Stories in Pictures:
Experiential Programs

Various approaches are used in providing experiential programs. The Story in Pictures from Kirkwood Community College in Cedar Rapids, Iowa.

The rural building construction program contracts with area farmers for farm building projects. Here the students are shown completing concrete work on a large hog confinement facility.

Students in the agricultural mechanics program are provided opportunity for hands-on experience in farm maintenance repair. (All photographs courtesy of the Kirkwood Service, Cedar Rapids, Iowa.)
Making The Most Of The Summer

Professional growth includes the individual conscientious effort of members of the profession to improve themselves. This can be achieved in several ways: participation in workshops and classes, gaining experiences through work participation in agricultural businesses and on farms, and reading professional books and journals. Writing a letter to the Editor of THE AGRICULTURAL EDUCATION MAGAZINE is an additional form for growth in that it involves individuals to assess their philosophies and practices (Your comments and suggestions — disapproves and approvals — will be welcomed. Some of these may be published.)

Housekeeping Chores
School laboratories and classrooms need extra attention in the summer to keep them in good condition. Broken tools and equipment should be repaired and properly arranged. Trash should be cleaned up. Painting, safety zoning, and other activities may need to be performed. Neat, orderly classrooms and laboratories have a positive impact on public relations. They represent the instructional program to casual observers. It shows that the teacher is a planner, organizer, and professional individual. Relationships with school administrators are improved by attention to housekeeping practices. I have talked with administrators who were embarrassed by the lack of housekeeping in the vo-ag facility. Good housekeeping practices are expressions of the competence and motivation of a teacher.

A Time For Helping
Many new teachers begin their first teaching position in the summer. Experienced teachers can help them off to a good start by spending time visiting with programs. Every beginning teacher needs some help in planning teaching calendars, developing lesson plans, organizing facilities, obtaining instructional materials, and other areas. Helping a beginning teacher get off to a good start helps the entire profession. It builds quality programs. It builds professional communication. It helps dispel de
Making The Most Of The Summer

(Continued from Page 3)

corps. Perhaps it is time for our profession to recognize those teachers who help teachers!

Start Here

This issue of the Magazine focuses on summer programs and has several articles which will get you off to a good start this summer. Marvin Cepica of Texas Tech University serves as the editor for this issue and has prepared important topics on summer programming. They are to be commended for their work.

THEME

Observations Of Summer Programs Of Vocational Agriculture

Accountability for the summer program is a major priority of vocational agriculture teachers having 12-month programs. Several problems are inherent in year-round programs, including lack of understanding by school administrators, legislators, school board members, and the general public. Teachers of 12-month programs in vocational agriculture must constantly be on the alert to safeguard summer programs.

One of the striking things we notice is that some teachers find it easy to be accountable for their summer program, while others have a difficult time. There seems to be certain commonalities prevalent among teachers who have outstanding 12-month programs. These teachers normally are highly visible people. They possess good communication skills and are operating programs which actively involve in-school and adult students. Successful vocational agriculture teachers are concerned with eight major summer program areas.

In-School Youth

Successful vocational agriculture teachers feel that supervising occupational experience programs is an important part of the summer program. Much of their energy is directed toward organizing programs of crop and livestock projects. In addition to supervising established projects, they locate and secure projects and locate occupational training centers for the coming school year. Visiting prospective students and their parents allow teachers to become acquainted with them on a personal basis. Teachers agree that organization is an excellent motivational tool which keeps their students involved in vocational agriculture. FFA and MCCA and allows teachers the opportunity to associate with many people. This highly visible activity helps the public realize the importance of the summer vocational agriculture program and

The Cover

Summer is a time when students can get away from their programs in their communities. Teachers must make the most of the opportunities available to promote and develop experiences on a personal basis and gain awareness of the total vocational agriculture programs of the country. Teachers to local newspaper, radio, and television stations are critical if they are to have an impact on the summer program. They must be aware of the difficulties that farmers are having in finding students to work with on the farm. Adult education programs should be planned as needed. Adult educators and program planners must pay particular attention to the relationship between the vocational agriculture and the adult and young farmer. In this article by Drs. N.K. and Tom Quiralle will provide useful background information regarding adult education programs as well as detailed summer programs and activities for an outstanding young farmer program.

By M.J. Cepica and Jerrry Stockton

Program and Instructional Planning

Program and instructional planning is a basic activity at vocational agriculture teachers. They collect teaching materials such as insect specimens, grass and crop weed seeds, and other teaching needs in school and adult programs. Photocopies, slides, and educational films are ordered to classroom instruction. Annual teaching plans are revisited and farm field plans are reviewed. The planning of an important activity in this area, however, is communication with the administration. Keeping the administration aware of the concerns and program activities is a step never neglected by the successful teacher.

FFA

Vocational agriculture teachers agree that various activities are important to the summer program encourage chapter members to participate in local and state meetings. FFA officers hold at least one FFA chapter meeting. Many hold as many as three meetings. FFA officers are encouraged to attend training schools that are offered in most states. Teachers plan summer tours or encampments in various activities. If youth development is to be taken, various group activities are essential in the summer program. From Corn Belt to Cow Country—the Summer Programs speaks to the importance of occupational experiences as well as FFA activities. The reinforcement of your present philosophy or new ideas will incorporate in your present program may be found in this article by Miller and Moss.

Inservice Training and Summer Credit

Vocational agriculture teachers with good summer programs are involved in inservice training during the summer. They realize the importance of keeping up to date on the latest innovations and information. Successful teachers make sure that activities of this type are publicized in local papers and that administrators and colleagues are informed of the material concerning attendance at such meetings. Information gained may be shared with students and adults in community meetings and in the classroom. Most states make provisions for teachers to attend summer school and receive credit for completed courses. Some schools require that teachers receive a designated amount of college credit each two or three years as a part of their professional growth. Workshops and short courses may be offered, with college credit available to those wishing to enroll for it.

Other Summer Activities

Necessary reports must be completed during the summer months to keep programs in compliance with state regulations. Vocational agriculture teachers with 12-month programs are usually allowed a vacation of approximately two weeks. At a time when it does not conflict with other program activities. There are other activities to be squeezed into the summer. Innovative teachers will always turn the necessities of their programs into learning situations for the clientele they serve. For example, the Kilgore, Texas, vo-ag teachers use the school farm as a center for summer activities. The summer use of this facility was described in a recent article authored by vocational agriculture teacher, Bill Rosser. The eight basic areas discussed in this article form the foundation of the summer program. This is discussed in the article by Harris is it is impossible to include all the items that should be completed for a successful summer program. Teachers tend to emphasize selected areas in the summer programs. No two programs are exactly alike. However, commonalities exist in all summer programs. These commonalities include communication, community involvement, and a high degree of viability that are found in common when observing successful summer programs. These same ingredients surface in the messages delivered in each of the following articles on the theme of "Summer Programs Of Vocational Agriculture."

Themes for 1981

The Agricultural Education Magazine

Time Management

Community-Based Programs

Keeping Up To Date

Programs in Agricultural Supplies

and Services

Energy Education

Adult Education

Professionalism

The Beginning Teacher

Student Management

"Teaching" in a Limited Community

Using Research

Relations with Agricultural/ Educational Agencies

January

February

March

April

May

June

July

August

September

October

November

December

THE AGRICULTURAL EDUCATION MAGAZINE
Take Time For Students

From Corn Belt To Cow Country -- Ideas For Summer Programs

BY STANLEY BLACKWELL, JACK ROWLAND, AND RICHARD WILKERSON
Editors Note: All three authors are young teachers.

Offered by a student of the Agricultural Education at Texas A & M University, Mr. McCoy is a former agriculture teacher in Indiana and is currently a graduate assistant at the same university.

New Student Selection and Orientation

Summer programs of activities should include working with the students who are entering vocational agriculture. A good practice is to have first-year students which provide students for their precol lege classes during the summer months, many areas are listed: Public rela-
tions, community education, and advertising to supervise occupational experience programs. Occupational experience programs in production agriculture include selecting programs, planning, and individual student programs. Basically, it is personal contact with student, parent, and home.

New SOE Initiation and Supervision

Along with the supervision of existing SOEs, a new co-op student must be considered. The key to supervising co-op students is planning a program for each student. The teacher or sponsor should be arranged with the department, its program, and the student's personal interests. The teacher can be a part of the team. Each class is a part of the program. The teacher should be familiar with the student's interests and how he/she will be involved. The teacher should be familiar with the student's personal interests and how he/she will be involved. The teacher should be familiar with the student's personal interests and how he/she will be involved. The teacher should be familiar with the student's personal interests and how he/she will be involved.

Student -- Number One Priority

Regardless of our intentions and as our summer activities increase, some of us may find less time to supervise students. We may not realize how important it is to time each day. The majority of our time should be used to supervise students and not plan summer programs with instructional opportunities. If the school owns a farm, there is a natural opportunity to involve students in many ways which will aid in the development of their SOE. A demonstration plot operated by the department can provide opportunities for many types of occupational experience programs. A new SOE for an experienced teacher can provide the basis for an occupational experience program. Many individuals are involved in planning and conducting occupational experience programs. The most important goal of the teacher is to develop leadership qualities in the students.

Supervising Occupational Experience

The teacher is the focal point of the students' program. The teacher should be concerned with the education and development of the students. The teacher should be concerned with the education and development of the students. The teacher should be concerned with the education and development of the students. The teacher should be concerned with the education and development of the students. The teacher should be concerned with the education and development of the students.

Competition may contribute to the development of leadership qualities among the students. Students who are motivated by the possibility of winning may focus more of their time on developing leadership qualities among their peers. Competition can help students develop leadership qualities among their peers. Competition can help students develop leadership qualities among their peers. Competition can help students develop leadership qualities among their peers.
The Sulphur Springs Story . . .

Summer Activities For Young Farmers

The program has long been recognized as the nation's single most important industry. In view of projected sales for 1965 and the new programs and new uses for agricultural products, its importance will continue to increase. It is a vital phase of the nation's economy. It is estimated that young agriculturists continue to grow in size and number. The program is used to educate their skills and knowledge in order to improve the quality of their products and services.

Summary

Do some of the ideas we have gathered sound familiar to you? Perhaps many of the same ideas are being conducted in Texas and throughout the nation. The idea is to provide summer programs that will enrich the knowledge of young people in agriculture. The programs should be designed to improve the quality of the young people's work and their understanding of the agricultural world.

Need for Young Farmer Programs

Many changes have taken place in recent years which have contributed to a growing need for young farmer programs. Some of the most important changes are as follows:

- Rapid technological advancements have occurred in agriculture, such as the introduction of new chemicals and methods of production.
- The introduction of antibiotics and hormones in livestock and poultry feeding; the introduction of new crops and varieties; an increase in mechanization in farming, and the automation of many processes.
- Increased use of cost-price squeeze which demands high operational efficiency to stay in business.
- Increase in size of farming operations which in turn helps to meet a tremendous increase in the amount of capital required.
- Loss of a dependable source of labor.
- Extensive mechanization of farming operations and a resultant increase in the amount of maintenance and repair work.

A Continual Program

For young farmers, learning is a continuous and life-long process. The need for adult education in agriculture has never been greater. Although the aforementioned statement is without a doubt true, many young farmers have not been capable of keeping up with educational changes. It has been a problem that many young farmers have not been able to keep up with the changes in agriculture.

Many activities are undertaken by young farmers and this chapter in the summer is an important step in the process. The Sulphur Springs program is one of the summer programs that has enjoyed success for many years. The Sulphur Springs Center received the Seed of Progress Award for its effectiveness in teaching young people the importance of agriculture.

(Continued on Page 10)

THE AGRICULTURAL EDUCATION MAGAZINE

By N.K. Quarles and Thomas A. Quarles

Editor's Note: This is a father-son teacher educator author team. Dr. N.K. Quarles is an Agricultural Education Professor at Texas A&M University, and Dr. Thomas A. Quarles is an Agricultural Education Teacher and Researcher at Stephen F. Austin State University.

- Introduction of larger tractors and equipment.
- Increase in the use of foreign policy in agriculture in such a way that production and marketing of farm products are influenced.
- Increase in the use of government in supply management of farm products.
- Market demands and consumer preferences.
- Course requirements for secondary school students are not adequate to meet the needs of all persons who are preparing to be leaders in agriculture.
The Sulphur Springs Story . . .
 headquarters for Young Farmers

(Continued from Page 9)

cond charter in the Texas Association 25 years ago and is now recognized as being the oldest active chapter in the State. The chapter has received many awards. In 1979, it was selected as being the outstanding young farmer chapter in Texas. The participation and involvement of the chapter's 212 members is evidenced by its 1979 summer program of activities, outlined as follows:

**June 5**
A young farmer officers meeting was held in order to make plans for the Area VI Young Farmers Field Day and the local firework display.

**June 9**
Ten members and two advisors from the Sulphur Springs Chapter attended the Area VI Young Farmers Field Day sponsored by Van, Young Farmer Chapter.

**June 12**
The young farmer chapter held a regular monthly meeting with 37 members in attendance. A barbeque supper was served in the program, which was presented by a local tractor dealer on key equipment and how to use it.

**June 18**
A young farmer officers meeting was held to develop plans for a family picnic and the local firework display.

**June 25-28**
The Sulphur Springs Young Farmer Chapter was host to a tour group from Oklahoma Vocational Agricultural Teachers and Agricultural Education Graduate Students from Oklahoma PState University. Upon their arrival, the Sulphur Springs Chapter served a barbeque lunch and then took the group on a tour of the local area. During the following two days, two representatives of the Sulphur Springs Chapter escorted the group to other East Texas towns.

**July 1**
The young farmer chapter sponsored a firework display for the community. Fifty chapter members participated in the program, which was attended by approximately 10,000 people.

A member of the young farmer chapter assisted the advisor in the State FFA Contest at Lubbock, Texas.

**July 24**
A young farmer chapter advisor in order to make plans for a special FFA chapter training school, plans for the upcoming young farmer organization for the new year.

**August 2**
A young farmer chapter advisor was selected as the second most outstanding Agriculture Teachers at the State FFA In-service in Houston. The topic of the presentation was “The Importance of Local Programs.”

**August 13-15**
The young farmer chapter sponsored a leadership training school for the chapter and other school organizations. The young farmers gave all expenses involved in training to the fifteen FFA members and the council members. The FFA and the council members were guests of honor.

At the conclusion of the meeting, a banquet was held for the officers, advisors, and local school district superintendent. The硫frage chapter was honored for their contributions to the community.

**August 17**
Two members of the young farmer chapter were selected as representatives from the Sulphur Springs chapter to attend the state convention in Austin.

**August 21**
The regular monthly meeting of the chapter was devoted to the election of new officers for the 1979-80 year.

**August 24-25**
The young farmer chapter advisor and a new officer of the Sulphur Springs Young Farmer Chapter held an officer training retreat, which included nineteen members and their wives, enjoyed recreational activities and discussed the program of events for the coming year, as well as the duties of the new officers.

**Summary**
As evidenced by the summer program of the Sulphur Springs Young Farmer Chapter, the summer months are active time for young farmers. Although there are many significant activities, one of the most important is the chapter's efforts in organizing, planning, and conducting programs of activities. If this is accomplished, the result should be a larger chapter in terms of participation, but a more interested, involved, and active group of young farmers that should benefit both individually and socially from the experiences.

**References**
Stillwater, Oklahoma State University.

**THE FFA Farm As A Center For Summer Activity**

**By Bill Rossell, Editor, The Agricultural Educator for Oklahoma Agriculture**

Thinning, controlling parasites, and providing advice on nutrition. What a teacher can accomplish: A challenge by imagination when the students are involved in an active summer program.

An Informal Summer FFA Meeting
In addition to the traditional project supervision work, our school farm is used for other activities in the summer. Our vo-ag students like to have at least one summer FFA meeting each week. We usually have a summer meeting meeting the first week of July. At this meeting, the students usually sit on the roof of the church and listen to the president take care of the business meeting. After the meeting is over, the students then come to the school and begin their activities for the day. The students then attend the meeting at the farm. They seem to enjoy visiting with each other and with the teachers in the relaxed atmosphere.

It is at the summer meeting that excitement for the coming year starts to build. It is a time to renew friendships who compare ideas, offer challenges about what we will do in the fall stock shows, and so on. The delegates who have just returned from the state FFA convention give their reports. It is arranged so that each person who attended the state convention shares in a part of the program. At the summer meeting, we make an attempt to encourage the incoming Greenhands and their parents to attend. All the talk about FFA activities warms the newcomers up to the upcoming meetings.

Using the school farm for a Summer Showmanship Clinic.

**THE AGRICULTURAL EDUCATION MAGAZINE**

**Using the school farm for a Summer Showmanship Clinic.**

**By Bill Rossell, Editor, The Agricultural Educator for Oklahoma Agriculture**

Vocational Agriculture Advisory Committee
An advisory committee is extremely helpful in conducting our total program. The committee enjoys meeting at the farm from time to time. We have an office in the live-
THE FFA Farm As A Center For Summer Activity

(Continued From Page 11)

The last activity of the summer season was a visit to the school of the chair of the committee. Young farmers and students participated in this activity. The school farm had an article authored by the chair of the committee. There are several positive dimensions from the school farm camp, and we are extremely good at our vo-ag program.

Livestock Evaluation Clinic

The Livestock Evaluation Clinic takes place annually in early summer, all area 4-H and FFA groups are invited. The clinic lasts one day. Theory is covered in the morning. In the afternoon, steer, heifer, lamb, barrow, and gilt classes are evaluated by the students. We use our student FFA members and other judges which are already at the FFA farm. After the students have had an chance to put their own theory into practice, each class is reviewed.

THEME

The Vocational Agriculture Summer Program Must Change to Meet Program Needs: Fact or Fable

Many changes have occurred in vocational agriculture over the years. Growth and development within the agricultural societies and the FFA, the advent of agricultural education, and the inclusion of many girls in vocational agriculture program. As change agents, we must continue to influence the philosophy and use methods. It is not to say that vocational agriculture has completely experienced a need to change basic components of the program in order to continue to be productive.

Although many changes have occurred in the vocational agriculture program, the basic role of the supervisor and teacher has remained intact. The supervisor continues to provide supervision, direction, and leadership to local programs; technical and practical services to local schools;

and serves as the connecting link to the state FFA Association and program administration. The teacher program provides instruction, guidance, assistance, and leadership for youth and adults involved with agriculture.

Though the "means" may change from time to time in order to accomplish the "end," basic components of the

local teacher. Three FFA members along with myself attended the State Future Farmer Convention held in San Antonio for three days. Three students received the State Lone Star Farmer Award at the convention.

Civic Activities

Civic activities this summer included chairing the membership drive committee of the local Chamber of Commerce, which membership was increased by 45 members, as well as visiting the suburbs, giving speeches at various organizations, and delivering horseshoe shoes to Whitehorse. I am serving presently as President of the local chamber of commerce. Whitehorse is located on the Grayson County Livestock Improvement Association. I have attended two county meetings looking out for the future of the local chapter, which met in Sherman. I have been involved in pinning guest speaker at the Gainesville Lions Club this summer and was one of the speakers at the Gainesville Rotary Club.

Professional Cooperation

I have met with the local SCS to outline plans for promoting soil conservation plans. I attended one countywide dairy meeting to promote better dairy cattle in this area.

Adult Demonstrations and Meetings

Three adult meetings were held this summer. These meetings were for the purpose of outlining plans and demonstrating new ideas that might improve agriculture production in the area. To give you an example of one of the demonstrations there have been 100 attended. The other two, on the eradication of leprosy and latest methods of control, were attended by 165 people.

Professional Improvement

I attended a two week Market Study Course at Swifty & Swifty's Co., D. Forthcoming to learn more about the problems in marketing livestock and livestock products. An in-service training meeting sponsored by the Texas Education Agency was attended for three days at Commerce. I had the honor of being elected to serve for a period of three years on the Board of Directors of the Texas Vocational Teachers Association and was privileged to be in Austin for three days attending the directors meeting.

Miscellaneous Activities

1. Wrote 10 articles for local publication in the newspaper on agriculture programs.
2. Attended a local agriculture radio on farms program.
3. Supervised local corn fertilization demonstrations of five acres on the school property.
4. Invented and ordered new equipment for school shop.
6. Presented one program at local Rotary Club.
7. Looked over Area 3 of the local livestock judging team.
8. Made a trip and carryout 40 letters carrying the local program here in this community.

I want to commend the article on this report and your con-
PARAVETICS — A New Term in Vocational Agriculture

The public has always been concerned about inadequately educated persons practicing veterinary science and the medical profession prior to the appearance of the veterinary profession program. The concern about veterinary education paralleled the training of other professionals. It is important that those individuals who perform veterinary skills and who are licensed veterinarians should be knowledgeable in the various veterinary medical ‘PARAVETICAL’ competencies.

The Impact on Vo-Ag

What impact does this have on vocational education? There are paraveterical competencies in the interrelated areas of animal science that are needed by vocational agriculture teachers and students. Vocational agriculture teachers and students are expected to perform paraveterical competencies that are essential to the success of the vocational agriculture programs. This need becomes more critical as vocational agriculture teachers supervise vocational agriculture programs. It is important for such teachers to be aware, scientifically sound, human, and as a minimum, comfort the animal patient.

What Pennsylvania is Doing

To prepare for an all-encompassing paraveterical competency development effort, a feasibility study is now being conducted in Pennsylvania. The study will determine the appropriate paraveterical competencies needed in vocational agriculture and availability of resources needed to provide the experiences necessary to learn these competencies.

The feasibility study will provide the information for the development of a paraveterical competency development program for Pennsylvania vocational agriculture. The educators of the program will provide experiences necessary by the vocational agriculture teachers themselves was utilized in the study.

Japan, the Middle East, and other parts of the world.

Strength Through Co-operation

Co-operation is certainly one of the essential keys to the total effectiveness of Danish agriculture. Virtually all of Denmark's farmers are joint owners of one or more co-operative companies that process food, in round figures 60 percent of farmers require such seeds, fertilizers, and animal feed, are bought through co-operative societies. More than 75 percent of their production is processed and marketed by co-operatives.

Many effective control systems have been developed to insure that the production of milk, butter, cheese, eggs, and pork is maintained at a high, uniform quality.

Denmark has perhaps the most stringent veterinary controls in the world. Bovine tuberculosis, contagious bovine abortion, and a number of other animal-related diseases have been totally eradicated. Herds are subject to inspection from those certified as totally disease free.

Agricultural Education In Denmark

The percentage of the population in agriculture approximates that found in the USA. As the number of farmers becomes fewer and the need for still higher production per person continues to expand, a thoroughly practical and theoretical education for agriculture becomes critical. Denmark, the farmers' unions, the young farmers' associations, and the Agricultural Education Council join forces to achieve the following principles in agricultural education.

(Continued On Page 16)
It's a Hungry World!
(Continued from Page 15)

Three years of practical experience on two real farms are then required. One may major in his family farm, but at least one year must be spent on another site. One must also satisfy requirements for livestock and human development. About 10 percent of all farmers are given experience abroad.

The primary and secondary education courses are typically completed by the fourth year of training. The experience is necessary in every country. The approximate time for subjects in each such a course is presented below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
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<tbody>
<tr>
<td>Agriculture</td>
<td>120 hours</td>
</tr>
<tr>
<td>Animal science</td>
<td>60 hours</td>
</tr>
<tr>
<td>Botany and plant science</td>
<td>20 hours</td>
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<tr>
<td>Chemistry</td>
<td>150 hours</td>
</tr>
<tr>
<td>Geology and mineralogy</td>
<td>100 hours</td>
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<tr>
<td>Microbiology</td>
<td>150 hours</td>
</tr>
<tr>
<td>Zoology</td>
<td>150 hours</td>
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</tbody>
</table>

The course is designed to help students in positions related to their majors. These work-learn placements are available through the Cooperative Education Program. Students can work at 200-250 student farm years in addition to their regular studies in California, Hawaii, and Ohio. Our agriculture students have worked in Puerto Rico, Africa, and, for the first time in Asia.

The International Agricultural Education Committee has included a new principle of education: "The work of developing new tools for agriculture should be the responsibility of the individual," with the emphasis on developing new tools for agriculture. The committee has reviewed the work of developing new tools for agriculture and has found that the work is the responsibility of the individual.

For example, the book was written primarily for the British audience, but it is also valuable for other students of agricultural science. Similarly, the "agricultural science" of many words may be unfamiliar.

The book, nonetheless, is well written, easy to read, and well illustrated. It would serve as an interesting reference tool for high school production agriculture classes, small animal services programs, and the general school resource center.

Gary E. Brier
Iowa State University

BOOK REVIEW

As the student-trainee nears completion of the farm management course, the full record of the farm management course is reviewed. If the student is assessed as positive, the student is awarded the diploma of agriculture on behalf of the farmer’s organization. In addition to its formal title, the diploma entitles the holder to financial assistance from the state. The diploma is given after the student has completed all courses and other forms of further education. Some, for example, may attend the Royal Agricultural University, the center of research where agricultural experts are gathered.

degrees. Others, either during or following their further education programs, further their education internationally.

International Agricultural Education

Recognizing the value of supplemen-

ting theory with practice, the college of Rutgers-The State University of New Jersey, permits students to alterate periods of study with full-time paid employment in positions related to their majors. These work-learn placements are available through the Cooperative Education Program. The program is accredited by 200-250 student farm years in addition to their regular studies in California, Hawaii, and Ohio.

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Our agriculture students have worked in Puerto Rico, Africa, and, for the first time in Asia.
Developing the Affirmative Impact Through Supervised Occupational Experiences, by Earl E. Brown

Student Selection/Retention

When Students Say "We Want Out!", by Layle D. Lawrance

Summer Programs

Observations of Summer Programs of Vocational Agriculture in the 1950's, by M. C. Thompson and N. H. Scribner
Take Time for Students, by Stanley Blacklock
From Crop Belt to Cow Country - Ideas for Summer Programs, by Paul Miller and Jeff W. Mason for Young Farmers, by N. K. Thompson and Thomas A. Quaade
The FAAs Form As a Center for Summer Activity, by Bill Boursino
The Vocational Agriculture Summer Program Must Change in Most Program Needs Part Two, by Helen H. Meehan

Teacher Education

Exemplary Programs in Train Teachers and Develop Exemplary Students, by Burton E. Swanson
Preparation of Teachers Teaching Vocational Students With Special Needs, by Lawrence L. Phillips
Is There Really a Teacher Shortage? by Philip R. Zulehner

Other

Happy Retirement - Mr. Henderson, by Ray Wilkins
Kelby's Retirement Celebration, by Ron Kelby
Amateur邈icines, by Robert W. Kent and Larry D. Greenstone
Education, by Joseph S. Bapst
Books to be Reviewed, by Richard M. Hyden
Perpetuating "A New Term in Vocational Agriculture", by Donald B. Beets and L. Dwight Schwartz

Photographs for the Magazine

The AGRICULTURAL EDUCATION MAGAZINE magazine quality photographs depict the activities of agricultural educators, their students, and their programs. These photographs will be considered for use on the front cover, stories in Pictures section, and for enrich articles.

Clear, well composed, 5x7 black and white photographs should be sent to the Editor. A complete statement of explanation should be attached to each photograph. (No photographs will be returned without a specific request.)
BOOK REVIEW

Although the major emphasis is on the history of American agriculture, the author is concerned with the economic and ecological aspects of agriculture in America. Environmental problems are described from the standpoint of ‘white man’s permanent agriculture’ to the modern agricultural technology and its environmental problems. Walter Ebeling is Professor Emeritus, Entomology, UCLA. He has published over a hundred scientific papers and three other books. He grew up on a farm and has been closely associated with the land in all aspects.

The textbook is an excellent reference book for agricultural students from junior high school through college. It can be used for supplementary readings on a variety of subjects such as crop varieties, breeds of livestock, natural resources management, and federal policies and agriculture, as well as other topics. The text provides a valuable addition to the library of any agricultural education department.

Glenna A. Anderson
Assistant Supervisor
Agricultural Education

Constitution of Lanter FFA Booster Club

The purpose of the organization shall be to promote the interests of the FFA and the Lanter High School.

The Booster Club shall meet at least two times per month. The meetings shall be held in the school library at 7:00 p.m. The officers of the Club shall be President, Vice-President, Secretary, and Treasurer.

The Booster Club shall raise funds for the benefit of the school and its students through various activities such as dances, sales, and other fund-raising events. The funds raised shall be used to support the students in their activities and to promote the interests of the school.

The Booster Club shall keep accurate records of all funds raised and shall report to the school principal on a regular basis. The financial statements of the Booster Club shall be prepared and submitted to the school principal and the Lanter High School Board of Education.

The Booster Club shall have the power to adopt and amend its constitution and by-laws.

The Booster Club shall be dissolved upon the request of the Lanter High School Board of Education or by the vote of the members at a regular meeting.

The Booster Club shall be governed by the Lanter High School Board of Education.
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