soldering, woodworking - power tools, woodworking - hand tools, tool fitting, concrete and masonry, cold metal work, small gas engines, surveying, and painting and glazing.

The basic design of the program allows the instructor to teach basic skills during the first two years of a vocational agricultural program. It is recommended that the students be employed in practical work in the basic skills.

The station method of teaching in the laboratory requires the instructor to teach the "must know" items in the classroom over four or five areas. The number of areas are determined by the traditions and expectations of the students in the laboratory. The instructor must produce some type of "skill sheet," "procedure sheet," or "job sheet" for each station. The student will have the basic skills at each station after demonstrating before being required to complete the skills. Normally, two to four weeks will be required at each station. As students complete the skills at each station, they will rotate to the next stations.

Minimum level of performance becomes very important. What is acceptable must be spelled out very clearly to each student. The instructor must evaluate the student's performance at each station and approve each student before moving to the next area. The instructor must set a level of skill performance that is acceptable, yet high enough that quality will not be sacrificed. Quality control becomes more important than just completing the skill. If the skill completed does not meet the minimum level of acceptance, the student must again attempt the skill. Instruction and demonstration should be reviewed and assistance provided to the student to aid in the development of a skill of a quality that is acceptable.

Job sheets (for whatever name used) must contain the skill to be completed, a list of tools, equipment, and materials needed, and a step-by-step procedure (with illustrations) of how to complete each skill. The development of these sheets requires the instructor with special talents. The procedure must be specific enough to enable the student direction, yet broad enough to allow the students to make their own decision on their own.

After a student has completed the basic skills in the fourteen areas, he may move into semester courses where he will learn all the basic knowledge of skills will be applied. Many of the areas are stepping blocks into more advanced areas. For example, a small gas engine area provides the basic fundamentals of engine operation and allows the student to move to larger, more complex engines. It is also useful in the area of servicing and maintaining engines.

Listed are examples of skills that may be performed in each of the areas.

**By Clifton E. Braden**
Teacher Educator
University of Arkansas
Poyetteville, AR

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**Leader in Agricultural Education**

**ALBERT J. PAULUS**

By George W. Wiegens, Jr.*

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**Frew, if any, who have worked in agricultural education have more fully enjoyed helping youth and adults progress in their learning than has Dr. Paulus. He has demonstrated through the years the rare ability to "to boil down" information so that students and teachers could grasp and use it in solving real problems.**

Dr. Paulus served as Subject Matter Specialist for over a quarter of a century at the University of Tennessee, Knoxville. He added poetic touches to his "mimeos" and other publications for teachers of vocational agriculture. He prepared more than forty such publications; edited a textbook, "Hog Profits for Farmers?"; wrote numerous articles for periodicals; and for several years served as special editor of the Agricultural Education Magazine. He also taught undergraduate and graduate courses in Agricultural Education, in 1954-55, he served as acting department head.

Born in Safford, Ohio, on December 8, 1890, Dr. Paulus grew up as the middle child of seven brothers and sisters on "Maple Lane Farm," Johnson County, in Portage County. In his youth he worked on a dairy farm and in his spare time as a part-time truck driver on road construction, and a truck driver for a bakery. His education was interrupted by service in World War I, but he earned a Bachelor's degree from Ohio State University in 1924. Once he stated that without exception his college studies were a real asset.

Dr. Paulus had this to say about his first experience as a certified vo-ag teacher: "It was a new department in a relatively small high school in northern Ohio (Cincinnati High School). The warm welcome, wholesome cooperation, and complete support of the program were most heartening. Each year in addition to the high school classes, we had a Farmers Institute with state recognized speakers, a community fair with exhibits, an adult class, and a play with a local adult cast. Later we added a young farmers' class. Satisfaction and rewards beyond all expectations."--

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**DURING HIS YEARS IN THE CONGRESS**

Community he married Miss Ella Everett from Sandusky, Ohio. She also graduated from Ohio State University having a degree in Home Economics with a major in Dietetics. She then worked as a dietitian at Cleveland Lakeside Hospital until the time of his marriage.

Later, both Dr. and Mrs. Paulus pursued graduate study at Columbia University and completed their Master's degrees at Cornell University during Dr. Paulus' graduate study at Cornell and earned his Doctor of Philosophy degree in Agricultural Education with minor in Rural Secondary Education, Agricultural Economics, and Farm Management.

When Dr. Paulus looked over the field in 1930 he considered the greatest pasture was at Clemson University and joined the faculty there. During the years he had concentrated on student teaching, adult education, in-service training, and the preparation of the sixteen publications of teaching materials on farm enterprises. In addition he taught education methodology. In one of his writings relating to vo-ag teachers in South Carolina, Dr. Paulus has stated, "It is more desirable and determined to serve to men we have never met. There they were in the meat and the depression with cotton the major cash crop selling at five cents per pound about one-quarter normal price. Their salary checks were low, near always late, and mostly in script, which meant a significant discount when cashed. When working with these men in small groups, one could hear many a clever joke on their economic predicament, but seldom a gripe. They had a true faith in themselves and the future of their work." The national economic depression had a severe impact on salaries at Clemson so Dr. Paulus had to look elsewhere to meet his family needs and other obligations.

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*Assistant for publication with the approval of the director of the Arkansas Agricultural Experiment Station.

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**The AGRICULTURAL EDUCATION MAGAZINE**

**NOVEMBER 1979**

*Professor, Vocational Technical Education Department, The University of Tennessee, Knoxville*
Flexible Record-Keeping Systems

By Herschel Staats
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University of Maryland, Eastern Shore
Princess Anne, MD

and

Richard McCabe
Vocational Agriculture Instructor
Wisconsin Senior High School
Salisbury, MD

Are record books becoming obsolete? In states where there is great diversity in the career objectives of the vocational agriculture student, a record book can be too restrictive in its capabilities. To meet the varied needs of students, the State of Maryland is developing a loose-leaf record system where the students can build their own record book.

**FLEXIBILITY NEEDED**

Flexibility is needed in a system so the students need not be concerned with the amount that does not apply to them. Students working in agribusiness for an hourly wage need to record such things as time worked, wages earned, and new skills learned. They will often sell supplementary and improvement practices. The skills learned by the students will also vary widely with their career objectives. Students in a production agriculture program will need to keep records that will enable them to make management decisions at the end of the year. A student with a production enterprise will need to keep receipts, expenses, depreciation inventories, and production practices.

In making management decisions at the end of the year, all enterprises are classified as either production, service, or holding enterprises. A production enterprise would be something like a crop or livestock. An example of a service enterprise would be a farm shop. A growing money or storing grain for future use or sale would be an example of a holding enterprise.

Some capabilities of a record system are needed by all students, such as the student's name and address, calendar of events, agreements, and a financial net worth statement by year. This part of the record system can promote cooperation and unity between the members of the chapter and between different chapters on a regional and state basis.

**LOOSE LEAF SYSTEM**

For these reasons the flexibility needed in a record-keeping system can best be obtained in a loose-leaf system where pages can be added or substituted to meet the students' needs, which would include the scope and size of enterprises and work experience. Planning is one prerequisite for success in any endeavor. Before beginning any enterprise, sound planning and agreements between all involved parties should be discussed and recorded. There should be different agreements for supervised work experience, agribusiness, and production agriculture in livestock and crops. In a loose-leaf notebook one or more of these agreements can be added. Standard forms should be provided for guidelines in developing an agreement in each area.

The heart of any record system is the recording of the receipts and expenses in such a fashion where they can be analyzed to make future management decisions. A student working in a supervised work experience program may only need to keep a daily record of work experience, hours of labor, and wages, while a student working in agribusiness needs to be able to record production practices as well as receipts and expenses.

Figure I and Figure II are examples of our double entry expense pages. The receipt pages are set up in the same format to make the opposite transaction. This system will allow the students flexibility in keeping records on as many enterprises as they wish. In production enterprises the student needs another section of the record system to record production and cultural practices, such as planting dates, breeding records, milk production, etc.

Students working in agribusiness for an hourly wage could elect not to keep this section at all but could keep their time worked, skills covered, and wages earned on a daily diary page.

Opening and closing inventories and net worth statements can be used by all students even though they are keeping records in different sections of the system. The last line on the net worth statement should tell the students the yearly and long-range rise and fall in net worth.

**CONTINUED**

**FIGURE I** EXPENSES FOR CALENDAR YEAR

These instructions for recording expenses apply to all pages until "Expenses for Calendar Year."...

1. Record the same and each of the expenses in one of the four columns (A through D). The same order of listing enterprises on the receipt pages should also be followed on the expense pages.

2. Record entries as follows: Column (D) - The date the expense was incurred. Column (C) - Name of the person or enterprise to whom the expense was paid. Column (B) - Rent, insurance, etc. Column (A) - Number of units purchased or transferred. Column (E) - The amount paid per unit. Column (F) - The total cash paid or on purchase or total value of transferred product. Column (G) - The amount of money owed by the person listed in Column (A).

To aid the student in keeping a flexible record system with the minimum amount of confusion, two things should be accomplished. First, the record system should be kept as simple as possible and the different sections should be color-coded for easy identification.

The second thing that should be accomplished before the students start keeping their own record of activities is for the teacher to run through a sample problem with the students that gives examples of the many different kinds of entries possible in the record system. If the student is used to the example problem from the beginning inventory to enterprise analysis, they will not only learn how to keep records, but also many of the basic management skills in planning and setting up an enterprise.

**FIGURE II** EXPENSES

Column (A) - The amount of money paid toward the total charge listed in Column (B), Column (C) - The amount of money paid for services or goods not related to your enterprise. Column (D) - The total value of a capital expense listed in Column (B) must be listed in this column. Column (E) - The total value of the item in Column (B) must also be recorded under the appropriate enterprise.

The item of Column (B) minus the total payments on the item in Column (A) must be recorded on the summary page as "Account Payable." The total of Column (G) plus the total of Column (D) must equal the sum of the totals of Columns (A) through (E).

**ENTERPRISE**

**TABLE**

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A. Till a field
B. Bind corn
C. Jointer
D. Planer

In summary, basic skills in agricultural mechanics should include more than the use of the miter saw and oxy-acetylene torch. These basic skills should be broad enough to provide the application in several areas that will be common to the rural and urban vocational agriculture student. The tools used in the fourteen areas are such that all can be accomplished during the four-year vocational agriculture program.
Continued

LEADER

Dr. Paulus then accepted the position as professor of the department of education and director of student teaching in a Pennsylvania Teachers College. This took him somewhat astray of his first love—agricultural education. When he returned to Illinois, he became associated with the University of Scranton, where he applied to general education the principles of agricultural education he had learned in agricultural education.

As Mrs. Paulus once indicated, he couldn't give up agriculture. At Christmas of 1937, he came to U of T at Knoxville to promote the selection, organization, publication, and teaching in Materials for vocational agriculture teachers. His nearly twenty-seven years of service made his name well known to agricultural educators in the South through his numerous publications, his service in the many professional organizations, of which he was a member, and his poetical hobby that brought color to his work.

Dr. Paulus had this to say as he approached retirement in Tennessee: "We all recognize the facts with teachers of vocational agriculture have provided a continuous education and expansion of my faith in that group laid in Ohio, sharpened in New York, broadened in South Carolina, muddled in Pennsylvania, and ripened in Tennessee. My reward for working with this group leaves me with the feeling that I have a right to admit that I hold these well-tempered sons of the soil and of human dignity as a special group, whose friendship I value most highly, and with whom I feel a bond which only compulsory retirement could break."

Dr. Paulus was involved in a variety of worthwhile activities beyond teaching and developing subject matter publications. A year or so after the passage of the Smith-Hughes Act and before the FFA was created, he was a recruiting officer of a rural Boy Scout Troop in Ohio. This interest was kept alive. In the 1950's, he was Scout Master of Boy Scout Troop 19 in Knoxville, and continued with the Explorer Post in the 1950's. He received a citation for his scout leadership in 1965 and the Medal St. George in 1957. For many years Tennessee, Georgia, and Alabama FFA leaders met annually at Chattanooga. Ten years to select and honor their queens. Dr. Paulus helped judge the Tri-State Queen Contest for twenty-seven years. Throughout his years he assisted with many types of FFA activities. He has been awarded the Tennessee State Farmer Degree, Forestry Citation and The American Farmer Degree. For many years Dr. Paulus' what's hobby was to collect, quote and write poems. As his interest in writing poetry grew, so did his demand for poems to be used for specific occasions and for the recitation of numerous poems from his collection. In 1964, Paulus' many friends made it possible to publish a booklet containing 73 poems that he had written over the years. Before retirement he had given approximately 30 workshops and had written nearly the same number of poems.

Religion has been a vital part of Dr. Paulus' life. In 1959 he was nominated to the U of T Board of Trustees of the School of Religion and served continuous to retirement date and beyond. While at U of T he has been a member of the Newman Foundation Board, and Chairman and member of the Knox- ville College Board of Trustees and Jews. In 1971, Dr. Paulus was awarded the highest honor that the board of trustees can bestow, being designated a Knight of St. Gregory by Pope Paul VI.

Dr. Paulus officially retired from U of T in August, 1984 after reaching the mandatory retirement age of seventy, but the change brought with it the need to educate them in his free time. The Free Speech School. What now should we all strive to save money for? Grandpa asked.

"To go to Africa," replied fifteen cherubic children.

The next Sunday Grandfather decided to take the kids on a nature walk and hope to give them a greater appreciation of the outdoors. As they were all walking down a trail a deer bounded across the path up ahead, Grandpa asked one of the little boys, "What kind of animal was that?" The little boy replied that he did not know. "Well," said Grandpa, "What does your mother call you?" The boy's eyes got as big as watermelons and he said, "Don't tell me that was a baboon!"

It seems there's always one wiseacre in the crowd and Grand- father had his. One little angel got fed up with Grandpa's efforts to talk to him so in a sweet, unkind manner, "Why, you bad boy," Grandpa was more than a little shocked, "I never heard such language since the day I was born." To this the little angel replied, "Yeah Gramps, I guess dere was a good deal of cussin de day you wuz born."

From the Cowboy Dictionary "Old Timer"—One who remembers when girls who had nothing to wear stayed home.

Who is it that said, "kids are a source of constant joy?" It could not have been a parent. I remember waiting for my little whisperer to say his first word. I asked my wife, "Is it the time the baby said daddy?"

My wife replied, "No I've decided not to tell him who you are until he gets a little stronger."

Speaking of firsts. Did you hear about the young husband who ar- rived home from the office only to find his wife very upset?

"What's the matter darling?" he asked.

"Oh, I've had a dreadful day," the wife replied. "Firstly, the baby cut his first tooth. Then he took his first step. And then he fell and knocked out the tooth.

"What happened?" asked the husband.

"Oh, darling," she wailed in a shrilled voice, "then he said his first word."

Until next time.

Keep up the good work

CONTINUED

GRANDFATHER'S COLLECTION

I don't think I've told you yet about the time the residents of our small town decided to have a playschool to teach the Sunday School class. The very first Sunday Grandfather hadn't any gripe, but then he was kicked out of the collection. Grandpa tried to impress upon the kids how lucky they were to have a Sunday School and that their small donations were necessary so that other children might also have Sunday School. Just think children, in Africa there are six million square miles where there is no Sunday School. No what should we all strive to save money for? Grandpa asked.

"To go to Africa," replied fifteen cherubic children.

The next Sunday Grandfather decided to take the kids on a nature walk and hope to give them a greater appreciation of the outdoors. As they were all walking down a trail a deer bounded across the path up ahead, Grandpa asked one of the little boys, "What kind of animal was that?" The little boy replied that he did not know. "Well," said Grandpa, "What does your mother call you?" The boy's eyes got as big as watermelons and he said, "Don't tell me that was a baboon!"

It seems there's always one wiseacre in the crowd and Grandfather had his. One little angel got fed up with Grandpa's efforts to talk to him so in a sweet, unkind manner, "Why, you bad boy," Grandpa was more than a little shocked, "I never heard such language since the day I was born." To this the little angel replied, "Yeah Gramps, I guess dere was a good deal of cussin de day you wuz born."

From the Cowboy Dictionary "Old Timer"—One who remembers when girls who had nothing to wear stayed home.

Who is it that said, "kids are a source of constant joy?" It could not have been a parent. I remember waiting for my little whisperer to say his first word. I asked my wife, "Is it the time the baby said daddy?"

My wife replied, "No I've decided not to tell him who you are until he gets a little stronger."

Speaking of firsts. Did you hear about the young husband who arrived home from the office only to find his wife very upset?

"What's the matter darling?" he asked.

"Oh, I've had a dreadful day," the wife replied. "Firstly, the baby cut his first tooth. Then he took his first step. And then he fell and knocked out the tooth.

"What happened?" asked the husband.

"Oh, darling," she wailed in a shrilled voice, "then he said his first word."

Until next time.

Keep up the good work

ADULT EDUCATION: GROWTH FOR V-O-Ag IN THE EIGHTIES

Life expectancy, shrinking and abbreviated work weeks provide more leisure time for people to pursue a vocational and secondary vocational interest. Numerous seminars in adult classes in production agriculture are part-time farmers. Substantial numbers of adults are also interested in enrolling to pursue and develop their creative talents. Vocational agriculture has much to offer, to even those with little knowledge and skills which will provide therapeutic or hobby interest. Vocational agriculture's adult education and legislation should seek to fulfill the needs of the audience.

The advantages of providing continuing education in agriculture are numerous. Just to mention a few: 1) technical information keeps the enmeshed and the teacher abreast of current developments; 2) adults are eager to learn and attend through self-motivation; 3) the adults are intelligent and can profit from the instruction; 5) instruction prevents retrogression and community stagnation; 8) schools need the support of the community. To find out what better way to get it through involvement; 7) adult education more fully utilizes expensive school facilities to their optimum; 8) teachers improve and learn from the adults they learn from each other; and 9) it extends the influence of the school program in the community.

TRENDS

Looking to the future, vocational agriculture needs to expand its offerings in adult education. Many people in production agriculture are not being served through the younger programs. This potential market is currently available. Additionally, expansion is needed to serve adult in the other taxonomy areas such as sales and service, agricultural mechanics, horticulture, agricultural products, forestry and natural resources. The desire is there on the part of the adults, the support of the efforts, the state supervisors and the university personnel encourage expansion, and now available those on the cutting-edge (the teacher) need to ac- cept the challenge of fulfilling these needs. Continuing education will be the major potential growth area of the eighties. This growth will encourage a total, comprehensive program of vocational agriculture to exist in the next decade.
AGRI-BUSINESS SIMULATION IN GRADUATE EDUCATION — Graduate students in the Department of Agricultural and Extension Education, Mississippi State University, practice using the agri-business mini-laboratory established in the Department. The mini-laboratory is used to develop technical competencies in agri-business and to study appropriate techniques and methods of teaching agri-business. The students are (from left to right) Dale Miller, Larry Martin, and William Patterson. (Photograph by Jasper S. Lee, Mississippi State University)

NOON LUNCHEONS POPULAR WITH MSU GRADUATE STUDENTS — William L. Bost, Director of the Mississippi Cooperative Extension Service, is shown speaking to graduate students and faculty members during a boxed lunch luncheon. The catered box-lunch seminars have been well received by students and faculty in the Department of Agricultural and Extension Education, Mississippi State University. (Photograph by Jasper S. Lee, Mississippi State University)

Dr. Edgar Persons, University of Minnesota, gets an idea across by utilizing a field trip to a farm. Vo-Ag teachers enrolled in his Adult Farm Management course can readily adapt to Dr. Persons' technique. (Photo by Mr. Sang Soo Kuhn, University of Minnesota)

Supervision of the student's Occupational Experience Program gives Mr. Paul Holley (left), District Supervisor, and Mr. Joe Scarborough (left center), Vo-Ag teacher, an opportunity to discuss the entire program as well as career goals with a student and his father. (Photo courtesy of Jim Johnkrow, Auburn University.)

This Hi-Boy was recently purchased to facilitate spraying soybeans and peanuts. Albert Lampkin keeps his equipment in good operating condition, according to principles taught in Adult Education classes in Dodge County, Georgia. (Photo courtesy of Dr. Ira Hicks, The Fort Valley State College, Fort Valley, Georgia.)