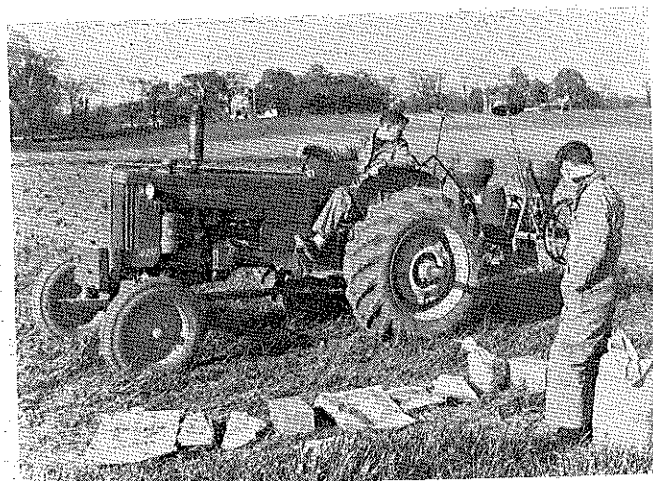
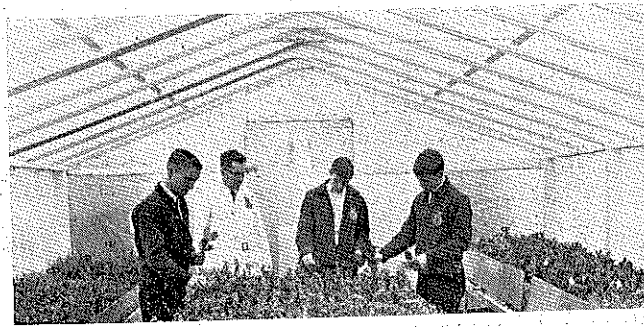


A Holstein success story is depicted here by Ray Woodside of Issaquah FFA Chapter in Washington. Shown in this picture are his Grand Champion, Reserve Champion and Junior Champion at the Evergreen State Fair at Monroe, Washington.

Stories in Pictures



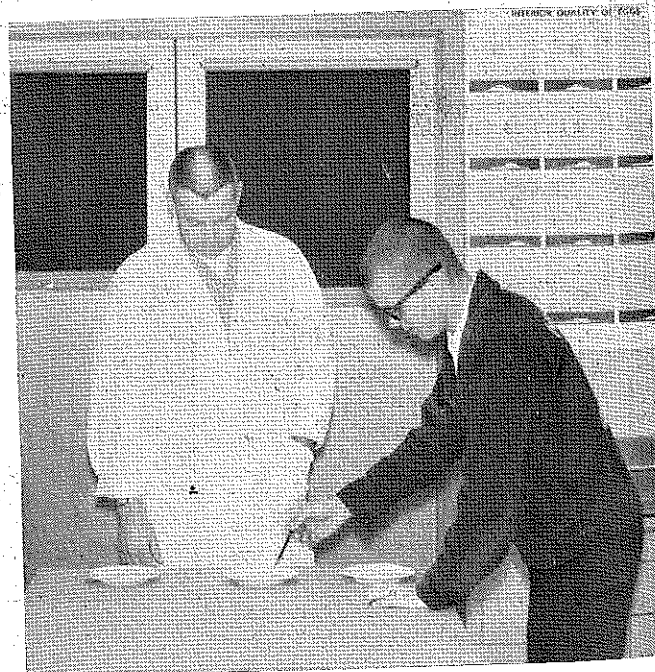
Russell Wolford (on tractor) and Jim Roberts of Goodrich FFA chapter in Michigan planting FFA corn. Various varieties used as demonstration plots.



The plastic greenhouse finds favor with North Carolina teachers as a facility for teaching plant science.



Preston Mote, a member of the Young Farmer group in the Milton Union (Ohio) Vo-Ag. department, is shown in this picture checking his tobacco. While in FFA Preston's project grew



Jim Cooley, Bath Chapter of FFA, Michigan, verifies to Charles McGinnis, contest judge, the grades of the last 3 of 25 eggs which he

AGRICULTURAL Education

July, 1965



President Lyndon B. Johnson Signing the Vocational Education Act of 1963, December 19, 1963

THIS ISSUE FEATURING

The Vocational Education Act of 1963

The professional journal of Agricultural Education. A monthly, managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

The Agricultural Education Magazine

Editorials

From the New Editor



Theory
and
Practice

Cayce Scarborough

This column is planned to be the personal outlet for the Editor. Ideas not yet ready for an article. Maybe even some "unthinkable thoughts" as Senator Fulbright suggested were needed. As indicated by the heading, it is hoped that this column might contribute something to our thinking about theory and practice in these days of rapidly changing influences on Agricultural Education. Your reaction will be needed to make this, as well as the other parts of the magazine, effective.

Why this Theme Now?

Why should we concentrate on a 1963 Act here in the middle of 1965? Hasn't there been enough written about the Act?

These are good questions. Both, and many others, were considered in deciding upon this theme. There has been much said and written about The Vocational Education Act of 1963. Some attention has been given to the implications for Agricultural Education. However, we believe that we are still far from understanding the full meaning of the Act for occupational education, especially in the area of agriculture.

The major purpose of concentrating our attention upon the implications of the Act of vocational education programs in agriculture is to get our thinking done along these lines before "all the answers are in." We had ample evidence through the years that after the official interpretations are made on various sections that it is difficult to get reconsideration.

This is not easy. It may already be later than we think.

One cannot assume a job such as the Editor of *The Agricultural Education Magazine* without thinking of the past as well as the future. Appreciation of the good work of Ralph Woodin for the past three years comes first. The task of finding the hours necessary to get an issue of the magazine together is no small matter. To do the job in such a consistently fine manner for three years makes us all indebted to Ralph for a major contribution to our profession.

Thinking of the past carries us back to the beginning of the Magazine. Why was it started? Volume I, Number 1, January 1929 gives part of the answer. The new publication was "intended for those interested in public school programs for the improvement of agriculture and country life." It was to be largely a "teacher magazine." A major aim of the publication was "to further unify the forces in agricultural education in the country as an important step in the complete unification of all the forces in vocational education."

The first Editor was H. M. Hamlin, then at Iowa State. An interesting coincidence is that Dr. Hamlin is still active and now a member of our faculty at N. C. State after retiring from University of Illinois. An article by Dr. Hamlin appears in this issue. The first Editor of *The Agricultural Education Magazine* has perhaps been the most prolific and influential writer in our profession.

Another interesting fact in the establishment of the Magazine is that there were 1,500 paid subscribers in advance of publication of the first issue. This was about one-half of the total number in Agricultural Education at this time. With this support *The Agricultural Education Magazine* was started and has continued through the years, perhaps as the major professional force in Agricultural Education.

It is easier to look to the past than to the future. Both are valuable in assessing the present. As your Editor, I will strive to keep the Magazine a strong voice in our profession. Obviously, the pages are open to all. According to the operating policies under which we operate, I will be the judge of the content and makeup of the Magazine. However, I assure you that I will make every effort to publish articles of varying views on the issues before us. In fact, a major aim will be to get these views before us for continuing consideration. I cannot do this alone. You must be willing to give some time and effort to writing for the Magazine and your profession.

Please note the Special Editors. I am pleased to have these men working with you and with me. Send your articles to one of these nearest you, or directly to me. Also note that Orville Thompson is Chairman of the Editing-Managing Board. Feel free to write him about any policy matters or anything else you wish about the Magazine. I am also glad that Thurston Faulkner agreed to continue as Business Manager. He has been able to help you put the Magazine on a sound financial basis. Finally, I am grateful that the policies make Ralph Woodin a continuing member of the Managing Editors. His counsel has already been most helpful and I will continue to lean upon him.

It is an honor and a privilege to assume the role of Editor. Letters to the Editor or any other form of communication will be most welcome. Your cooperation is necessary if we have the Magazine that we should for all of us.

THANKS!

Cayce Scarborough

Volume 38 July, 1965 Number 1

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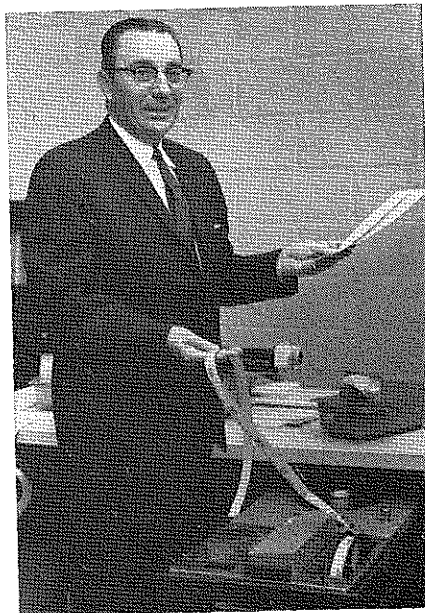
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Dr. Arnold is holding a piece of punched tape coming from a Smith-Corona Typetronic machine. This tape can be fed into a convertor which will punch IBM cards from it. The cards may then be fed into computers in order to develop statistical material connected with Federally-supported vocational and technical education programs. The machine is also an example of the types of machines for which operators may be trained in vocational courses.

All Ages in All Communities

The Vocational Education Act of 1963 is ambitious. It is not modest. If you will read carefully the long, involved sentence which is Section 1, Declaration of Purpose, you will find that everybody everywhere should have *ready access* to vocational training or retraining. This gets most everybody in this rapidly changing technological age. Not only are these vocational educational programs to be readily accessible, but they are to be of *high quality*. Furthermore, such high quality programs must be *realistic* in the light of actual or anticipated opportunities for gainful employment. (Just how a vocational education program could be of high quality and not be realistic is one for the lawyers.) There is still another qualification specifically stated in the Declaration of Purpose which an educator would also include in being realistic vocational education. That is, the realistic, high-quality, readily-accessible vocational education program must be suited to the *needs, interests, and abilities* so that those participating will *benefit* from such train-

Questions and Answers on the Vocational Education Act of 1963

From Dr. Arnold

Editor's Note: Dr. W. M. Arnold, Assistant Commissioner for Vocational and Technical Education, agreed to answer questions about the Act for readers of this magazine. The questions listed were those heard most frequently at the AVA meetings in Minneapolis and in the regional conferences. We appreciate Dr. Arnold's frank answers to the questions of concern to many in Agricultural Education. It is not assumed that this closes the subject. If you have further questions concerning the Act, the Editor will welcome them for future discussions in these pages.

1. *How does the new Act differ in basic philosophy of vocational education in comparison with previous acts?*

One of the basic differences in the new Vocational Education Act in comparison with previous acts is that training may be offered which is designed for persons who have entered or who are preparing to enter *any* occupation which is not ordinarily considered professional and which does not require a college degree. The new Act makes possible the broadening of instructional programs in agriculture, home economics, distributive education and trade and industrial education. The Act provides that ten percent of the Federal funds be used for conducting research and pilot programs. Provision is made for funds to be used by students in work study programs to enable them to complete their education. In the beginning 33% percent of the Federal funds appropriated must be used for the construction and operation of area vocational schools for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market. The new Act also provides for the establishment of a limited number of residential vocational schools. Emphasis is given to vocational education for persons who have academic, socio-economic or other handicaps.

2. *Do you feel that the implementation of the Act is fulfilling the recommendations for the improvement of vocational education as seen by the President's Panel of Consultants?*

When the Act is fully implemented throughout the Nation it will assist materially in meeting the expectations as seen by the President's Panel of Consultants. It is not anticipated that the amount of funds provided will make possible programs of vocational education that can immediately meet all existing needs.

3. *What do you see as the greatest need for change in most local programs of vocational agriculture?*

The Act specifies that existing programs of vocational education are to be extended and improved. This will mean that local vocational agriculture programs must continue to provide instruction that will meet the needs of those who are preparing for the farm and those who are engaged in farming. The greatest need for change will be to revise the instructional program so that it will include other agricultural occupations in addition to farming. The instruction for these off-farm agricultural occupations should as far as possible be based upon the findings of surveys which are being conducted to determine employment needs in agriculture. With this broadening of the instructional program in agriculture there will, likewise, be a need in many communities to broaden the occupational experience of the students. In addition to experience in farming, many students will need to be placed in other agricultural occupations as a part of their instructional program.

There is a need for instruction beyond high school to prepare persons for many technical occupations in agriculture. It is hoped that it will be possible to offer such instruction in area vocational schools.

Letters to the Editor

Dear Cayce:

Congratulations upon your selection as the new Editor. Know that you will do an excellent job. Let me know if I can be of help to you.

FLOYD JOHNSON,
Vice-Pres. AVA

Thanks Floyd. This letter and the article are both very helpfull

Dear Cayce:

As you are taking on the job of editor of the Ag. Education Magazine shortly, thought I'd get an item to you for possible publication. This should help give you a backlog of materials or some early experience in rejecting them.

Best wishes.

Sincerely
J. C. ATHERTON
Professor
Agricultural Education

Thanks Jim. I see you still believe in letting me "learn to do by doing."

Dear Mr. Scarborough:

I appreciate very much your letter and in compliance with the request, I am enclosing a glossy print as well as a copy of a recent address that I made to the American Vocational Association dealing with matters of great concern to all educators. I will endeavor to provide you with some special material for your publication prior to your deadline, but in the event that I am unable to meet your schedule in this regard, please feel free to use excerpts from the attached material.

With kindest regards.

Sincerely yours,
CARL D. PERKINS, M. C.

Your cooperation is greatly appreciated. You are a friend indeed to vocational agriculture.

Dear Cayce:

I'll try.
Thanks.

RICHARD H. WILSON,
Associate Professor
Department of
Agricultural Education

This is the shortest letter yet received. Has all the essentials.

Dear Mr. Scarborough:

With the passing of the 1963 Act, we felt we should restate to our teachers what we felt should guide a Vo-Ag program. Most of the principles are the same but adapted to the new emphasis on training for an occupational objective. We have changed or recommended a change in the set-up for Vo-Ag to include specific courses such as plant science, animal science, rural leadership, farm management, farm machinery repair, farm construction, electricity, etc., after the first year of basic agriculture. Hence, the guiding principles.

J. R. PEDDICORD
State Supervisor
Nevada

See the article in this issue.

The greatest need for change in most programs of vocational agriculture is a necessity of adapting the instructional program to meet the broad agricultural needs of the students. The new Act eliminates the requirements that instruction be given only for those who are preparing for work of the farm or the farm home. This makes possible the development of programs of instruction which can serve effectively young people and adults who have entered or who are preparing to enter an occupation which requires individuals to have a knowledge of agriculture.

5. *How do you see a teacher of vocational agriculture fitting into the "across the board" approach on vocational education in a local program?*

The teacher of vocational agriculture can be of unusual service in high school by providing instruction in agriculture as a part of the total vocational education program in the school and community. We know that there are many occupations such as in the farm machinery distribution field where there is a need for a knowledge of agriculture, information and experience in office work, instruction in salesmanship and in some cases adequate knowledge concerning the maintenance and overhauling of farm machinery and equipment. In training programs which are designed to meet the needs of such persons the teacher of vocational agriculture may need to serve on a team and work along with other vocational educators to provide the instruction needed.

6. *As you know, many programs of vocational agriculture are in small high schools with little or no other vocational education programs. How do you think such a program should be redirected?*

As the question implies, there are many small high schools where perhaps the only vocational subjects offered are home economics and vocational agriculture. It is, therefore, necessary for the teacher of vocational agriculture to provide the agricultural instruction for those interested in agriculture and perhaps instruction in general shop work for other students. It may be advisable in many such communities to employ individuals who have had adequate occupational experience to supplement the instruction for students who are preparing for off-farm agricultural occupations and perhaps for other vocations as well. In some situations it may be advisable for the local teacher of vocational agriculture in small high schools to serve part-time as a coordinator for other vocational programs in the community. It is recognized that it will be impossible for these small high schools to fully meet the needs of all of the students for instruction in vocational education. This is one of the major reasons why provision has been made in the new Act to provide for the establishment of area vocational schools. When such schools are available in all States, then it is hoped that students in the small high schools who have been motivated in an occupation such as in agriculture may have the opportunity to attend an area school for the additional training needed which cannot be given in the local community.

7. *What areas of research should receive priority in redirecting training in agricultural occupations?*

Leaders in agricultural education are to be commended for the progressive studies that are being made in more than forty States to determine the competencies needed in the various agricultural occupations. After these occupations and the competencies needed by employees are determined, then it is advisable to follow up with the development of appropriate curriculums that can provide the training needed for persons who desire to enter these occupations. The area of research should deal with production, processing, and distribution of agricultural products as well as the servicing occupations related to agriculture. While planning broadened programs of agricultural education, adequate consideration must be given to places where students may obtain employment. Instructional programs cannot be limited to the needs of the small, local community as has been generally appropriate for farmer training in the past.

(Continued on page 21)



Floyd Johnson

A Challenge

Agriculture and the New Vocational Education Act

FLOYD JOHNSON, Vice President, AVA

EDITOR'S NOTE:

No person in Agricultural Education has been closer to the development of the Vocational Education Act of 1963 than has Floyd Johnson. As the only member of the President's Panel for Vocational Education directly from Agricultural Education, he saw first-hand the developing ideas for the 1963 Act. As a member of AVA Executive Committee he was close to the problems involved in the passage of the Act, especially keeping Agriculture in the new vocational picture. Thanks Floyd.

The Vocational Education Act of 1963 was the type of legislation leaders in our field had worked for years to get enacted into Law.

Many leaders in the field of vocational education in agriculture consider the Act as the most comprehensive vocational measure that has become law in the history of our Nation. They feel that the Act has and will continue to result in a greatly expanded and improved program in vocational education in agriculture throughout the Nation.

What are the implications of the Act to vocational education in Agriculture? The Act provides for more flexibility in the program. It broadens the base of instruction in vocational agriculture. The early Acts placed certain limitations on instruction in agriculture. The new Act is broad enough to permit instruction to all groups of people in agriculture who have the need, the desire, and the ability to benefit from such training.

The Act amends the Smith-Hughes and George-Barden Acts to permit instruction for occupations which require a knowledge and skill of agricultural subjects. It states that "any amounts allotted (or apportioned) under such titles, Act or Acts for agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home, and such education be provided without directed or supervised practice on a farm."

This part of the Act does not eliminate any desirable features of the program in vocational agriculture developed through the years. It simply makes it possible to expand and improve the program in keeping with current needs of agriculture.

Since the passage of the Act leaders in our field have provided dynamic leadership in developing new designs and dimensions for the program in vocational agriculture. Tremendous progress has been expanded and improved. This trend will and should continue. However, many challenges remain ahead for our program.

What are some of the challenges ahead for vocational agriculture? Agricultural is now taught in about one-half of the secondary schools in the United States. Many schools do not provide vocational agriculture programs where they are needed and wanted. In a six state study made for the panel of consultants on vocational education only 45 per cent of the secondary schools offered courses in vocational agriculture. This is a serious challenge which must be met. Leaders in our field must devote more of their time and attention to helping meet certain challenges. Some of these challenges are as follows:

... All workers in vocational education in agriculture must continue to do everything within their power to help further implement the provisions of the Vocational Education Act for 1963 which will expand and improve the program.

... The high standards developed for vocational education in agriculture through the years must be maintained and applied to the expanded and improved program.

... All leaders in our field must assume the responsibility to help bring about desirable and necessary adjustments in the program which will meet the needs of the various groups of people to be served in the technological age ahead.

... All workers in vocational education in agriculture must join hands to help secure the kind of support from school officials, administrators, counselors, faculty members, students, governmental leaders, and the lay public which will firmly establish a desirable public image toward our program.

... Pilot programs in agricultural education of an exploratory, orientation, and guidance nature must receive greater emphasis in the years ahead.

... Teacher training departments at the colleges and universities must be expanded and strengthened.

... Current leaders in agricultural education must pursue a planned program of personal and professional improvement to provide the dynamic leadership needed for the expanded and improved program in the immediate future.

... Desirable high school students must be encouraged to select careers in agricultural education in order to provide leaders for the expanded and improved program in the years ahead.

... Research in agricultural education must keep practices abreast of scientific, economic, and social changes.

... Teaching aids and instructional materials must be kept abreast of technical advances in agriculture.

... Cooperative programs involving agriculture and one or more areas of vocational education must be created where these would provide effective learning experiences in preparation for agriculture or other areas of employment.

... Appropriate leaders in our field must devise ways and means by which teachers of agriculture will have time to teach and certain necessary detail work reduced to a minimum.

(Continued on page 19)

Future Bright

Vocational Agriculture and the 1963 Act

M. D. MOBLEY, Executive Secretary, AVA



M. D. Mobley

If Creative

The Vocational Education Act of 1963 which was signed into law on December 19, 1963, by President Lyndon B. Johnson is the most comprehensive vocational education measure that has ever been approved by Congress in the history of our nation. It authorizes larger sums of money and authorizes use of funds for more occupational fields than any other previous act.

Under provisions of the Act, states are given almost complete autonomy in planning and developing programs to meet the particular needs of each state. This is the first comprehensive vocational education act that authorizes a lump sum of money to be allotted to each state with the authority left in the hands of state officials to determine the phases of vocational education for which it will be used. The law does earmark some of the Federal funds for specific uses. The U. S. Commissioner of Education is authorized to use 10% of the funds appropriated each year for grants for research, training programs, experimental, developmental and pilot programs. One-third of each state's allotment, prior to July 1, 1968 and at least twenty-five percent each year thereafter, must be used for area vocational education programs. All Federal funds under the new Act must be spent for vocational training that fits individuals for "gainful employment;" and ten percent of George-Barden home economics funds must be spent for job-oriented training. The Smith-Hughes and the George-Barden Acts were amended as follows:

"(b) any amounts allotted (or apportioned) under such titles, Act, or Acts for agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation in-

volves work of the farm or of the farm home, and such education may be provided without directed or supervised practice on a farm."

This makes legal the use of any and all vocational funds under old acts, and the new 1963 Act for training, which has often been referred to as "occupations related to farming,"—i.e., occupations "involving knowledge and skills in agricultural subjects." This opens a whole new "Pandora's Box" for vocational education in Agriculture.

It is my opinion that vocational educators in agriculture have not yet realized the full significance of this amendment to the basic acts. Such training has been provided as part of vocational education in agriculture in many schools and in many states over a period of years. This is evidenced by the fact that in two states (Virginia and Georgia) where comprehensive studies of former students of agriculture have been made, these states have uncovered facts that I do not believe are generally known by the people... especially those who in recent years have gone out of the way to criticize vocational education in agriculture and to urge reduction of the program. The Virginia study shows that of 9792 former students who had studied vocational agriculture for one or more years only 1.27% were unemployed. The Georgia study—involving 9293 former vocational agriculture students—shows only 0.89% of those who had studied vocational agriculture one or more years were unemployed. Such studies should be made in every state and the facts made known to the public. Unemployment among young workers in the nation as a whole is about fifteen percent.

The above facts indicate that Vocational Education in Agriculture, as carried on in the states of Vir-

ginia and Georgia, has offered training that fits students for employment in a number of occupations in addition to fitting them for the occupation of farming. States that fail to develop sound adequate vocational programs in agriculture under the Vocational Education Act of 1963 will certainly be selling the program short. In planning such programs, it is most important that vocational agriculture and other vocational leaders should keep in mind that it was definitely the intent of Congress that vocational education in agriculture should be further developed—especially in those occupational fields "involving knowledge and skills in agricultural subjects."

The Vocational Education Act of 1963 was approved by National Congress by an overwhelming majority—twenty-one dissenting votes in the House out of 435 and four dissenting votes in the Senate out of 100. This certainly would not have occurred if it had been the intent of Congress for vocational education in agriculture to be neglected.

A careful study of the Vocational Education Act of 1963 reveals six major implications for the further development and improvement of vocational education in this country. They are as follows:

1. Congress is determined to have vocational education programs in the future geared more closely to labor-market demands than they have been in the past.
2. The Act provides for training in all types of occupations except those professional occupations requiring a baccalaureate degree.
3. The programs are to be designed for people of all levels of ability—from the least able to the most able.

(Continued on page 14)

A New Charter

The Meaning for Agricultural Education

The 1963 Act

H. M. HAMLIN, Visiting Professor in Education, North Carolina State,
and Consultant in Agricultural Education, Ohio State University



H. M. Hamlin

Do we in agricultural education recognize that we have in the national vocational education act of 1963 a new charter for our program potentially much more far-reaching in its consequences than the Smith-Hughes Act of 1917?

Are we to repeat our experiences following the adoption of the Smith-Hughes Act? I was a teacher of agriculture when this Magna Charta of vocational education was adopted. My generation never understood its full implications. We soon narrowed to a splinter the program possible under it and passed our narrow conceptions on to the next generation. I have remarked frequently in recent years that the Smith-Hughes Act was a great act; we ought to try it sometime.

The New Act Provides Enforcement of its Provisions

Viewed in one way, the 1963 vocational education act is the Smith-Hughes Act with teeth. The Smith-Hughes Act said: "The controlling purpose of such education (vocational education) shall be to fit for useful employment." The 1963 act says "vocational education means vocational or technical training or retraining . . . to fit individuals for gainful employment . . . in recognized occupations." In another context the 1963 Act says that the funds must be used to provide "training or retraining . . . which is realistic in the light of actual or anticipated opportunities for gainful employment."

The difference is that the new act provides for evaluations each five years which will discover whether its provisions are being observed. Individuals entering a training program are now required to state their occupational intentions. State reports to the Office of

individuals have entered the occupation or cluster of occupations in which training has been received. It is not only possible but probable that reimbursement will be denied many high school departments of vocational agriculture whose graduates enter agricultural occupations only in limited numbers.

The framers of the new legislation, warned by experiences under the Smith-Hughes Act, have sought to avoid the wholesale evasions that have occurred under that act. It is to be expected that the old cries of "federal control" will go up from the states and the school districts and that political influences may dissuade the Office of Education from using its full powers. The best advice, however, is to conform to the very clear provisions of the act. It's safer and more honest.

Service to Clientele Unserved under the Smith-Hughes Act

The second major difference in the 1917 and the 1963 acts is that the new act broadens the clientele to be served. It indicates clearly that we are expected to provide appropriate education for all non-professional occupations for which specialized training is needed. It includes adults, college-age students, students in "regular" vocational classes in high schools, and students of high school age who do not fit into the "regular" programs. In addition to serving those we have traditionally served, we are expected to contribute to the education of "persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market" and "persons with academic, socio-economic, and other handicaps that prevent them from succeeding in the regular vocational

Contributions to Education in Occupations Not Included in the Traditional Classifications

The new act expects services to many occupational groups hitherto unserved. As we have discovered in our studies of "agricultural occupations other than farming," many of these do not classify in any one of the traditional groupings but require contributions from educators in agriculture, business, distributive, health, home economics, and industrial education. They are the property of no one group. Vocational educators will have to regroup themselves and learn how to work together if their new responsibilities are to be met.

Regrouping has already occurred in the U. S. Office of Education. It is being effected in some universities and some state departments of education. Vocational education in the area schools is under one management. Directors of vocational education are being employed in many local school systems. Those who are trying to stop this regrouping are attempting to defeat the stated purpose of the 1963 act. It is unlikely that they will succeed.

New Impetus to the Development of Area Schools

The 1963 act will speed the development of area schools (junior and community colleges, vocational schools and technical institutes) by providing large amounts both for buildings and for operation. As these schools develop all over the country, adaptations of local schools to the new area schools will have to be worked out or they will become supposed "natural enemies."

Utah has already set up a mechanism for integrating the programs of the two types of institutions. In parts of California programs are jointly planned and

It should be understood that, however well the area schools develop, the local schools have a role in preparing for occupational competence more comprehensive and more exacting than any local school has ever fulfilled. They have six major functions related to occupational education:

1. They must provide the basic education fundamental to occupational training and competence.
2. They must provide guidance about occupations and occupational preparation.
3. They must provide adequate programs in the practical arts from the nursery school through the high school which will contribute to occupational choice and occupational education.
4. They must provide programs leading to employment for those who leave school at or before high school graduation.
5. They may well provide in the later years of high school introductions to occupational families within which specialized training will be taken later in colleges or area schools or which will lead directly to employment after high school. Numerous schools in the United States are offering three to five options in agriculture for high school juniors and seniors in such fields as farming, agricultural business, agricultural mechanics, and ornamental horticulture.
6. They can provide much of the education in agriculture needed by the adults of their districts, particularly if they are aided, as they should be, by the area schools.

There is evidence here and there that, as the local schools begin to fulfill these broad functions, talk about discontinuing the teaching of agriculture ceases; enrollments in agriculture rise; and the compensation of teachers of agriculture increases.

Funds for Research, Development, and Training

Perhaps the most distinctive feature of the 1963 act is its provision that 10 percent of the total funds

shall be used for research, development, and training. This special fund starts at more than \$11 million and goes to \$22 million in the fourth year. Commissioner Keppel has said that this fund provides a precedent that he hopes will be followed in all future federal legislation for education.

Local and area schools, as well as state departments of education, universities, and non-profit private agencies may draw upon this fund. We must avoid classifying this fund as a research fund. Three-fourths of the proposals thus far received have been for development and training projects, the kind most acceptable and practical for teachers and supervisors.

Funds Can be Used by Colleges, Private Schools, and Private Non-School Agencies

No longer do the local public schools have a monopoly of federal funds for vocational education. Funds may be used by junior and community colleges and by four-year colleges in programs that do not lead to the baccalaureate degree. Private as well as public schools are eligible. Schools and colleges may contract with private, nonprofit enterprises to conduct training programs.

No Requirement of Supervised Farming

States and school districts may continue to require supervised farm practice but it is not necessary to have it to secure federal funds. Reverting to the language of the Smith-Hughes Act, the 1963 act says: "Any amounts allotted . . . may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home, and such education may be provided without directed or supervised practice on a farm."

This provision by no means negates the desirability, or even the necessity, of supervised work experience. The new requirements and the machinery set up to enforce them demand that whatever experiences are necessary in preparation for an occupation shall be provided. The test is rigorous: Has the trainee had the experience necessary to function well on a job?

Arrangements for work experience may vary. In a few cases all of it may be provided at a school. But all students must ultimately meet the requirement of successful employment on a job and they will not meet it unless they have the practical experience that goes with the job.

Other New Provisions

For the first time national funds may be used by the states for "periodic evaluation of state and local vocational education programs and services in the light of information regarding current manpower needs and job opportunities."

Each state plan for vocational education must indicate cooperative arrangements with Employment Security.

Vocational guidance is included as a part of vocational education and funds may be used to provide it.

Work-study programs may be provided for needy students with financial aid up to \$350 per year ordinarily and up to \$500 a year in exceptional cases.

Funds are available to construct, equip, and operate residential schools.

National, State, and Local Cooperation Implied

The 1963 act is a national act and encourages a national viewpoint regarding occupational education, not the provincial practice of training only for the occupations practiced in a community.

It expects more of the states than the Smith-Hughes Act expected. A state program is more than ever required, particularly in locating area schools rationally and in introducing training programs for groups not previously served.

The gravest danger now is that some states will default in their responsibilities. They can, if they wish, continue outmoded programs and lose the advantages they could gain from accepting new funds.

There can be failure in the school districts, too, because the local people do not understand the new possibilities. Forty-eight years of experience under the Smith-Hughes Act warns us that many communities are likely to use only partially or not at all the opportunities that have been provided them.

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James R. Peddicord

Guiding Principles for the Implementation of New Programs of Agricultural Education

JAMES R. PEDDICORD—State Supervisor, of Nevada
HOWARD H. CHRISTENSEN—Teacher-Educator, University of Nevada
T. A. BUTLER—Assistant Professor of Agri. Mechanics, University of Nevada

Purpose of the Principles: With the addition of the Vocational Education Act of 1963 to the already established vocational Acts, it is necessary to establish new policies and procedures in the administration and operation to enable us to provide the best training program possible to meet the interests, needs, and abilities of all students who can benefit from such education. These guiding principles are for the purpose of assisting administrators, vocational agriculture teachers, and others to plan programs to meet the needs of their students. The State Supervisor of Agricultural Education and the Teacher-Educators at the University are most desirous of offering assistance in planning these programs.

Statement of Principles for Planning Programs in Vocational Agriculture:

1. There will be a closer relationship between services in vocational education, but our job in the future will be directed toward the training of students for employment in those fields which are related to agriculture. We will still be concerned with those students who need, and can profit by, the instruction we are capable of providing.

2. Our primary aim should be to provide instruction in those select areas within our capabilities that we might train for vocational competencies. The vocational agriculture program cannot be all things to all people. Vocational education must be geared for those persons who can profit from it.

3. Our program should, for its objective, be broader in scope than past programs, but should include training for college-bound students, the student who can benefit from less than a college degree or technician's program, as well as stu-

dents who are going directly into employment upon graduation from high school. Our goal should be to help every student in our classes reach his greatest educational potential.

4. The supervised work experience program for students is still basic to all vocational training. It is, and will still be, necessary for all vocational agriculture teachers to include practical work experience programs for students. The type of programs may be changed, but the emphasis will be to give students practical supervised experience on the farm, in related agricultural occupations, or other means. This will still make the summer programs for teachers important and a necessary part of the total program. It will be expected that reports will be made of progress made in work experience programs.

5. Class instruction in vocational agriculture should stress the managerial as well as the operational phases of vocational training in all instruction. Time spent in the development of skills should not curtail the important training for managerial competence.

6. The instructional class time in every department should be proportionately balanced between agricultural science and mechanics. In all departments each year there should be instruction provided in both agricultural science and agricultural mechanics.

7. The leadership training in the FFA organization should be a basic part of the total program of each department. Each department should have an active FFA chapter.

8. Classes in agricultural science should emphasize basic principles. This should be more practical than that offered in formal academic classes. The primary aim of voca-

tional classes should be the application of scientific principles. Agriculture is largely applied biology; for example, classes in agriculture science should supplement and build on biology classes.

9. In mechanics classes instruction in farm machinery, management, repair service, and operation, should be of *primary importance* and should be the central core of the mechanics program. Every department should obtain the facilities and equipment to adequately teach this area.

10. Other important areas of instruction in agricultural mechanics should include:

a. Structure, encompassing concrete, masonry, electricity, electric motors, etc.

11. Programs in farm mechanics should be for periods of 90 to 120 minutes in length so that time will be available to train students for a vocational objective. Fewer longer periods of time per week for farm mechanics are more beneficial than many short ones.

12. Every department should plan a basic first year program to include all students. The primary purpose of this course should include those units of subject matter which are common to the entire program of vocational agriculture such as:

- a. Agricultural occupation study with selected information on employment.
 - b. Leadership training and FFA organization
 - c. Record keeping—elementary farm management
 - d. Supervised work experience programs
 - e. Organization into farm mechanics and safety
 - f. Planning—drawing and elementary design of projects
- (Continued on page 19)

As Seen By a State Supervisor

Highlights and Suggestions

JULIAN M. CAMPBELL, State Supervisor, Virginia



J. M. Campbell

In recent months we have been witnessing an incoming tide of support for vocational education. Never in our nation's history has there been greater interest in good vocational programs than at the present time. This offers us a great challenge and a great responsibility.

Just a few years ago the attention of both laymen and educators was focused on training scientists and engineers—often at the neglect of other important segments of education. Vocational education in agriculture has received its full share of serious, sometimes unjustified, criticism. In my opinion, the image of vocational agriculture will continue to improve as we make necessary adjustments in instructional programs in terms of the broader concept of the industry of agriculture. Some progress is being made in this direction but much more needs to be done.

The Vocational Education Act of 1963 provides for expanded and improved programs in a great variety of occupations. This legislation provides more flexibility in the overall program of vocational education. It encourages programs in many new areas including joint programs between the vocational services.

Purpose Of The Act

The purpose of the Vocational Education Act of 1963 is to authorize federal grants to states to maintain, extend and improve existing programs, develop new vocational education programs, and to provide part-time employment through work study programs. The law is written so as to provide vocational education for persons of all ages and all educational levels below the baccalaureate degree. This includes high school students, those who have completed or discontinued their formal education, those who need to up-grade their skills; those who need to learn new

skills and those who have special educational handicaps.

The Act authorized the annual appropriation of sizable sums of money nationally, totaling up to \$225,000,000 by 1967, and each year thereafter. These funds are in addition to funds for vocational education which are made available by the Smith-Hughes, George Barden and other vocational education acts. In addition, the Act authorizes appropriations for certain work-study programs and residential schools.

In the months and years ahead we can expect to see greater cooperation among workers in vocational education at all levels. The Vocational Education Act encourages close coordination. Leaders in agricultural education will, however, play a major role in implementing provisions of the State Plan, specifically as it pertains to programs in agricultural education at all levels.

State Plans

For the past several months, state and federal officials have been reviewing the new regulations that will govern the future administration of federally supported vocational programs under the Act. Each state is in the process of preparing and revising the State Plan for administering and conducting the total vocational education program in the state. The State Plan, an agreement between the U. S. Office of Education and the state, may be thought of as an instrument or plan to get the job done. The Plan may be revised or amended from time to time in order to meet specific needs within the state.

In addition to the State Plan, an annual program of activities is developed by each state in which the state outlines its projected activities for the year in all phases of vocational education. The program of activities for the state includes the following: (1) Current and pro-

jected manpower and employment needs; (2) Programs for different groups of persons to be served at various educational levels, such as, high school students, post-high school students and persons who have already entered the labor market; (3) Estimated number of students enrolled in the programs and estimated number completing these programs during the year; (4) Locations of programs in the state; (5) Adequacy of existing vocational education facilities in the state; (6) Plans for constructing area vocational education facilities; (7) Adequacy of teaching, supervisory and teacher training staff; and (8) Current year plans for strengthening programs of vocational education.

Suggested Procedures and Activities

The following are some suggested procedures and activities which leaders in agricultural education and school administrators may consider in providing for the needs of students in vocational agriculture in accordance with the provisions of the Vocational Education Act of 1963 and other legislation affecting vocational education.

Vocational Agriculture for Persons Attending High Schools. Maintain, extend and improve existing programs by:

Providing needed shop and classroom equipment and facilities.

Providing specialists for the preparation of teaching materials and teaching aids such as references, workbooks, filmstrips and color slides.

Expanding instruction in specialized fields, such as; ornamental horticulture and floriculture by providing special training for existing teachers, providing new positions and by providing equipment and facilities for conducting these new programs. Classrooms, shops and greenhouses should be provided where not already available.

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Carl Lamar

New Opportunities for Teacher Education

CARL LAMAR, Teacher Education, University of Kentucky
New Dimensions to Agricultural Education

The 1963 Vocational Education Act gives "new dimensions" to agricultural education. Thus, it presents new challenges to those concerned with teacher education. The "new opportunities for teacher education" appear to be almost unlimited. They are bound to tax all resources that can be brought to bear on the emerging problems in vocational agriculture.

The new Act makes possible a broad-based program limited only by the vision, ability and determination of administrators and teacher educators responsible for program development and implementation. In a "Declaration of Purpose," the Congress made clear that federal grants shall be authorized to assist the States to:

Maintain, extend, and improve existing programs of vocational education, to develop new programs . . . so that persons of all ages in all communities of the State . . . will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and abilities to benefit from such training.¹

The purposes of vocational education provide new opportunities for teacher education, while at the same time they reaffirm some continuing responsibilities. The new emphasis is on purposes rather than on vocational education services. However, it does not minimize the importance of the vocational education services in carrying out the purposes. It does say that the primary function shall be to serve the vocational education needs of all persons in all communities of the State. These persons are identified as: (1) persons attending high school; (2) persons who have completed or left high school and who are available for full-time study in

market; (3) persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment; and (4) persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program.²

Persons in all of these categories can be found in agriculture and can find gainful employment in agriculture. It must be realized that the changing complexion of occupations and the changing needs of people preparing for employment in these occupations call for a new assessment by each of the vocational education services of its capability and responsibility in serving the needs of persons preparing for given occupations. For example, preparation for farming today calls for competencies that might easily be classified under business education, distributive education, or industrial education, as well as agricultural education.

The 1963 Vocational Education Act has opened the door for vocational education to service the needs of workers in the entire agricultural industry excluding professional workers who need a baccalaureate degree. The Act states that:

Any amount allotted . . . for agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home, and such education may be provided without directed or supervised practice on a farm.³

The implications of this broadening purpose of vocational agriculture have not been fully explored with regard to teacher education or program development. Obviously, there is need for some re-orientation of responsibilities, perhaps

education services, greater cooperation between the services, and the revision of pre-employment and in-service programs of teacher education.

The distance between "black and white" can be great and the "gray zone" in between, too often, becomes hazy and hard to interpret. Here we can have a program that is clearly agricultural or we can have one that falls almost entirely in the province of another vocational education service, such as business and office education, but the students need some knowledge and skills in agricultural subjects. In the latter instance, the students have an occupational objective in an office occupation, but they may be enrolled in an agricultural class to secure part of the vocational education they need. This calls for understanding, cooperation, and coordination between services.

Across-the-Board

As the needs of students move from one end of the occupational scale toward another end, the complexities of program planning, development, and implementation increase. However, within the broad field of vocational education each problem should find a solution. This would seem to imply that there is going to be a greater need in the future for "Divisions of Teacher Education in Vocational Education" in which all vocational education services are represented. This would give opportunity for cooperative effort in the development of broader-based teacher education programs and other ancillary services.

In the strict interpretation of the 1963 Vocational Education Act, State Plans for Vocational Education shall provide pre-employment and in-service teacher education programs to the extent necessary to provide an adequate supply of qualified teachers and other vocational education personnel. It shall

also determine the types of teacher education programs needed and the standards and requirements to be used to develop and maintain programs of such character and efficiency as are required.

The "framers of the Act" gave emphasis to a broad-based program of vocational education. They also stressed the need for programs of high quality and made provisions for developing and maintaining such programs. The Act says that a State's federal allotment may be used in accordance with its State Plan for the purpose of providing:

Ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities.⁴

When attention is focused on the magnitude of the agricultural industry that is now encompassed by the 1963 Vocational Education Act, and the changing vocational education needs of agricultural workers in industry, one gets some notion of the urgency for programs of high quality that meet the needs, interests, and abilities of persons seeking the several levels of employment. The changing structure of the agricultural industry, like many other industries, is providing employment opportunities for a decreasing number of unskilled and semi-skilled workers and for an increasing number of skilled workers and technicians.

If the agricultural industry is to be adequately supplied with competent workers, from the agricultural technicians to the unskilled workers, and if persons of all ages in all communities of the state; whose needs, interests and abilities relate to agricultural occupations, are to have access to appropriate vocational instruction, then there must be developed many types of programs in vocational agriculture. The curricula, organization of classes, and teaching procedures must be appropriate to the nature

of the enrollees and their level of instruction. Such programs will probably be of varying lengths ranging from a few weeks to as much as four years. And, they will call for teachers with different kinds of background and training. It will also call for a flexible program of teacher recruitment and preparation which will encompass the over-all need. Regardless of the length and nature of each program, it is expected to be of high quality. It must have a competent teacher. An understanding of the situation should make clear the direction that agricultural education should take and indicate some of the new opportunities in teacher education that are emerging in agricultural education.

Some Essentials for High Quality

The challenge ahead for teacher educators in agricultural education appears to be flexibility in program development, teacher recruitment, and teacher preparation. The overriding emphasis is on high quality performance and practical results. Serious study needs to be given to the evolving manpower needs of the agricultural industry, including employment opportunities, occupation requirements, and the vocational education needs of present and prospective workers. Basic information is needed to determine what programs of vocational agriculture should be developed and what teaching personnel should be recruited, trained, and maintained at a high level of competence.

A "master plan" needs to be developed by each state to conceptualize the over-all responsibilities of teacher education and to serve as a guide for program development, implementation, and evaluation. In the structuring of such a plan, teacher educators in agricultural education have many things in their favor. They have a rich background of experience to draw upon which has accumulated over a long period of time. They also have new resources made available by the 1963 Vocational Education Act. All of these resources should be "keyed in" on the problems of teacher education.

A sound program of teacher education is basic to the development of an effective program of vocational agriculture. The responsibility of teacher education must be to serve all professional personnel

in agricultural education. The concern must be to improve the professional preparation programs, both pre-employment and in-service, and to prepare an adequate supply of competent teachers and other professional workers for normal replacements and needed expansion. If programs of vocational agriculture are to be of high quality, mediocrity will have no place in teacher education. There must be an increased concern about the competence and performance of all professional personnel in vocational agriculture.

Teacher educators must develop high standards to be used to evaluate professional accomplishments and the effectiveness of teacher education programs. We must not lose sight of the dedicated effort that has been made to develop a sound theoretical foundation for vocational education in agriculture. We need to continue to develop a substantiated body of theory regarding the teaching-learning process upon which practical performance must be based. Our continuing efforts must be toward the scholarly control of knowledge, expertise in the teaching-learning process, skill in decision making, and the development of greater insight into self concepts of professional excellence. We must become more skilled in translating theory into practice and in evaluating the results of practical effort.

Theory and practice must be more closely integrated, both in professional preparation and in practice. Patterns of teacher education need to be developed to provide early and continuous relationship of theory and practice. Student teaching, internship teaching, and full-time teaching must be concentrated more directly toward the conscious application of learning theory if the quality of teaching is to be improved. Our entire professional staff must approach in-service education as a fact of life in the continuing effort to achieve professional excellence.

New Opportunities

Teacher educators have the leadership responsibility in developing pre-employment and in-service education programs for vocational agriculture. However, the preparation of teachers and other personnel must be the responsibility of the

(Continued on page 22)

Three Big Questions for the Summer

GERALD HAMILTON, Teacher, Kingsley, Michigan

Sooner or later every teacher of vocational agriculture hears these questions with respect to his summer program: "What will be done?", "Why will it be done?", and "How will you do it?"

I began to plan my summer by compiling a calendar of activities. First, dates of activities already scheduled were listed such as District FFA Leadership Training Camp, FFA camping trip to Canada, the Annual Conference for Vocational Agriculture Teachers and personal vacation time. With these and other such activities in their proper place on the calendar, there remained one week in June, three weeks in July, three weeks in August, and one week in September for farm visits, local farm field days and tours, work in the school forest, and meetings with the county agent, local forester and soil conservation personnel, as well as work on my filing system and classroom instruction plans for the coming school year. My next step consisted of making a list of necessary duties. Priority was given each item on the list with the most important being put at the top. At this point a conference was arranged with the superintendent so that any suggestions he might have could be incorporated into the plan. As a result my list of summer activities took form as follows:

1. Meet with Agricultural Extension Agent to obtain schedule of local field days and tours for the summer and plan to attend.
2. Install Agdex filing system. Priority was given to this because an orderly, easy to use system would save valuable time later, particularly during the school year.
3. Allocate time for visits to at least six students per week.
4. Make at least three adult farmer visits each week, parents of students visited included. These were considered important to help arouse interest in an adult farmer class planned for the coming winter.

Armed with this list the remaining eight weeks on my summer calendar were scheduled simply by doing the top priority items first. In the case of farm visits, which could not be done in one day or in one week, ample time each week was earmarked as visitation time so that they could be spread evenly over the summer.

Referring back to the three questions asked at the beginning of this article, I now felt that I could give anyone who might ask them a sincere and honest answer.



Gerald Hamilton

5. Review instructional units and materials for classroom activities. Order necessary bulletins, supplies and new items for August delivery.
6. Reserve dates for films and filmstrips.
7. Read professional journals, books, and farm magazines. Set aside at least four hours a week for this.
8. Compile a list of local resource personnel for use in instructional activities next school year, particularly for the planned adult class.
9. Go over school forest with Soil Conservation Service man and the local forester to prepare a management plan according to their recommendations. Include plans for use of the forest by the biology and science classes as well as the vocational agriculture classes.
10. Lay out areas in the school forest for student instruction in forestry, biology, science, etc.
11. Work with FFA members during summer meetings in planning activities for the coming year.
12. Assist in establishing a new lawn around new school facility.

M. D. Mobley—
(Continued from page 7)

4. Vocational education will be developed in all kinds of institutions — comprehensive high schools, specialized vocational high schools, area vocational-technical schools and institutes, junior colleges, and four-year colleges and universities.

5. The new law provides for evaluation of the program at least every five years.

6. Attention is being given to research and demonstration programs.

It is my prediction that within ten years we will be expending in this country a total—including federal, state, and local funds—of approximately \$2 billion annually for all phases of vocational education. This is essential—if we are to meet our nation's manpower needs.

In the United States there are thousands of small high schools that will be with us for many years to come. For financial and other reasons these schools cannot offer comprehensive trade and industrial and other programs of vocational education. They can offer sound worthwhile programs in agriculture and home economics—including training to fit individuals for occupations "involving knowledge and skills" in agriculture and home economics subjects. State officials who ignore these facts and neglect programs of vocational education in agriculture and home economics will be doing their states and many people a disservice.

Then Vo-Ag programs in floriculture must be developed in all our large cities. Those that are already in operation are rendering a great service. Highly specialized Vo-Ag programs must be developed as part of the offering in area vocational-technical education programs. A few states have already taken steps along this line.

The Vocational Education Act of 1963 offers much in the way of expansion of vocational education in agriculture.

The future of vocational education in agriculture in this country is bright, if those who are responsible for its operation will think BIG and think creatively.

People and Programs in Vocational Education

Vocational Education
For Persons Who Are:

- I. Attending High School—
- II. Not Attending High School—
Available for full-time study in preparation for entering the labor market
- III. Already in the Labor Market—
Need training or retraining to continue or advance in employment
- IV. Unable to take Regular Programs—
Prevented from succeeding in vocational programs because of socio-economic or other handicaps

Programs for the People
Suited To:

Needs, Interests, and Abilities
For Actual or Anticipated Gainful
Employment

Those in High School

The first group listed in the Vocational Education Act of 1963 in the statement of purpose (Section 1) as well as in the use of funds (Section 4) is the high school group. All vocational education programs are to be realistic in light of the anticipated opportunities for gainful employment of these high school students. Furthermore, these high-quality programs are suited to the needs, interests, and ability of these young people so that they can benefit from the training.

Now, this would seem to raise the specific question, "What is high-quality, realistic vocational education for teenagers in high school?" *The short-cut definition of vocational education as "specific training for a specific job" will not suffice in this case.* Many of these high school students are, and should be, years away from entering the labor market. Other criteria are needed for vocational education programs for high school youth. The concept of vocational maturity seems to offer a sound basis for developing criteria for programs of vocational education for "those in high school." But not much is heard of this. Rather, we jump to DOT or elsewhere to find "the answer." But is this really the answer for high school youth?
—Editor

Will Our Plight Be A Poor Man's Program?

C. D. BRYANT, Teacher Education, North Carolina State



C. D. Bryant

We say, "heck, we've been doing that for forty plus years."

Those of us who have followed-up beginning teachers wonder why it is that our breed is the only one doing it. By the way, principals wonder about this, too! So do some beginning teachers!

And as if this wasn't enough, our ideas about continuing education in and at public secondary schools hasn't caught fire either. In fact, community colleges are growing up every where to make sure this function takes place.

The idea of supervised practice (learning beyond the classroom) is our baby too. We wonder why we and the elementary teachers are the only ones that are activity centered, claiming that the here and now is important for tomorrow.

Why is it we have gone all this distance alone? How many friends do we have that we have made along the way? Where are they? Are they in seats of power or among the weak? Can we influence them any better today than we did yesterday?

Perhaps what we need most is a close look at ourselves. Can we assume the new roles we've asked for with the skills associated with our old roles? Can the gifted at scribbling letters shift gears to an efficient dictator over the recorder?

Our greatest need may be job retraining for ourselves. Certainly the need is for flexible people, people who have "four in the floor" so to speak. We say more education will do the trick for others. Will the same apply to us? Perhaps so if we are to escape being known as the "poor man's rich program."

For years now agricultural educators have lamented the point that money and power could cure our ills, whatever our ills were felt to be. All we've heard is "that's a good idea, but where does one get the money to implement it?" We seem to be a people blessed with ideas but a people lacking means to carry them out. Perhaps the 1963 Vocational Act will find us out.

There are those who believe that it was not money but the ability to communicate with our fellow man that prevented us from accomplishing our goals. Our communications should improve for with money we can add buzzers to our phone networks, purchase recording devices, and even invest in inter-communication sets. No doubt our secretarial help will multiply as will our other staff resources. Who knows some of us might even venture into closed circuit TV and see how the guy on the other end of the line looks as we propose to him. In a technological sense we will improve with dollars.

Yet the basic question remains—just how good will we be as communicators? What about us... will we be improved? Most of us have had phones for years. We have written thousands of letters about our program functions. Books have been written about our philosophy and why it's best among the lot. Some of us have even gotten around to writing a magazine article or two. Most of us have little trouble talking hours upon hours about our programs and what they do for society. Yet with all this we must confess that most people outside our own clique know little about us, who we are, what we do and why we do it. If you don't believe this how about asking the man on the street the next time he crosses your path?

Those of us who have worked with student teaching over the years find it strange that general education people are beginning to find out and to write about off-campus full-time student teaching.



Ralph M. Vorhies

Agricultural Education in Junior Colleges

California Plan

RALPH M. VORHIES, Crops Department, California State Polytechnic College,
San Luis Obispo

A study of the status of nontransfer agricultural education in California junior colleges in 1964 revealed some interesting information about this little understood area of the California educational system.

Although California is the leading agricultural state and has over seventy junior colleges, less than twenty offer any training in agriculture. Only ten offer special courses that are not intended to transfer to a four-year college. These ten vary greatly in size and scope of training offered. One of the junior colleges has 12 agriculture teachers and several others have only one or two. The average was four and four-tenths teachers. The largest department had over 200 majors and the smaller ones less than 40.

It is difficult for the smaller schools to offer anything other than courses that are intended to transfer to a state college or the university. In many cases these courses can not be related too closely to the agricultural problems of the local community and do not meet the needs of terminal students well. The number of junior college agricultural students who actually continue with a four-year program varies greatly from college to college but rarely exceeds 50 per cent.

Very few of the programs received federal funds under the old Smith-Hughes program, and few carry on a project program for their students. However, the two or three that do have such programs are doing an outstanding job.

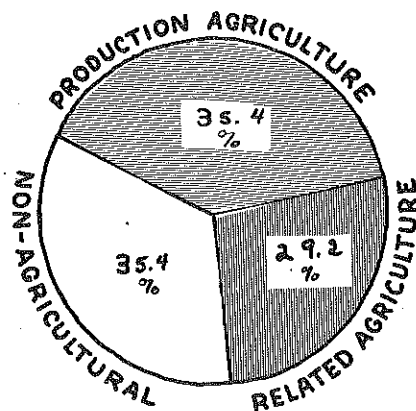
Some of the colleges now find themselves surrounded by the growing cities and are having a difficult time justifying the high priced land they are using for agricultural instruction.

The increasing interest in ornamental horticulture in the area is

new programs and facilities being established at the junior colleges. Two or three of the colleges have designed special two-year programs to meet the needs of the nursery industry in their service areas. Modesto Junior College and Mount San Antonio are the best examples of this new vocational approach.

A survey of former nontransfer students from the junior college agricultural programs at eight colleges, revealed that about half of them were from high school vocational agriculture classes. Forty per cent of them had expected to continue at a four-year college and another 50 per cent expected to finish the two-year program when they first enrolled. Actually only 25 per cent had finished the junior college course and none had yet transferred to a four-year school.

Upon leaving junior college the students entered various work areas as shown by the accompanying chart. A total of 65 per cent entered agriculture or related fields and 35 per cent non-related fields. A study of their employment history showed good stability and reasonable salary advancement.



Most of the former students felt that their junior college training had helped them advance faster and farther than they could have done without it. The technical agriculture courses were thought to have been the most helpful. About

Terminal Programs

half of the former students felt that a four-year course would have helped them even more than the two-year curriculum.

Of the limited number of employers surveyed, 69 per cent indicated that they considered the junior college training to have been of value and would hire such students again. Fifty per cent stated that they had hired the students because of their college training. About one half of these employers felt a four-year degree would have made the employee more useful in the job he was presently doing.

This study led to the following conclusions:

1. Agricultural education in California junior colleges has been quite successful in the area of transfer education for students going on to four-year colleges, but in general the nontransfer students have been neglected.

2. Courses in technical agriculture have been of value to former nontransfer students and were recognized as valuable by students and employers alike. This is indicated by the employer's willingness to hire students from the program and to advance them.

3. The placement and follow-up of nontransfer students in agriculture has been given minimal attention. A need also exists for some curricular changes to better fit these students for agricultural jobs where their rural background and training would be fully utilized.

4. Agricultural technician training programs similar to those recently started at Modesto Junior College and Mount San Antonio College have much value. They are based on and meet local agricultural needs of the community. These programs also fulfill important needs for junior college agricultural students not planning to transfer to a four-year college.

H. M. Hamlin—

(Continued from page 9)

The first responsibility of the agricultural education profession with respect to the act is to insure that the state and local officials responsible for decisions regarding policies and programs are fully informed of the new possibilities.

Needed Programs of Agricultural Education That Cannot be Financed with Federal Funds

Since 1917, most of us have thought that agriculture can be taught only with federal financial assistance. However, it has always been obvious that not all that is required for occupational competence in agriculture can be aided by federal funds. These funds cannot be used to teach the essential elementary school subjects or the non-vocational subjects in the high school subjects labeled "vocational" which are really in the field of practical arts since they do not commonly lead to employment in jobs related to the training received. High school agriculture in many schools has been an exceptionally fine example of the practical arts, but it should be so labeled. There are many in the junior and senior high schools who will never pursue agriculture as a vocational subject but who need appropriate agricultural education provided as a special subject or as an ingredient of other subjects.

Instead of using a part of our state and local funds for nonvocational education in agriculture, we have commonly mixed the state and local funds with federal funds and spent all under the federal regulations. In some cases state and local funds are five to ten times the federal funds. If we are to continue the programs we have in many high schools, we shall have to set aside state and local funds for non-vocational programs.

If a state is to receive funds under the 1963 act, state and local expenditures for federally-aided vocational education must remain at least equal to those made during the fiscal year, 1962-63. It is impossible to use state and local funds hitherto used to finance a type of "vocational agriculture" that is no longer reimbursable. New state and local funds must be found.

The state and local funds that have been used in the federally-

aided program will, of course, be needed in financing the expanded program now possible and more of these funds will be needed. Appreciated programs of agricultural education in the high schools which are no longer reimbursable can be, and probably often will be continued with state and local financing.

Our practice has been in striking contrast to practices in some other areas. There are 40,000 teachers of industrial arts in the country whose work has never been federally aided. Business education has been taught without federal funds in almost every high school in the country. There is a great deal of unaided home economics education in the junior high schools and the elementary schools.

As specialized occupational education, the type subsidized by the 1963 act, moves into the upper years of high school and into post-high-school institutions, a vacuum in the early high school years must be filled with various forms of practical arts education including non-vocational education in agriculture, business, distribution, and home economics as well as industrial arts. Simultaneously, we should move into the junior high schools and the elementary grades with appropriate programs in agriculture and the other practical arts.

There are nonvocational types of education in agriculture to be offered adults also. We have provided some of it in landscaping, flower and vegetable culture, pest control, and other areas for persons who do not earn their livings in agricultural occupations. These programs are out as reimbursable programs but they should be expanded, not discontinued.

The basic concept that we must get accepted is that occupational education is a function of a school system, not a function of a department or a group of departments; that the federal government aids segments of it, and that the states and the school districts must provide all of the funds for other segments.

Tooling Up for the New Program at the State Level

Although the new legislation was long imminent and has been in force for more than a year, the states are not yet ready to take full

advantage of it. Part of the difficulty is, of course, traceable to delays in the U. S. Office of Education while reorganization there was taking place.

Many state boards have proved unequal to their new responsibilities. State departments of education and state higher institutions are short of needed personnel for new and revised programs.

The leadership in the state offices has a heavy responsibility in planning and supervising pilot programs, preparing course suggestions for fields in which we have never taught, and leading the local districts to adjust their policies and procedures to the new opportunities they have.

Vocational education in the universities will take on new dimensions as specialists in the behavioral sciences join vocational education in federally aided research, development, and training projects. There is now money and there is interesting, fruitful research to command the interest of specialists in related fields. Other institutions are finding, as Ohio State and North Carolina State have found, that their power structures are highly interested in the new funds and the new programs possible.

Excessive specialization and isolation on the part of those who work in each of the traditional fields of vocational education in the state departments and the universities must be broken down. This breaking down will come inevitably as we enter new areas of occupational education in which no service has established a monopoly.

New Achievements in Agricultural Education are Now Possible

Reports from across the country indicate that there are many who already realize that the new vocational education act opens a wide array of possibilities. Not as many seem to be aware that it must be supplemented by state and local actions and by funds to provide the agricultural education needed that cannot be financed by federal funds. Specialized occupational education for which the act provides will fail unless it is undergirded by comprehensive, high quality, basic education which it is the responsibility of the states and localities to

(Continued on page 21)

Leadership for New Programs

CARL LAMAR, Teacher Education, University of Kentucky

Editor's Note:

It is unusual to run two articles by the same author in one issue. Carl Lamar was asked to prepare the article on implications of the 1963 Act on Teacher Education. When that came this article was also sent. It seemed too good for you to miss. Thanks Carl.

What is the proper role for leaders in agricultural education in this era of evolving change? How well are we reading our "Crystal Ball"? These are rapidly changing times in all areas of human endeavor. The pressing demand is for aggressive forward looking leadership by capable people who have vision, dedication, and a pioneering spirit—the kind of leadership with which agricultural education has been abundantly blessed down through the years.

Agricultural education can ill afford any semblance of negative leadership now or in the foreseeable future. The needs of the moment cannot tolerate leadership that wants to rest its case on past laurels and defend the status quo. Defensive leadership is doomed to defeat and if tolerated, the program must suffer. The crying needs for a high quality broad-based program in agricultural education should not be shackled with road blocks that delay full speed toward that end.

We must devote all of our resources to the development of a program of vocational education in agriculture that is geared to the "pulse beat" of a rapidly changing social and economic order. If we are to take our rightful place in the pattern of things that will shape the future, then we must get into the "main stream" of what is going on in the world about us. We must evolve a program that serves the vital educational needs of people interested in and concerned about agricultural occupations.

The 1963 Vocational Education Act marked the end of an era in vocational education. It also laid the foundation for the development of a new and more challenging era. These events tend to frighten certain people, discourage some, and

Those associated with agricultural education should take extreme pride in their accomplishments during the years from 1917 to 1963—46 years of service. The leadership in agricultural education has been justly recognized by leaders in vocational education and in other areas of education, by the Congress, and by prominent leaders elsewhere as the one vocational education service, above all others, which has provided the dynamic leadership in vocational education that has enabled it to emerge as a professional group with stature and prestige and highly regarded throughout this nation and the world. The record shows that it has been strongly supported by Congress on an ever-increasing level because of its avowed purposes and continuing efforts to serve the vocational education needs of people at all levels of interest, background, and ability in this country.

As we reflect on the situation that confronts us, there are many reasons why we should accurately assess the accomplishments of the era just ended. We should be extremely grateful for the high quality competent leadership that has been attracted to this area of public service. We should also be grateful for the leadership that has been developed through this program and to those who have caught the inspiration to help further its cause.

Our early leaders in agricultural education had very few guidelines. They were called on to blaze a new trail and develop a new program. They had the responsibility to develop a theoretical foundation for vocational education in agriculture which is essential for any sound program. Theirs was the task to develop a basic philosophy and formulate the aim and objectives to serve as guidelines for program development and evaluation.

All that these people had to go on was the realization that people in this country should be prepared to earn a livelihood if they were going to have the opportunity to enjoy a good life and contribute to the welfare of others. Then, as

ple were not prepared, and were not being prepared, for gainful employment in the economic affairs of life. At that time the obvious need in agriculture was to prepare "present and prospective farmers for effective careers in farming." Farming vocations constituted the bulk of employment opportunities in agriculture. Farming was largely the primary concern in agriculture up to the beginning of World War II.

Changes Bring Challenges

Starting in the early 1940's the complexion of our entire way of life has been changing at an accelerated pace. The "space age" has caused the interests, aspirations, and concerns of people and governments to become more pronounced. The plight of the "have nots" in our society threaten the favored position of the "haves." The inevitable solution is adequate attention to the socio-economic welfare of all people regardless of race, creed, national origin, or economic status. Attention is focused on the significance of an adequate economic base in enabling people to share in the so-called "Great Society." Every individual who is capable of learning should be prepared for a vocational pursuit that will enable him to make his maximum contribution to the society of which he is a part and at the same time allow him to share in the good things that society has to offer.

Acceptance of this point of view, has brought to the fore front the realization that today, more than ever before, education stands between a man and gainful employment. It has become a major concern of government, local communities, and individuals. The need for vocational education as continuing education in the life of an individual must become a concern of educational leadership. Preparation for job entry, retraining for a new job, refresher education to keep abreast of changes in one's present job, and upgrade training for advancement and promotion must all be the concern of educators in vocational education who will be expected to plan and maintain effective programs to satisfy these needs.

It has become increasingly evi-

al education was not adequately geared to the evolving needs of our national economy. It was too narrowly defined and support for the program, financial and otherwise, was far too meager. Vocational agriculture was still oriented to the aim and objectives of a program designed to serve the agriculture of the 1920's and 1930's. Too little attention had been given to the tremendous change that was evolving in the agricultural industry. The over-all structure was changing and the internal complexion of occupations within the industry was undergoing rapid transition. This process within agriculture remains dynamic and leaders in agricultural education must get geared to a pattern of continuing assessment of the agricultural industry, and program planning, development, and implementation in light of the vocational education needs of the industry.

It is imperative that the leaders in agricultural education bring into sharp focus the exact structure of the agricultural industry including all levels of employment from the top scientist, engineer, or professional to the lowest unskilled worker. A job for every man and every man qualified to hold down an acceptable job must be a major concern of our society. If the agricultural industry is to be adequately staffed with competent people, leaders in agricultural education must assume a major responsibility in serving the needs of the industry. It is said that "luck is when preparation meets opportunity." The evolving changes in the agricultural industry are opening the door to "new opportunities." Vocational education programs oriented to the needs of the agricultural industry must help people get prepared to take advantage of these opportunities.

Informed people recognize the soundness and effectiveness of the program of vocational agriculture that has evolved since 1917. It has made a significant contribution to the development of agriculture and improvement of life on the farm. It has also contributed to the commercialization and specialization of farming and the diversification of the agricultural industry into what is now referred to as agricultural occupations—both farm and non-

The evolving changes in agriculture did not occur over night. It was an evolution that came about through a multiplicity of interactions. The passage of the Morrill Act in 1865 which created the state agricultural and mechanical colleges and subsequent growth legislation related to agriculture brought together the forces of science, research, and education which produced the products of technology, automation, commercialization and specialization. These developments have led to drastic changes in almost every aspect of human endeavor. They have been responsible for the restructuring of the agricultural industry. They have led to new demands for vocational education.

These developments call for a progressive program of continuing education that is geared to a dynamic and ever-changing socioeconomic environment. It is in this setting that we must address ourselves as we consider "New Opportunities for Vocational Education in Agriculture."

New Pioneers

If agricultural education, in the emerging era, is to serve the vocational education needs of the agricultural industry as well as it has done so in the era just ended, leaders in agricultural education must acquire the same kind of vision, desire, dedication, and capability that characterized the leaders who have carried us to this point. Our task should not be greater than theirs. Our challenge should be considerably more because the scope of the undertaking is broader, the demands and needs of the people are more pressing and the agricultural industry is becoming increasingly more complex. A clear conceptualization of the "New Challenges Ahead" will help, because a vision of the ends sought helps to illumine the direction and nature of the steps to be taken.

Floyd Johnson—

(Continued from page 6)

... The need to establish more multiple-teacher departments must be met.

... It is imperative for leaders at all levels in our field to become more positive and less negative in accepting the challenges which lie ahead for agricultural education.

... Leaders in agricultural education must not confuse the new Act with the reorganization going on within the Vocational-Technical Division of the U. S. Office of Education.

... All leaders in our field must join hands with AVA, NVATA, state vocational associations, and others in their efforts to secure the necessary support to expand and improve the program in vocational education in agriculture.

James R. Peddicord—

(Continued from page 10)

- g. Uses of equipment
 - h. Painting
 - i. Tool reconditioning, identification of tools and supplies
13. Courses should be organized for students after completing the basic course with a central objective and in specialized units on a year or semester basis, such as plant science, farm gas engines, animal science, etc. This would provide opportunity for students with special interests to enroll, including girls.
 14. Each course should be planned so that subject matter will be distinct from other courses, and a student who completes 4 years in vocational agriculture will have complete training.
 15. Greater emphasis both by the teacher and guidance counselor in the school should become more functional at the high school level to identify those students who can profit by the training and to properly guide and counsel students into courses best suited for them.
 16. Curricular arrangements should be devised which will permit students to take a combination of vocational courses of greatest potential for them.
 17. There should be cooperation with other services in using teachers, equipment, and facilities to best prepare students for occupations.

Julian M. Campbell—

(Continued from page 11)

Providing pre-employment instruction, such as, general mechanics and farm machinery operation, adjustment and maintenance where the need exists and where this type of instruction is not available at present.

Providing opportunities for students to gain supervised practice activities or work experience either from their home farm, school farm or in an agricultural business other than production agriculture.

Providing cooperative joint programs in agriculture distribution.

Vocational Agriculture for Persons who have completed or left high school and are available for full-time study in preparation for the labor market. Encourage establishment and expansion of post high school programs by providing:

Agricultural technicians training in area schools.

New teaching positions.

Specialized training for teachers.

Facilities and equipment.

Specialists to prepare instructional materials and coordinate the programs.

Vocational Agriculture for Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in the occupation.

Instructional programs should be improved and expanded for young and adult farmers. Specialized courses of instruction for young and adult farmers may be offered in farm management, operation and care of farm machinery, tractor maintenance, use and care of electric motors, arc welding, and perhaps livestock and crop production. Specialists may be needed to assist with or conduct the above courses.

Specialized training may be provided for groups in agricultural businesses other than production agriculture, such as, farm machinery service men, seed, feed, fertilizer and chemical dealers.

Providing Ancillary Services. Through the provisions of the Vocational Education Act of 1963 qualified personnel must be available to provide appropriate serv-

curriculum materials, state administration and leadership, program evaluation and research.

The present and emerging program of vocational education will require greatly increased numbers of qualified teachers to implement envisioned programs in agricultural education.

A sound program of vocational guidance is an essential part of an effective vocational education program. Vocational guidance programs can be strengthened through vocational guidance institutes for local counselors and by providing vocational guidance materials.

If the needs of students enrolled in agriculture in the future are to be met, instructional programs in vocational agriculture will have to provide more breadth and depth in light of the many changes taking place in the industry of agriculture. More basic units that have application to all segments of agriculture will be taught. In certain departments of vocational agriculture, particularly those in or near urban areas, greater emphasis will be placed on ornamental horticulture. Supervised farming programs will continue to be the backbone of supervised practice, but more students will be in agricultural placement for their work experience, either on a farm or in a related agricultural business. Teaching units and basic unit lesson plans should be prepared to help teachers strengthen their instructional programs.

An adequate state administrative and supervisory staff is necessary in order to conduct an effective comprehensive program in agricultural education. As present programs are expanded and new programs developed, additional members will be needed in order to provide needed assistance and adequate supervision.

Evaluation is an essential part of any educational program and should be an integral part of any learning situation. The Vocational Education Act of 1963 gives emphasis to the need for program evaluation by providing for periodic reviews of all vocational education programs.

Research, demonstrations and pilot or experimental programs are

grams. The Vocational Education Act of 1963 authorizes the use of funds for research activities and provides that at least three percent of funds will be used for ancillary services, one of which is research. In order to implement these provisions of the Act, an adequate research staff must be provided to plan and conduct needed research projects and to assist with the correct interpretation and application of research findings.

Construction. Encouragement should be given to the construction of adequate and appropriate facilities for vocational agriculture where needed and justified in comprehensive high schools and other institutions that qualify as area vocational education schools. The Act authorizes the use of federal funds on a matching basis to assist with the construction of area vocational schools.

State and Local Influence

The application of ideas presented above will vary somewhat from state to state depending upon the provisions of the individual State Plans. I have only covered the highlights, however, detailed treatment of the various phases of the Vocational Education Act of 1963 will likely be covered by other writers in this and future issues.

Although the federal funds are being made available in increasingly larger amounts, state and local school boards will continue to raise the bulk of the funds needed for vocational education. The speed with which present programs are expanded and new programs launched will depend a great deal upon state and local boards of education and the administrators responsible for carrying out the policies of these boards.

Through the years, programs in agricultural education have been adjusted rather readily to the new technologies that have been developed. Future programs in agricultural education must continually be adjusted to the changes taking place in our schools and communities. Teachers of vocational agriculture working together with other leaders in agricultural education must and will define the objectives and determine the future of agricultural education in America.

W. M. Arnold

(Continued from page 5)

8. *There are some who say that vocational agriculture will not be a part of vocational education in the years ahead. Do you share this view?*

I do not share this view. Farming is one of our most important industries and will become more important in the years ahead because of the rapid growth in the population of our Nation. Even though the number of farmers is declining as farms become larger, this does not mean that farming is less important. There will always need to be adequate programs for those who have entered and for those who are preparing to enter farming. The broad field of agriculture which includes farming offers many opportunities for instructional programs in agriculture in the years ahead. Instructional programs that have been offered in this field under the Manpower Development and Training Programs have been quite successful. Training programs for occupations such as arborists, forestry aids, aids in the farm machinery field, and employees in horticulture have all been successful. The placement record in these classes has been excellent.

9. *A couple of questions about the reorganization of the DVTE. Obviously, the reorganization was to make a more effective organization for implementation of the Act; but as you know, there are some concerns:*

- One is as to the accessibility of consultation with program specialists. How does this seem to be working out?*
- The other reason that you get so many requests from the field is that we do not know who else to ask! Will you be able to keep up with all of these requests?*

Nine regional offices are being established throughout the Nation to make available consultative help to the States. It is planned to provide an adequate staff in each of the regional offices that will be competent to assist the State staffs in the development of programs of vocational education to meet the needs of the people as directed under the Vocational Education Act of 1963. This regional staffing is now in process and its effectiveness cannot be measured until the service is available.

10. *Some of us in teacher education at the colleges and universities feel the need for better communication with the DVTE not only for ourselves but for the deans and other administrators with whom we work. Do you see any way that direct communication can be made available to people in vocational education at the universities?*

The Division of Vocational and Technical Education in the U. S. Office of Education is in the process of developing a staff that should be competent to provide the leadership needed by institutions that offer teacher education. Strong leadership will be provided in such areas as research, pilot programs, curriculum development, program planning, evaluation, undergraduate and graduate programs. Some of these services are not yet available, but they will be soon.

11. *What new directions should teacher education for vocational teachers take in the immediate future?*

Teacher educators can serve vocational education effectively by helping provide an adequate supply of vocational instructors. This will make it necessary to conduct recruitment programs and to help upgrade instructors who may be employed because of their occupational experience but who have not had adequate instruction in education and related courses. One of the challenges faced by teacher education immediately is that of sharing in the determination of the number and types of instructors needed and in planning for the recruitment, training and upgrading of these persons. It is necessary for teacher educators to re-examine their curriculum in the terms of the new direction and responsibilities given in the 1963 Act. Teacher educators must continue to share in conducting studies, heading improved programs of vocational education, directing pilot programs, and in providing strong leadership for a rapidly expanding program of vocational education.

H. M. Hamlin—

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provide. With appropriate use of all available federal, state, and local funds, we could:

Serve a vast new clientele.

Increase enrollments in agriculture greatly.

Add personnel in agricultural education, some of it specialized.

Provide appropriate programs of agricultural education in communities that now think them unnecessary.

Teach more who have made intelligent occupational choices.

Secure better basic education as a foundation for training in occupations that are becoming ever more difficult and complicated.

Make agricultural education more important in the public mind because it is serving more people.

Join vocational educators in presenting a united front instead of seeking support for agricultural education alone.

Train for agricultural occupations wherever they exist instead of training for a community.

Develop more thorough training programs and continue training as needed throughout life.

Provide specialized programs for low-income farmers, managers of agricultural businesses, maladjusted high school students, and many other groups.

Introduce appropriate education in agriculture into the training of many who are preparing primarily for occupations called "industrial" or "commercial."

Use research development, and training funds to test new ideas and spread promising ones instead of relying on trial and error to develop and propaganda to spread half-baked ideas and practices.

Carl Lamar—

(Continued from page 13)

whole profession and in-service education programs must be designed to serve everyone in the profession if the objectives of agricultural education are to be attained.

Teacher education may be provided through institutions of higher education approved under the State Plan for this purpose or by State staff members assigned to render such service. This calls for effective leadership, cooperation and coordination of all persons, institutions, and agencies assigned responsibilities for this function if the State program of vocational agriculture is to be properly served.

Research Development and Demonstration

Opportunity now exists for the development of research, training, and demonstration programs that may be used to secure objective information and basic understanding needed to assure quality in teacher education programs. The next decade should be marked with an endless parade of experimental efforts, demonstration projects, training programs, and research endeavors—all designed to improve teacher education. We must learn to concentrate research and development efforts upon the basic needs of people whether the role is teaching or learning. Our problem is to conceptualize and practice those skills and attitudes which will yield acceptable results.

New patterns of teacher education, new devices, new techniques, and new instructional materials should be developed, checked out in experimental situations and, when accepted, demonstrated so that widespread understanding and use will be assured. Opportunities in this area should challenge our best efforts. An important step in giving direction to programs and organizing resources for program implementation is the collection of background materials and data needed for practical decision making. What are the possibilities here? There are several possibilities that should be checked out.

The new Act gives emphasis to the development of instructional materials and to program evaluation. Presumably, the intention is to improve the quality of programs through all possible avenues. No

doubt, instructional materials and other teaching aids should be developed and properly used. New patterns of training teachers such as internship teaching after student teaching should be explored. Core programs in certain areas for all vocational education teachers, team teaching within a service and across service lines, and the use of educational technology related to programmed instruction based on the use of non-human learning resources, such as television, tape recorders, films, teaching machines, computers, and the like should receive attention. If they contribute to the improvement of instruction, the facts should be known and disseminated.

There are new relationships which should be developed. They are long over due in teacher education and if properly established should provide exciting opportunities for agricultural education. The different vocational education services should find many common problems and interests as they focus attention on the six purposes of the 1963 Act. As these purposes are considered, teacher education in vocational education will surely become a more unified group. Vocational education will need to become more closely aligned with other phases of education and with other disciplines as common interests and problems emerge.

Proof of the Pudding

The measure of effective programs in vocational education must be the quality of the product—how well they are faring in the "world of work" and in their social environment. Provision is made for the development of vocational guidance services and cooperative arrangements with the public employment service in the State. Proper relationship with these services should yield the information and cooperation needed to assure the development of realistic programs of vocational education in the light of actual or anticipated opportunities for gainful employment and the needs of people who should be enrolled in the program.

Here teacher education has an opportunity and a responsibility. It has the opportunity to obtain objective information from local sources that should help to keep teacher preparation programs cur-

rent with the needs at the "grass-roots."

Wide Angle View

Teacher education must take a "wide angle" view of the agricultural occupations to be served, how the four different groups of people are to be served and where the vocational education programs shall be offered. Wherever they are offered, if they come under the State Plan for Vocational Education and under the Supervision of the State Board of Education, then teacher education has a responsibility to help staff the programs with competent well-trained teachers. Under the 1963 Act, the programs may be offered in several kinds of schools, including a specialized high school, department of a high school, technical or vocational school, or a department or division of a junior college, community college or university. Departments or divisions of schools must provide vocational education in no less than five different occupational fields and they must be under the supervision of the State Board of Education to qualify for federal support. Teacher education in agricultural education should be alert to the possible development of vocational-technical agriculture programs in such schools.

The development of vocational-technical agriculture programs in post-high school institutions, and development of pre-employment and in-service teacher education programs to staff these programs and the same kind of responsibility to the academic, socio-economic or other handicapped groups poses two of the greatest challenges to teacher education in agricultural education in the next decade.

¹ Vocational Education Act of 1963, Public Law 88-210, 88th Congress, H. R. 4955, December 18, 1963, Section 1.

² *Ibid.*, Section 4(a).

³ *Ibid.*, Section 10.

⁴ *Ibid.*, Section 4(a).

The Agricultural Education Magazine—1925-1965

GEORGE F. EKSTROM, Teacher Education, The University of Missouri, Columbia

It was my good fortune to participate in a conference of the North Central Region at Des Moines, Iowa in 1928 when contacts were made with the Meredith Publishing Company, which expressed interest in providing a publishing service on the non-profit basis for such a magazine. With approval of the Agricultural Education section of AVA the first issue of the Magazine, consisting of 16 pages, was published in January 1929.^{*} Thirty-seven volumes have since been published, which must constitute some sort of a record for professional journals which carry no advertising.

Policies for the operation of the Magazine for the first year were vested in an Editing-Managing Board, which chose H. M. Hamlin from Iowa State College as the first Editor. F. E. Moore, Iowa Director of Vocational Education was designated as Managing Editor and Z. M. Smith, Indiana Supervisor, as Secretary-Treasurer. In addition, the Board appointed three special editors—H. R. Groseclose, Virginia, Future Farmers of America; R. W. Gregory, Purdue University, Professional Organizations; and W. A. Ross, Wyoming, Farm Shopwork.

The basic structure for operation of the Magazine has changed but little over the years. Personnel of the Editing-Managing Board is designated on a rotating basis by the Agricultural Education section of AVA and submits a report to the Section at the annual convention of AVA. The scope of the Magazine, however, has expanded considerably. A section on Methods was added in January 1930, with further expansions during the second year to include Supervised Practice, Part-Time and Evening Schools, Research, and Book Reviews. The structure thereafter became rather stable for several years except for adjustments in title des-

^{*}The second volume was terminated in June after six issues, in order that succeeding volumes might conform to the fiscal year.

ignations involving certain of the areas—viz, Farm Mechanics and Farm Shop, Farming Programs for Supervised Practice, and Farmer Classes for Part-Time and Evening Classes. A section on Supervision was added in 1945.

A. K. Getman at Cornell and R. W. Gregory at Purdue initiated a series of articles dealing with "Contributions of Leading Americans to Education" beginning with the September 1932 issue. The series was thereafter reprinted in bulletin form. A second series of special contributions was reprinted in 1938 under the title, "Whither Agricultural Education." Still a third series, concluded in 1940, was reproduced as "Contributions of Leading Americans to Agriculture."

Some deviation from the sectionalized organization of copy was initiated in 1946, with emphasis devoted to the special-feature idea. In 1950 regional representatives, charged with responsibility for soliciting copy by geographical areas, were substituted for the subject-matter designations. In addition, there are four editors assigned to cover special areas—Teachers, Book Reviews, Vocational Division (U. S. Office) and Research. The immediate past editor has encouraged presentation of pros and cons on controversial topics under the caption, "Both Sides of the Issue."

There has been but one change of publishers of the AGRICULTURAL EDUCATION MAGAZINE. During the spring of 1947, the Meredith Company indicated the pressure for expanding major printing obligations was such that they felt it necessary to discontinue printing the Magazine. The Editing-Managing Board was confronted with the immediate problem of locating a new publisher and was successful in negotiating a similar arrangement with Interstate Printers and Publishers at Danville, Illinois.

The publication of thirty-seven volumes of the AGRICULTURAL EDUCATION MAGAZINE without support of advertising bespeaks for the role



G. F. Ekstrom

of the professional publication among workers in Agricultural Education. The cooperation of the entire personnel in vocational education in agriculture—readers, contributors and staffs, has made possible the medium for exchange of ideas and the recording of accomplishments.

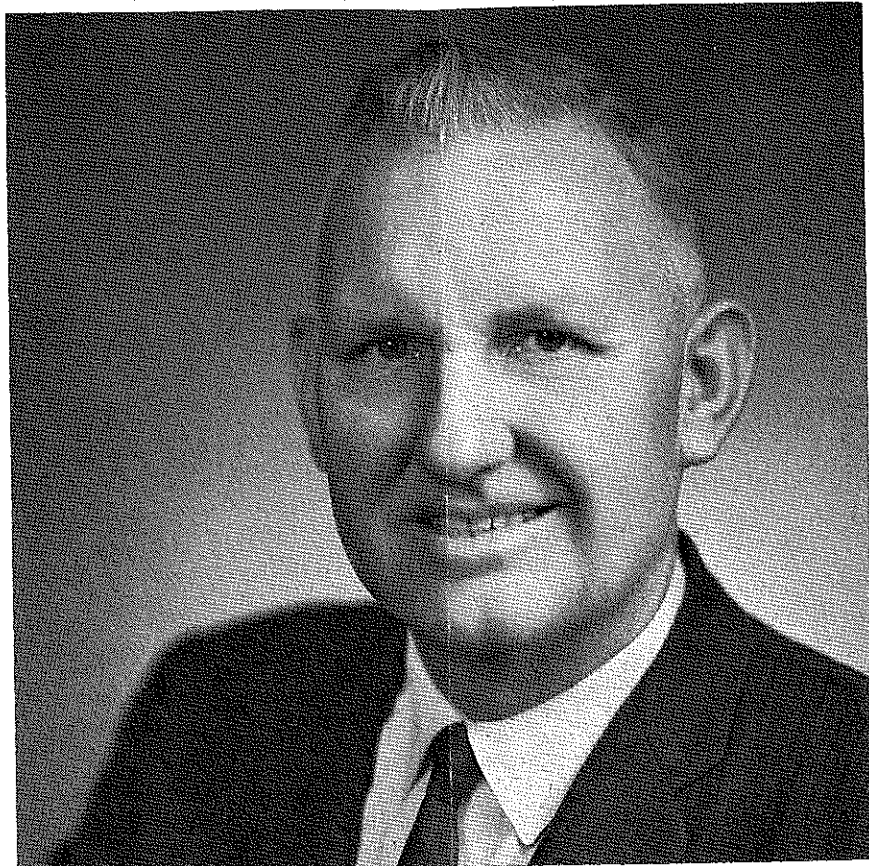
EDITORS:

- H. M. Hamlin, Iowa State College, January 1929—March 1930.
- Sherman Dickinson, University of Missouri, April 1930—March 1932.
- Carsie Hammonds, University of Kentucky, April 1932—March 1935.
- Roy A. Olney, University of West Virginia, April 1935—March 1939. (at Cornell University beginning July 1938)
- H. M. Byram, Michigan State College, April 1939—March 1942.
- O. C. Aderhold, University of Georgia, April 1942—March 1944.
- W. F. Stewart, Ohio State University, April 1944—June 1946.
- G. F. Ekstrom, University of Missouri, July 1946—June 1949.
- W. H. Martin, University of Connecticut, July 1949—June 1952.
- W. A. Smith, Cornell University, July 1952—June 1957.
- A. H. Krebs, University of Illinois, July 1957—June 1961.
- T. W. Gandy, Auburn University, July 1961—June 1962.
- Ralph J. Woodin, Ohio State University, July 1962—June 1965.
- Cayce Scarborough, North Carolina State University, July, 1965—

BUSINESS MANAGERS:

- Z. M. Smith, State Supervisor, Indiana January 1929—June 1931.
- W. F. Stewart, Ohio State University, July 1931—March 1943.
- G. F. Ekstrom, University of Minnesota, April 1943—June 1946.
- W. H. Martin, University of Vermont, July 1946—June 1949. (at University of Connecticut beginning October 1946).
- Mark Nichols, State Supervisor, Utah, July 1949—June 1952.
- Byron J. McMahon, State Supervisor, California, July 1952—June 1955.
- Henry Ross, Texas A. & M. College, July 1955—January 1957.
- Henry TenPas, Oregon State College, February 1957—June 1962.
- T. L. Faulkner, State Supervisor, Alabama, July 1962—

Leader In Passage of Vocational Education Act of 1963



HONORABLE CARL D. PERKINS
House of Representatives

Congressman Perkins is serving his eighth consecutive term in the United States House of Representatives from the Seventh Congressional District of Kentucky; ranking Democratic Member of the House Education and Labor Committee; Chairman of the General Subcommittee on Education. As Chairman of the ranking Education Subcommittee, Congressman Perkins sponsored and brought to a successful vote the Vocational Education Act of 1963 which has expanded the old and inaugurated a new Federal program for vocational education.

Congressman Perkins obtained his early training and education as a farm boy in rural, Knott County, Kentucky. As a school teacher and part time farmer, he operated a small farm which he still owns. His continued interest in agriculture is reflected in the fact that he continues to operate his own home farm in a small way and now owns another farm, which he operated on a somewhat larger

duties have cut back on his agricultural activities, but not his interest in the problems faced by the farmers.

He has actively supported the expansion of the agricultural vocational education program along with other vocational education activities. He considers agricultural vocational education as the principal hope for our farmers due to the fact that farmers have been slow to accept new methods and many of their problems are related to the fact that new types of farming, including specialized farming, have made it quite difficult for the old style all-around farmer to continue his operations.

He is the author and sponsor of the Youth Conservation Corps, as a means of providing employment and training for young men who are unemployed and out of school. The Corps would be employed in conservation work in State and National parks, public lands, and forests. The major provisions of the Perkins bill have been included in

the President's anti-poverty legislation.

He has been an outspoken advocate of student aid programs including Federal scholarships, work study and student loans, and is the author of the work-study program in the Vocational Education Act of 1963 which was also included for students on the college level in the amendments to the National Defense Education Act, October 1964.

Through Congressman Perkins' insistence in the House of Representatives and his work as a conferee on the House-Senate Conference Committee on the 1964 amendments to the National Defense Education Act, federal financial assistance to elementary and secondary schools was extended from the subjects—science, mathematics, and modern foreign languages to include English, Reading, History, Geography, and Civics. He is also one of the sponsors of the Appalachian Development Act.

AGRICULTURAL Education

August, 1965

Declaration of Purpose

“ — TO MAINTAIN, EXTEND, AND IMPROVE
EXISTING PROGRAMS —

TO DEVELOP NEW PROGRAMS, SO THAT
PERSONS OF ALL AGES IN ALL COMMUNITIES
WILL HAVE READY ACCESS TO

HIGH QUALITY, REALISTIC,
VOCATIONAL TRAINING OR RETRAINING
(In Light of Actual or Anticipated
Opportunities for Gainful Employment)

SUITED TO THE NEEDS, INTERESTS AND ABILITIES
(Of these Persons). ”

— Vocational Education Act of 1963.

A preliminary survey of attitudes and practices of 100 elementary school principals was undertaken. Thirty per cent responded. The results presented below are, therefore, not to be considered indicative of any trend, only suggestive.

It is quite clear that the elementary school principles who responded to this survey enthusiastically endorse the instituting of broadly based vocational education programs for the elementary school.

Featuring
Philosophy and Objectives