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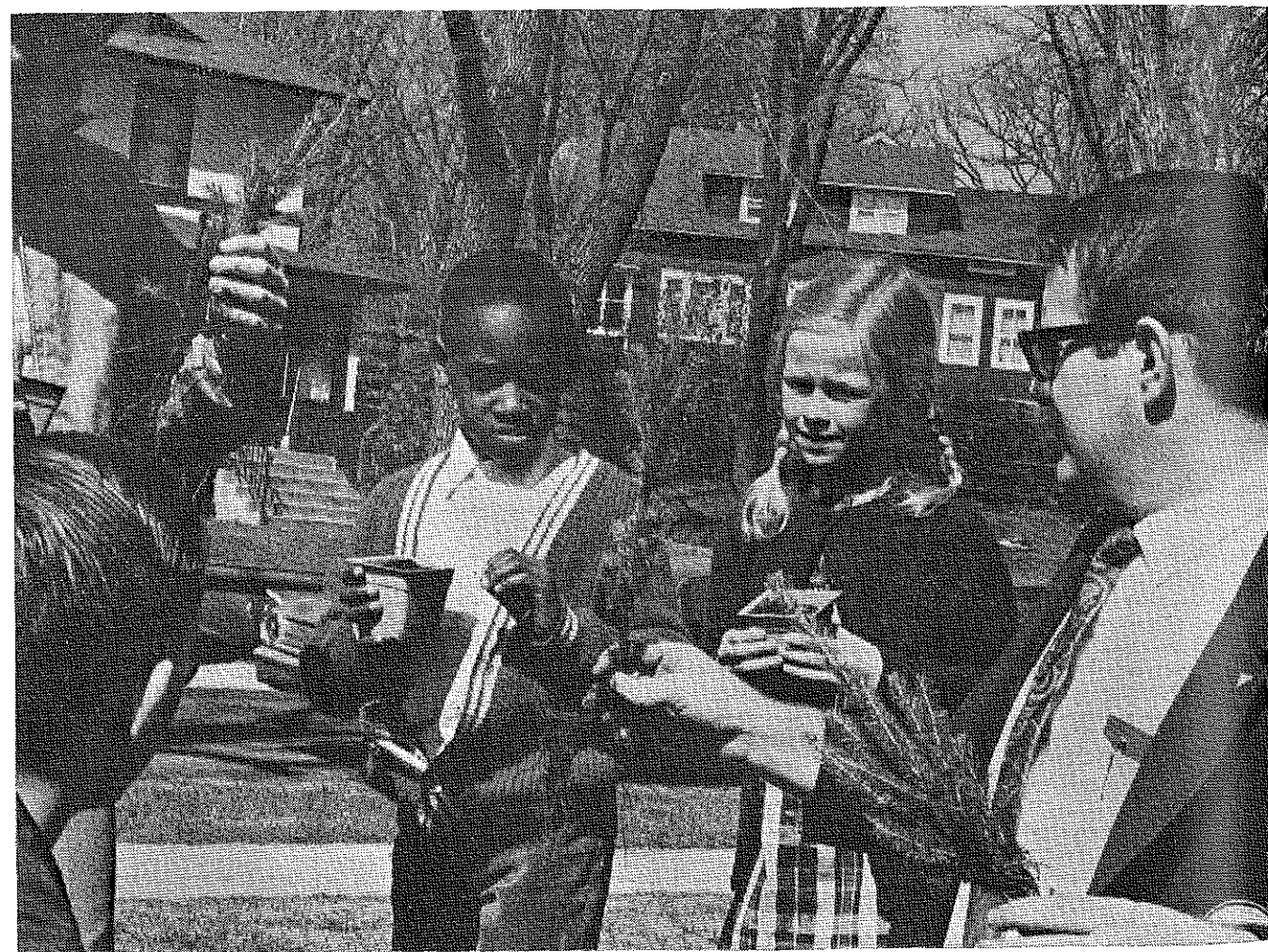
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Students studying vocational horticulture in Connecticut learn the latest practices in greenhouse and plant management. (Photo by L. L. Turner, Connecticut Department of Education)

Stories in Pictures

ROBERT W. WALKER
University of Illinois



Richard Finger (right), an officer of the University of Minnesota's Collegiate FFA Chapter, distributes free seedlings to elementary school students as a part of the Minnesota FFA's free seeding program. (Photo by Midland Cooperatives, Incorporated)

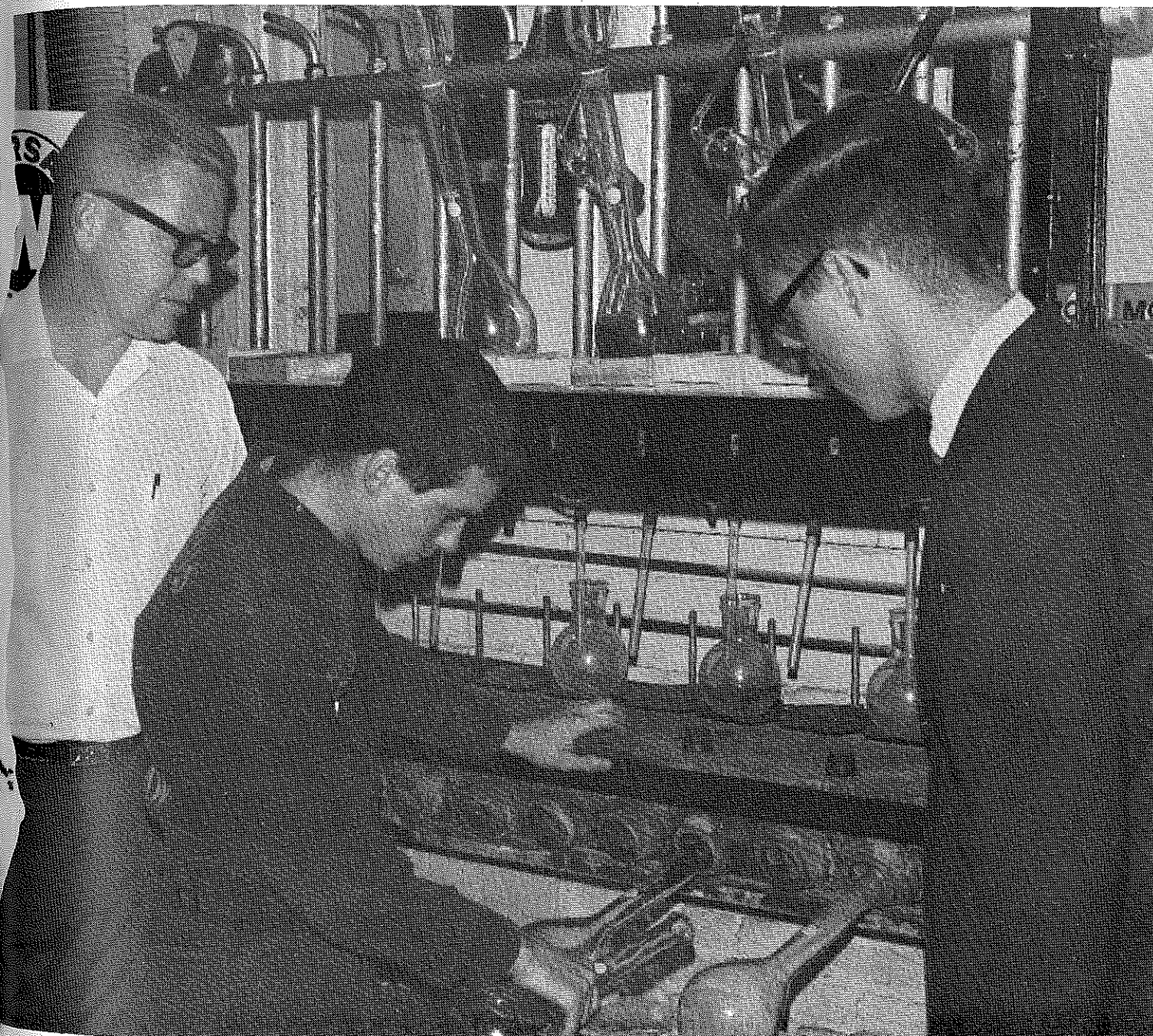


Volume 42

Agricultural Education

July, 1969

Number 1



Featuring —

THE FUTURE OF AGRICULTURAL EDUCATION

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The professional journal of Agricultural Education. A monthly publication managed by an Editorial Board. Publication office at The Lawhead Press, Inc., 900 East State St., Athens, Ohio 45701.

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Subscription price, \$3 per year. Foreign subscriptions \$3.25. Student subscriptions in groups one address, \$1 for October-May. Single copies .50 cents. In submitting subscriptions designate new or renewal and address including zip code. Send all subscriptions to Doyle Beyl, Business Manager, AGRICULTURAL EDUCATION MAGAZINE, Box 5115, Madison, Wisconsin 53705.

Articles and pictures should be sent to the Editor or to the appropriate Special Editor.

Second-class postage paid at Athens, Ohio.

From the Editor . . .

What Impedes Vocational Education?



J. Robert Warmbrod

Will American public education be any different because of the Vocational Education Amendments of 1968? Those persons who describe the Act as omnibus legislation that provides the basis for a new approach to education apparently think that it will. Others proclaim that if we are to restore relevancy to American education, vocational education must be given its proper role. These proponents see the 1968 Act as a means of enhancing the role of vocational education in our system of public education.

If these notions about the purpose and place of vocational education in American education are to materialize, persons other than vocational educators must have similar hopes for vocational education and its role in public education. If these expectations of vocational education are to be realized, educators in general and persons who develop and enact policy for public education

must see the promise and possibility of vocational education which we in vocational education expound. One hindrance to a common understanding of the role of vocational education between vocational educators and others is a series of philosophical and operational dualisms involving vocational education. We in vocational education are rather adept both at initiating and perpetuating some rather rigid either-or categories involving vocational education which impede its attaining as prominent a role in public education as we would like to see.

The foremost dualism is that of general education versus vocational education. This dualism is clearly manifested when courses are designed as academic or vocational subjects. The implication, if not the contention, is that academic subjects are concerned primarily or exclusively with a person's general, liberal, or cultural education while the exclusive concern of vocational subjects is specialized, practical education. Recently I heard the dualism expressed in a very interesting manner when the reason given for a proposed discontinuance of reimbursement for eleventh-

(Continued on next page)

Guest Editorial . . .

Some Issues Facing Agricultural Education



Harold L. Noakes

There is no doubt but that the Vocational Education Amendments of 1968 will have far-reaching impact upon agricultural education. This impact is being felt from the smallest rural high school with a traditional agricultural department to the administrative level in Washington, D.C. These amendments, which focus on the needs of people rather than areas of subject matter, point out the need for the development of many new policies identifying and governing the role of agricultural education.

Occupational education has been given new dimensions both vertically and horizontally. Vertically, occupational education is extended to include programs for the elementary school, secondary school and post-secondary school or college. Policies need to be developed to define the role

of agricultural education at each level. Will instruction in agriculture at each level be offered as a separate subject or will it be integrated with other occupational fields to form a multi-occupational mix? This question and many similar ones will need to be answered and policies developed to guide emerging programs.

Horizontally, occupational education has been extended to serve the environmentally disadvantaged, the health handicapped, out-of-school youth and adults, as well as students who can achieve in regular academic and occupational channels. Policy decisions will define not only the assignment of funds to assist in the development of programs to serve each group but the assignment of professional staff as well.

Policy decisions will need to establish the priorities of services to be offered as well as objectives to be attained. High on the priority list will be the development of programs to serve the disadvantaged and health handicapped wherever such persons may be found. As evidence of this, 25 per cent of the funds of the Act are earmarked for such programs. Agricultural education has a real challenge to develop

(Continued on next page)

Harold L. Noakes is Chief, Bureau of Agricultural Education, The State Education Department, Albany, New York.

From the Editor . . .

and twelfth-grade homemaking courses was that these courses are more for personal and social development than for vocational development. Can vocational development be arbitrarily separated from personal and social development? Yet it is through actions of this nature that vocational educators perpetuate the general education-vocational education dualism.

Another set of either-or categories which vocational educators should re-think has to do with the theory-practice dualism. The reverence in vocational education for concreteness, practicality, and experience can easily be misunderstood by vocational educators and misconstrued by others to mean or imply skepticism about the abstract, about the theoretical, and about knowledge. Vocational educators do little to enhance the role of vocational education by attempting to separate theory from practice or knowledge from experience.

The third dualism has to do with the clientele of vocational education. Seemingly vocational educators are preoccupied with the noncollege-bound, the nonacademically talented, and now the disadvantaged and the handicapped. Apparently we assume that the development of a marketable skill upon graduation from high school is incongruous with advanced study leading to a professional occupation. One can easily get the impression that vocational education is primarily for persons who will be directed rather than those persons who will be directive.

If vocational education is to assume its proper role in American education, we in vocational education must be concerned with students' personal, social, and cultural development as well as their vocational development. We must recognize that theory and knowledge are inseparable from practice and experience. And above all, we must not equate vocational education with occupational predestination to directed rather than directive occupations. As we develop new policies for implementing the Vocational Education Amendments of 1968, it would be well for us to take another look at the dualisms which impede, in no small way, the further development of vocational education. —JRW

Guest Editorial . . .

and establish programs to serve these groups.

Particularly challenging to agricultural education is the problem of meeting the interests and occupational training needs of urban youth and adults. Policies and standards established for traditional rural programs will need to be studied and modified to provide a wide spectrum of agricultural education at various levels appropriate to urban areas.

There is increased concern that all students enrolled in occupational education courses have available work experience programs related to their fields of instruction. Policies relating to such programs in agricultural education should provide for work experience in the off-farm fields

of agriculture as well as farming. This also raises a question regarding the agriculture teacher's function during the summer period. In New York State a policy affecting the summer programs of teachers was developed in cooperation with the agricultural teachers association. This policy provides funds for innovations designed to improve the effectiveness of teachers of agriculture through the application of new and more effective ways of serving youth and adults.

The role of occupational youth organizations as an integral part of the instructional programs needs continued emphasis. For forty years the FFA has provided students enrolled in agriculture an opportunity to develop leadership and citizenship and to work cooperatively in a purposeful group structure. Policies need to be developed to provide flexibility for states to develop FFA programs to meet the needs of all students enrolled in agriculture. Through such policy development the FFA can grow in philosophy and service to youth.

The Vocational Education Amendments of 1968 provide an unparalleled opportunity for agricultural education to meet the challenges of our present and future society. We have only scratched the surface in terms of service to many of the groups which need to be served. Constructive policies at the national, state, and local levels can open many doors for providing effective service. Are we prepared and willing to pass through these doors and meet the challenge presented? If so, agricultural education can look to the future with confidence.

Themes for Future Issues

August	Guidance in Agricultural Education
September	Instructional Programs in Agricultural Mechanics
October	Instructional Programs in Ornamental Horticulture
November	Instructional Programs in Agricultural Supplies
December	Instructional Programs in Agricultural Resources
January	Teacher Education and Supervision

THE COVER PICTURE

James Trotter (right), Agricultural Occupations Instructor at Warsaw (Illinois) High School, and Paul Fornell, Manager of the Warsaw Feed Company, observe as Bob Doyle, a student of agriculture at Warsaw High School, analyzes the protein content of a sample of feed. (Photo by Robert W. Walker, University of Illinois.)

A Complete Program of Agricultural Education

C. M. LAWRENCE, Supervision
Florida Department of Education

While farming and related agri-business industries in our nation continue to represent a substantial part of our total economy, the use of new technology and mechanization have brought about tremendous growth and change. In order to keep pace, it is only natural that we will have to broaden our agricultural education programs.

Traditionally, vocational agriculture has been primarily a program of instruction for high school students with only limited instruction being given to young and adult farmers. Yet, vocational agriculture instruction for these groups is and will continue to be vital to the industry. If we are to accept realistically our responsibility as leaders in agricultural education to provide highly skilled and competent personnel to meet the needs of the agricultural industry, we must accept a new concept of a total program in agricultural education. I suggest that this total program must include instruction in the agricultural discipline starting at the elementary school grades and continuing through four-year colleges of agriculture plus continuing education for adults.

CLIENTELE

It is my belief that a profile of the clientele to be served by an educational program in agriculture should look something like the following.

Elementary Students Grades 1—5. Instructional units dealing with modern-day agriculture as it relates to our American way of life should be taught to all students at this level. These units of instruction should be developed jointly by agriculture and elementary teachers with elementary teachers doing the teaching and agriculture teachers serving as resource persons. The subject matter could be made more

meaningful to the youngsters by frequent use of land laboratories, school farms, and other facilities used in the regular agricultural instructional program.

Middle School or Junior High Students, Grades 6—8. These students should be offered exploratory or enrichment programs of from six to twelve weeks duration and covering all the major occupational areas in agriculture. Though all students should be given an opportunity to participate, a variety of organizational patterns would probably develop as these programs become operational.

A fully certified vocational agriculture teacher, working very closely with other teachers who are providing similar instruction in other occupational areas, should be responsible for the instructional program. Thus, the students would be provided with realistic learning experiences to acquaint them with a variety of occupational areas in agriculture. Again, land laboratories, school farms, local farms, and agricultural businesses should be used to their maximum effectiveness.

Secondary Students, Grades 9—10. A core curriculum, general in nature and containing basic units in plant science, animal science, soil science, agricultural mechanics, and personal behavioral science should be provided at this grade level. These courses should be elective and open only to those students who have had proper counseling and guidance based upon previous experiences gained in the exploratory courses. Regularly certified vocational agriculture teachers would continue to teach these classes to provide a select group of students with the basic knowledge and skills common to most agricultural occupations.

Grades 11—12. Students in grades



C. M. Lawrence is Director, Agricultural Education, State Department of Education, Tallahassee, Florida.

C. M. Lawrence

11 and 12 who have completed one or two years of basic agricultural sciences should have the opportunity to enroll in courses in selected occupational clusters such as production agriculture, agricultural mechanics, agricultural supplies, ornamental horticulture, and forestry depending upon their interests and needs. These courses would be offered on a semester or yearly basis and, ideally, should be scheduled in multiple periods as a block of time.

Teachers with experience and training in specialized areas of agriculture would be needed to teach these courses. Upon completion of this program, the students should have sufficient competencies for job entry or further education in a specialized occupation after graduation from high school. This same type of instruction could be offered in a regular high school or in an area vocational-technical center.

Post-Secondary Students. Area vocational-technical schools and junior colleges offer an opportunity for specialized training in agricultural occupations for post-high school students. These programs could vary in length from one to two years and should provide instruction and learning experiences to develop competencies at

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AGRICULTURAL EDUCATION: SOME PROBLEMS, ISSUES AND PREDICTIONS

ALFRED H. KREBS, Teacher Education
Virginia Polytechnic Institute

Of all issues in agricultural education, "the right of the public to be heard," "the need for a knowledge of teaching," "the struggle for identity," "leadership in agricultural education," and "focus on application" appear to be of most importance at this time.

For each issue, some facts, some feelings, and some predictions are presented for your consideration.

The Public's Right To Be Heard

The first issue which I have selected deals with the method of selecting advisory council or consulting committee members. There is some rather sharp disagreement within the profession regarding the kind of person who should serve as a member of an advisory council. At the present time, much of the literature on advisory councils contains recommendations on procedures for selection of advisory council members which are not sound if we seek a council representative of the public and which could lead to the discovery and development of lay citizen leadership for education.

The most promising of presently known procedures is some form of choosing by lot, a random selection procedure. Basically, this procedure consists of developing a list of all persons eligible for membership based on certain eligibility requirements. For a school sponsored departmental citizen advisory council, these requirements could be eligibility to vote in school affairs, being a member of the adult population served by the department concerned, and not being a school employee or board of education member. The persons to be nominated are then selected by use of a table of random numbers. Members are always appointed from the list in the exact order in which their names are drawn or obtained in the random selection procedure.

There is ample evidence nation-wide of the ultimate effects of failing to involve various segments of society in the process of making decisions affecting their lives. By failing to develop leaders, society has been forced to deal with persons who became leaders because they were willing to take the risks involved in sponsoring activities which made them highly visible. These new, untrained leaders used socially disruptive techniques because, in part, they knew no other way to get the attention of society and the power structure. Our country is "learning the hard way" that those persons previously "left out" of the decision-making process can also "get things done." Agricultural educators should not contribute to this situation by failing to involve persons who should be served by the agriculture program.

It is a safe prediction that a continuing failure to provide for communication with all segments of the public we are supposed to serve through agricultural education will result in programs continuing to serve only part of that public.

The Need for a Knowledge of Teaching

The second issue is that of the employment of persons not prepared in teaching to fill teaching positions. This issue was chosen because of its potential for causing disunity among agricultural educators.

The issue has its origin in two very different sets of circumstances. One set of circumstances is that resulting in a shortage of teachers; the other set is philosophical in nature, dealing with the belief by some people that the person who teaches need be expert only in his subject matter and that there is no teaching methodology content. These two sets of circumstances set the stage for conflict among supervisors, teacher educators, and

teachers of agriculture, all of whom are assumed to be equally concerned about quality teaching for youth.

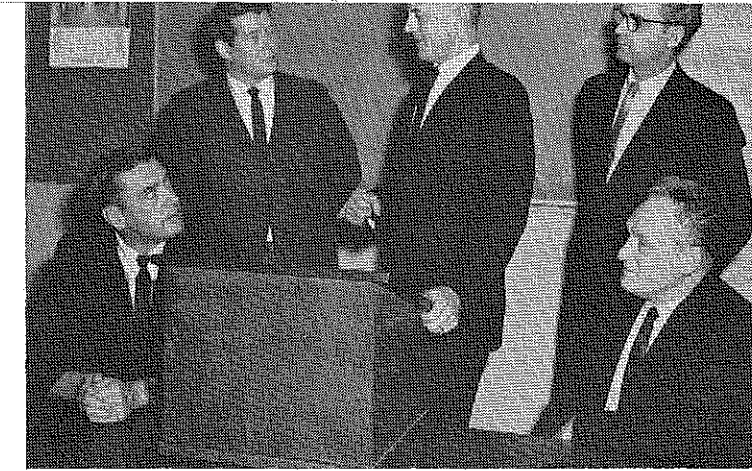
The supervisor, in his assessment of the situation, feels that he really doesn't have much choice. Rather than accept a shrinking or non-growth program, some supervisors have chosen to seek teachers among those persons technically expert in subject matter, ignoring the lack of preparation in teaching. The teacher educator views the employment of untrained personnel, even though expert technicians, as a threat to agricultural education. The teacher educator tends to believe it better to close a program temporarily rather than risk permanent loss of the program because of the teaching and organizational efforts of the untrained person. The teacher of agriculture is also beginning to express himself on this issue. Some teachers, and their associations, have indicated in rather strong language their displeasure with the employment of unqualified persons as teachers. Such action represents a threat to their own positions, to their drive for better salaries, to their professional status, and to their drive for organizational unity.

I predict that the solution will probably be the use of the technical expert in a carefully defined capacity which will not include the actual direction of or decision making regarding the teaching-learning process, nor will it include being responsible for the actual teaching of a class. The technical expert will perform non-teaching duties now performed by the teacher.

The Struggle for Identity

The third issue selected, and one of the most explosive issues of the present time, is that of maintaining the identification of the various fields of service in vocational education. The basic arguments for elimination of voca-

Dr. A. H. Krebs (standing, center), Professor of Agricultural Education, Virginia Polytechnic Institute, discusses his lecture on "Agricultural Education: Some Problems, Issues, and Predictions" with Robert Terry (seated, left) and Lloyd Blanton, graduate students in agricultural education at The Ohio State University, and Dr. Robert E. Taylor (standing, right) and Dr. Ralph E. Bender. Dr. Krebs' lecture, sponsored by the Graduate School at The Ohio State University, was presented to graduate students and faculty in Agricultural Education at The Ohio State University on February 27, 1969. (Photo by Ralph J. Woodin)



tional subject area identification stress the need for more coordination of the total vocational program, the need for a student to be prepared vocationally rather than in one field of specialization, the need to eliminate the competition for students among the vocational areas, the failure of vocational education to adjust to changing socioeconomic conditions, the failure of vocational education to train personnel for labor market needs, the potential for an improved vocational education cost-benefit ratio, the potential for more effective use of supervisory personnel, the need for a vocational educator who has a broad vocational orientation, and the need to adapt program planning in vocational education to the new "management" concept being implemented in the U.S. Department of Health, Education and Welfare.

Those persons who favor identification of vocational fields of service stress that it is the subject matter content that unites all kinds of educational workers, that lack of funds and support are the real causes of an underdeveloped vocational education program, that coordination of vocational programs is possible with fields of service identification, that students want subject identification, that adjustments have been made within the framework of the vocational agriculture program to prepare youth for a variety of agricultural occupations, that economic feasibility has been and will continue to be the determining factor regarding program identification, and that specialization will continue to exist regardless of how vocational education is structured and named.

I predict that fields of service identification will survive the current

challenge. The human psychological need for identification, the influence of subject matter on teaching methodology, the fact that teachers are teachers of a subject matter content to which they have a strong allegiance, and the practical need for teachers with similar subject matter interests to work together are forces too strong to be overcome for any extended period of time.

Leadership for Agricultural Education

The fourth issue which I have chosen is that of whether leadership for agricultural education will be provided largely through the U.S. Office of Education staff or from within the profession. The issue as I have developed it deals with leadership in program philosophy and concept.

Some of the facts of the situation have already been referred to earlier. Relevant to this issue are such facts as the employment in the U.S. Department of Health, Education and Welfare of vocationally inexperienced personnel to direct vocational education; the transparent efforts of federal personnel to use vocational funds for general education programs; and the gradual elimination of agricultural education personnel in the U.S. Office of Education. Other concerns are the continuing failure of the national administration to fund fully public school vocational education, the massive funding of vocational programs through non-public school agencies; and the continuing failure of agricultural educators and other vocational educators to define the kind of leadership needed at the federal level.

We do need agricultural education personnel in the U.S. Office of Educa-

tion. The nature of the developing situation regarding federal support for education, the trend toward federal taxing as one source of state revenues, the influence of national administrative personnel in determining budgetary recommendations for Congress and how funds appropriated will be expended, and the increasing competition for funds for many new programs indicate the need for able persons in the U.S. Office of Education to provide coordinating and consultative services for agricultural education.

However, this is only one part of the leadership structure needed. In addition, we very much need a highly visible agricultural education leadership within the profession. Needed is the development of some mechanism for a dynamic melding of the potential for leadership in agricultural education which rests with our three national agricultural education associations. Agricultural educators need, somehow, to have available to them at all times state and national data relating to agricultural education as a basis for testifying before Congressional groups. The agricultural education profession needs a well informed leadership whom the AVA can and will call to Washington to take to individual national legislators and legislative committees.

I predict that the current crises in agricultural education will result in the development of a strong national leadership within the agricultural education profession, and that this leadership will become effective in representing agricultural education both through better use of the American Vocational Association staff and through stronger

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Agricultural Education: Some Problems, Issues and Predictions

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direct activity at the state and national levels.

Focus On Application

We are in a dangerous period of innovation and renovation. We could easily destroy agricultural education by our own efforts to strengthen and preserve it.

Examine, if you will, the tremendous development in ornamental horticulture. Is it going to be possible, in the future, to place all of those completing these programs in ornamental horticulture jobs? I think not, and agricultural education is not alone with this kind of problem. For example, there is already a great fear that the cosmetology development may be getting out of hand in some states. Examine, if you will, the effort to have agricultural courses substitute for required science courses in the high school curriculum. I have observed some teachers turning agricultural courses content aside to make certain the traditional science content was included.

Consider, if you will, the current emphasis in evaluation on placement of vocational program graduates in jobs carrying the label of the voca-

tional course completed. All vocational education may soon suffer a hangover from this ill-considered criterion. Consider, if you will, the effort to secure the acceptance of vocational agriculture as a science through special identification with the teaching of basic biological principles. Carried to its logical end for other basic subjects, this could lead someone who didn't understand vocational agriculture to the conclusion that agricultural education is not needed because all solid content is taught elsewhere. Consider, if you will, the effort at the University of Maryland to develop the occupational cluster concept in industrial education. Ironically, the U.S. Office of Education is paying industrial education to develop what is criticized in vocational agriculture — a program which prepares youth for a variety of occupations.

All of these developments, and many others, will be important to agricultural education. We know we need to develop a new concept of basic agricultural knowledges and skills for "agricultural occupations" as prerequisite learnings for specialized agricultural options. The idea that all agricultural teaching can be based on

the knowledge and skill needed for farming is no longer defensible.

But our present and future depend not so much on these new directions and innovations as they do on the teaching of agricultural content for application. If we keep our objectives firmly rooted to preparing youth and adults for today's agricultural work, emphasizing the development of the ability to perform tasks adults perform to make a living, then we will not need to worry about how well our program serves, how well it will be accepted, or how well it will measure up when evaluated.

I predict that those vocational agriculture programs which survive will be those which relate teaching to the development of abilities to perform tasks adults perform to earn a living. Other agricultural courses may, and I hope they will, survive as general education offerings, but only the occupational task oriented program will survive as a vocational offering.

Summary

These five issues are basic to whatever future agricultural education may have. Success in dealing with these issues will set the stage for the successful resolution of other issues which could have been selected.

WHOSE RESPONSIBILITY?

By now many of you are agreeing that such a complete program of agricultural education should be planned and implemented, but who has the responsibility for doing this? I submit that it is *our responsibility!* However, we cannot do the job alone. Cooperation with teachers of general education as well as other areas of vocational education is essential in all phases of the planning. Supervisory and teacher education staffs, local coordinators of agriculture programs, and all teachers of agriculture must provide the leadership needed to develop educational programs for all who need knowledges and skills to succeed in agricultural occupations.

The Outlook for Agricultural Education

MILO J. PETERSON, Teacher Education
University of Minnesota

It would be propitious if I might have the gift of clairvoyance for you could then be assured of predictive statements characterized by validity, accuracy, and confidence. I confess a lack of perceptiveness in the realm of forecasting. As a matter of fact I have difficulty keeping abreast of what will happen in agricultural education in 1969, let alone the 1970's. But in this I think I am not alone.

We have been provided a plethora of predictions many of which are based on an extremely limited basis of experience and knowledge of agriculture and agricultural education. This has led to a sort of in-house discount of the forecasts by those who have spent their professional lives in the field. I recall hearing the highest officials in the U.S. Office of Education insisting that the future of all vocational education must be charted by general educators, sociologists, industrial psychologists, economists, and others with concepts based on alleged "wider dimensions." Much of this guidance is, I contend, immaturely pretentious and indicative of a lack of comprehension of what vocational education in agriculture is all about.

As we look ahead to the 1970's, we

need all the advice and assistance we can get from whatever source. The future course is by no means a clear-cut pattern; several variables must be considered.

A LOOK OVER THE SHOULDER

If history has any practical value, it is to help us plan for the future. What are some of the characteristics of agricultural education in the public school system that have been responsible for its growth and development—or lack thereof? At the risk of being contradicted I shall cite some examples.

—The project method was a creature of early vocational agriculture. It was, appropriately enough, "discovered" by others some twenty years later.

—Parent-teacher cooperation, an essential ingredient of successful vocational agriculture in rural America, was old hat long before the P.T.A.'s developed effective programs of home-school cooperation.

—From the beginning a hallmark of vocational agriculture was the idea that the local community school must be a part of rather than apart from the community it purported to serve.

—A product of early scholars in

agricultural education was the concept that all people in the community—those who would remain to become the taxpayers, lawmakers, and school-board members, as well as those seeking their future elsewhere—were equally entitled to educational opportunity tailored to their needs.

—The FFA, whatever its future, has been a dramatic and successful use of student dynamics in developing individual leadership, citizenship and freedom with responsibility. Even now it is a model for other youth groups.

This is not to say that these ideas, concepts, and practices had not previously been promulgated. But in our time agricultural education has been the bellwether of advances in philosophy as well as method. This gives us real responsibility as we look ahead.

WHAT DO WE KNOW?

Research is the lifeblood of any educational endeavor. Research provides the benchmarks against which new developments are gauged. I plead for more and better research in agricultural education in the 1970's. I think it will come; it must. This necessitates a tremendous improvement in the quality and quantity of research efforts in teacher education departments. But, that is another subject.

WHAT IS THE OUTLOOK?

As we consider the outlook for the 1970's there are a few factors to be considered. First is the increasingly minority position of agriculture and rural areas in general. The one-man one-vote decision of the Supreme Court has made geographical representation a thing of the past. Thus the areas producing new wealth are really minorities in every sense except in contribution.

A Complete Program of Agricultural Education

(Continued from page 5)

vocational and technical levels. Programs in such an institution should be coordinated by a regular vocational agriculture teacher, but specialized instruction could be provided by technically trained agricultural specialists.

Adult Students. Short term specialized instructional programs should be provided in all types of educational institutions for all adults who are working full-time in agricultural occupations and need training or retraining in order to achieve job stability or advancement. Selection of courses and subject matter areas within courses should be based on the needs and interests of the adults employed in on-farm and off-farm agricultural occupations. Ideally, full-time adult agricultural teachers with competencies and expe-

rience in the subject matter areas to be covered should provide the instruction.

Special Needs Students. The National Vocational Education Acts make it very clear that we are obligated to serve those students "with special educational handicaps." Special programs should be developed at all levels "for persons who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational agricultural education programs." Programs of instruction should be developed to assist these persons to become gainfully employed or to correct their deficiencies and return them to the regular vocational agriculture instructional programs.



Milo J. Peterson

This article is from a presentation made by Dr. Peterson to the Agricultural Education Division during the 1968 convention of the American Vocational Association. Dr. Peterson, Professor and Chairman of the Department of Agricultural Education at the University of Minnesota, is a Past-president of the American Vocational Association.

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The Outlook for Agricultural Education

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Effective Communication

For agricultural education this calls for more effective communication and public relations. I predict we will meet this challenge through a variety of channels. This prediction is based on what might be a precarious, three-part assumption.

First, those engaged in agricultural education will have the initiative and imagination to grasp the new dimensions of programming without losing the permanent values of established vocational agriculture programs. Second, other fields of service in vocational-technical education will recognize their inter-dependence with vocational agriculture and utilize the best ingredients of all programs. The third consideration involves the necessity of recognizing the dual functions of program homogenization while simultaneously maintaining the specialized expertise of each field of service.

Entrepreneurship

The next decade of agricultural education will see increased emphasis on training the entrepreneur. This will be a more difficult accomplishment in the future because most high school students will be trained for employment in off-farm agricultural occupations. Thus we need to give priority to high quality occupational experience programs. This extension of the concept of supervised farming programs of production agriculture to off-farm agricultural occupations will constitute a significant aspect of agricultural education in the 1970's.

Occupational Establishment

In my crystal ball is another shape of things to come. It has to do with the immediate post-high school educational programs for persons interested in the wide and wonderful world of modern agriculture. Here my outlook is perhaps more a prayer than a prediction.

It is high time we addressed ourselves to the problem and process of occupational establishment. We have historically taken the unrealistic position in the pre-1960 days that we were training boys only for establishment in farming. But in reality we

stocked our post-high school young farmer classes with young men already on farms. Too few of us zeroed in on the challenge of identifying occupational or establishment opportunities and processes. Too few of us maintained a roster of young men who needed help in locating opportunities, arranging adequate sources of financial backing, and working through the complexities of the establishment process. This will be easy to accomplish in off-farm agricultural occupations where the objective is immediate placement in a wage earning job. In a proprietary venture such as farming or running a horticulture business the challenge will be greater. But it must be done!

Let us keep in mind the fact that without well managed, profitable farms there will be no opportunity or need for the distributive, sales, service and processing agricultural industrial complex.

Emerging Areas

There are some emerging areas that look like winners. Let me itemize a few of them.

The farm business management program. I cite this to dramatize the fact that spokesmen for farmers, the men on the land, are getting scarce. It may well be that vocational agriculture will be the segment of public education identified most closely with production agriculture. Who speaks for the farmer? We do!

Off-farm agricultural occupational training. We are off and running. Training programs for those engaged in the business of agricultural chemicals, feed, seed, fertilizer processing and distribution, and agricultural machinery equipment and power servicing and sales are making good progress.

International education programs in agriculture. Here is an area in which I expect to see expansion limited only by the availability of qualified personnel. Just as our government has turned toward vocational education to help solve its manpower problems, so have the governments of developing countries begun to realize that without an agriculturally liberate population on the land, absorption of new technology is an idle and wasteful dream.

Vocational horticulture. This seems to be a long neglected program that is finally being recognized. The multi-million dollar horticulture industry encompassing such diverse occupational opportunities as inspectors for state highway departments (roadside planting), garden centers, nurseries, turf management, landscaping, industrial groundskeeping, flower shops, and you-name-it present a challenge for which we in vocational agriculture should be severely censured by reason of our neglect. Let's remedy that. I predict we can do the job if we are as imaginative and capable as I have always said we were.

Metropolitan agricultural education. Some may rule this out as an area of our responsibility. I do not. Do you know how many thousands and millions of people, both young and old, have never seen a cow and think milk comes from a cardboard carton?

Some years ago I wrote an article for a trade magazine in which I depicted the consternation precipitated by the appearance of a strange animal, later identified as a cow, that wandered onto a runway of the Minneapolis-St. Paul airport. At the time I thought it was funny; now I think it is tragic. Certainly we in agricultural education have a responsibility of highest priority to bring an understanding and appreciation of the role of agriculture in our lives. At the least there should be a real effort to give elementary and junior high school students a chance to understand something of the source of their daily bread—to say nothing of their latest sweater fad.

High school vocational agriculture and the FFA. Many of us are suffering a bad case of the heebie-jeebies as we survey the current scene. There is not the slightest doubt in my mind that the high school FFA program will survive and prosper. In the recent past it has suffered from its own success. As I understand the situation, the Congress does not intend to degrade vocational agriculture in order to build up other aspects of vocational education. The intent is to improve and expand all vocational education.

Another Feature

There is one sad and dispiriting feature in the picture. Unless the U.S. Office of Education comes to grips

with the realities of human needs for food and fiber and gives agricultural education in the public schools a chance for vigorous growth we are in trouble. I cannot predict what will happen in the 1970's, but I sincerely hope that some policy and administrative practices will undergo a 180-degree turn. Agricultural education must be a visible and viable part of the U.S. Office of Education. We must do our part to see that this is done.

SUMMARY

People will continue to eat and wear clothes. An essential and increasingly significant part of the educational aspect of production of food and

fiber will be recognized as a primary responsibility of vocational agriculture. This will be due, in part, to the pre-occupation of universities and colleges with aspects of agriculture less related to the direct and immediate needs of the man on the land. This in no way suggests that what universities and colleges are doing is not appropriate. It means a realignment of educational resources and missions.

Vocational agriculture, like all vocational education, must produce a favorable benefit-cost ratio. We must do the research and tell the story.

During the 1970's the image will change. Agricultural education will emerge as a comprehensive education-

al program ranging from farm business management, to horticulture, to international programs, and to agribusiness of every kind. Area schools, middle schools, high schools, colleges, and universities will all be involved. At the high school level we will see a great increase in multiple teacher departments.

Agricultural education will offer programs for people of all ages in all communities. The use of sophisticated machines and methods will help make this possible.

If this sounds optimistic it is because I have faith in the future, faith in our ability to produce the teachers, and faith in the future of agriculture.

BOOK REVIEWS

GERALD R. FULLER, Special Editor

University of Vermont

SOIL PHYSICS by Helmut Kohnke. New York: McGraw-Hill Book Company, Inc., 1968, 224 pp. \$10.50.

This book is well written and up to date in the basic essentials of soil physics. The first chapter presents the importance of this emerging agronomic science and discusses the role of this science in obtaining a complete understanding of plant production. The physical aspects of soil are given their correct perspective with the other soil sciences.

The author uses his experience as a soil scientist in presenting the content very explicitly. Even though it is rather technically written, persons with elementary background in chemistry, physics, mathematics, and soils should have little difficulty in understanding the material. Each chapter presents one important aspect of soil physics. The chapters deal with the physical components of soil water, composition, clays, structure, organic matter, air, temperature, color, and physics as a factor in soil management. Some of the material is rather technical, but the last chapter on using knowledge of soil

physics in soil management should be easily understood by persons with a background in soils. This chapter presents the practical aspects of soil physics in plant production.

The book would have limited use in a secondary educational program. It should certainly be used as a reference by any teacher of agriculture who offers agronomic instruction. Selected units of the book could be used as a reference by secondary students in helping them understand the physical aspects of soils as they relate to practical plant production. Students on the secondary level will not have had the necessary scientific background for comprehension of the technical content of the book.

The book's greatest utility would be with advanced undergraduates in a baccalaureate program and with beginning graduate students. It could also be used in junior colleges if the students are training for employment as soil technicians and have the appropriate background in related subjects.

John D. Todd
The University of Tennessee

FARM BUSINESS MANAGEMENT by E. D. Chastain, Jr., Joseph H. Yeager, and E. L. McGraw. Auburn, Alabama: Auburn Printing Company, 1968, second edition, 175 pp. \$2.50.

Farm Business Management is a paper bound volume with a central objective to present a nucleus of information — principles, concepts, and problems — in farm business management in a very readable approach. This is a revised version of the book which was published in 1962. Brevity throughout provides the reader with a great deal of factual information on every page. The book is divided into twelve chapters: The Management Challenge; Agriculture as an Industry; Getting Started in Farming; Selecting, Appraising, and Buying a Farm; Credit and Its Wise Use; Prices; Marketing; Farm Business Analysis; Farm Reorganization; Farm Labor and Mechanization; Family Resource use Alternatives; and Economic Development. Each of these chapters deals fully enough with the subject to convey basic essentials to the reader. The book contains a generous number of tables and figures. Brevity and clarity are evident throughout this book.

This publication can be used as a textbook for high school classes of agriculture as well as for post-high school classes. The authors are well known staff members of Auburn University, Auburn, Alabama.

C. O. Loreen
Washington State University

IMPLICATIONS FOR AGRICULTURAL EDUCATION —

The Vocational Education Amendments of 1968

ROBERT E. TAYLOR
The Ohio State University

What are the implications of the 1968 Act (P.L. 90-576) for agricultural education? It is difficult to discuss the implications with assurance at this time since administrative regulations and interpretations have not been finalized. Historically, these interpretations and applications have been even more significant than the legislative base from which they were derived. Secondly, I have some doubt as to the propriety of the question. George Santayana, in his *Life of Reason* states, "Those who cannot remember the past are condemned to repeat it."

Traditionally, agricultural education and vocational education have substituted legislation for a viable educational philosophy. Too frequently our actions seem to be attuned to the interpretations and implementations of the Act. It became our beacon and guide. Legislation was static, administrative regulations became fixed, whereas an educational philosophy should be dynamic and far more pervasive.

Properly in the minds of many, the fundamental question is what should be the nature and character of agricultural education in the United States and in what manner can the support and impetus available through the Act contribute to this needed program? Agricultural education in the United States must be more than legislative prescription. Are we going to repeat the mistakes of the past or will we view new legislation with a fresh perspective?

With these concerns and reservations in mind, let us proceed to examine some of the major implications of the amendments. It should be noted that it is almost impossible to indicate specifically what are new areas of emphases and what are continuations of emphases that were initiated with the 1963 Act.

Groups to be Served

Perhaps the most fundamental implication is that agriculture is not mentioned, nor is any other occupational service area. *The primary emphasis of these amendments is on groups of people*—not occupational areas. These groups to be served include: high school students (including programs to prepare them for advanced or highly skilled post-secondary vocational-technical education); persons who have completed or left high school and who are available for study in preparation for entering the labor market; persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment; persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program; and persons who have handicaps and who need special educational assistance or require a modified vocational education program.

The emphasis is on *flexible, imaginative* approaches to meeting the occupational preparation needs of these groups utilizing the resources and competencies of a wide range of institutions and agencies. Assuredly, agricultural education has a vital role to

play in meeting these training needs.

Access

Providing *access* to vocational education is stressed. That is, these groups of people must have "access to vocational programs which are of high quality, realistic in light of actual or anticipated opportunities for gainful employment and suited to their needs, interests and abilities." We can infer that a person's residence, rural or urban, should not determine whether or not he has the opportunity to prepare for a career in the broad agricultural field. Will urban residents have an opportunity to prepare for an agricultural occupation in your state?

Planning

Annual and long-time state plans are required—not the administrative documents of the past that have been mislabeled as plans, but realistic *educational* plans that identify employment opportunities, training needs and specific ways and means of assisting individuals to qualify for employment or to advance in their chosen vocational and technical fields. There is a new opportunity and responsibility for local communities to devise more effective approaches for



Robert E. Taylor

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meeting the agricultural education needs of its clientele through the development of comprehensive local plans. What should be the nature of agricultural education in your state and community five years from now?

Manpower Requirements

Up to five million dollars are made available annually to the Secretary of Labor to assist vocational education personnel in financing national, regional, state and local projections of manpower needs. Agricultural education personnel will need to work with individuals conducting these studies to assure that agricultural training needs are determined in sufficient detail to provide definitive data for planning at all levels. Precise data should be useful in developing programs for clusters and specializations within agriculture at the high school and post-high school level.

Vocational Education Broadened

What is "fundable" vocational education has been broadened and extended. Not only does it provide for specific programs designed to prepare individuals for gainful employment, it supports pre-technical programs specifically designed to prepare high school youth for entry into post-high school programs. It also supports individual and group vocational guidance and counseling. This connotes a greater concern for the problems associated with career choice and development. Such vocational guidance and counseling would not necessarily be restricted to the professional counselors. A more significant role for vocational teachers is indicated.

Evaluation

Increased funding places additional emphasis on accountability for the outcomes of vocational programs. Both annual and long-term evaluations are emphasized. Therefore, there is a new sense of urgency to secure more accurate employment opportunity forecasts, develop *definitive educational objectives*, and to maintain placement and advancement records of students. Further, we need to devise means of evaluating the outcomes of agricultural education instruction beyond the traditional percentage employed in areas trained. What are the other con-

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comitant values and benefits of effective and efficient vocational instruction? What are our objectives in this regard?

Economic models are gaining increased prominence in the evaluation of educational efforts. No longer are the questions "Is this vocational program doing some good? Is it of some benefit?" The relevant question is "In relation to all the alternative uses of these funds, is this vocational program yielding the greatest return to the individuals enrolled and to society?" Cost effectiveness in conducting training programs and cost-benefit ratios based on program costs and anticipated returns to individuals and society will have an increased weight in evaluating agriculture and other vocational programs. Is the "pay off" greater for a high school production program than for a special program in horticulture for the disadvantaged? Greater than a technical program in agricultural equipment or adult farmers? How do the benefits compare to possible programs in health or the emerging technologies? What is the evidence?

Advisory Councils

Increased emphasis, leverage, and even power has been assigned to state and national advisory councils on vocational education. Provisions are made for funding staffs to assist them in gathering hard data and in making the reviews of program plans and the evaluation of accomplishments that are required. They also are to advise state boards on policy development and the preparation of reports. In delineating the compositions of these councils, the basic rationale of the Act again comes through; namely, personnel representing groups of people to be served and the institutional capacities for meeting these needs, such as community colleges and secondary schools, rather than occupational areas. Agricultural education personnel will need to cooperate with staff members of these councils

in securing "hard data" on the needs and accomplishments of agricultural education programs.

Funding

While the Act authorizes expenditures approaching four billion dollars over the next four years, it should be remembered that these are authorizations and not appropriation levels. Each Congress will decide the level at which the authorizations will be funded. Also, it is quite probable that this will be on a selective "line" basis rather than a uniform percentage cutting across all sections of the Act. A more specific implication for agricultural education is that categories by service area are no longer identified for funding, and a new group of categories has been introduced as "set asides." These "set asides" account for 40 per cent of the state grant and include programs for post-high school, the disadvantaged, and the handicapped. Programs in these areas have first priority on funds.

Unless there are substantially increased appropriations over the previous year (at least 75 million), it is quite likely that federal funds for traditional agriculture programs will be reduced, since the "set asides" are Congress' priorities for areas of emphasis and are the first to be served.

Allocations of funds (reimbursement) within the state are not to be on a uniform basis. Funds are to be allocated on several criteria including need and ability to pay. There is a strong implication that to attain equal educational outcomes among various groups to be served, unequal funding will be required. This places a tremendous burden on leadership personnel to develop a sound rationale for determining educational needs and to develop a solid data base for planning and making decisions on differentiated support levels for various programs and locales.

(Continued on next page)

Implications for Agricultural Education

(Continued from page 13)

Organization and Staffing

The new emphases on groups of people to be served and various institutional levels for conducting programs give rise to questions concerning the most effective organizational structure for administering vocational-technical education at all levels. One of the most fundamental questions is whether agricultural education leadership personnel will remain "in line" and administer funds, or whether they will become consultants and work with teachers and others upon request, with the reimbursement moneys channeled through a different administrative structure.

Other concerns in this area are where will the additional talents and specializations needed for providing leadership in the development of cooperative programs, work-study programs, residential schools, working with the disadvantaged and the handicapped be found, and how will they be integrated into the organizational structure? What will be their relationship to occupational specialists? Who will be responsible for developing long-range comprehensive plans for vocational and technical education?

Cooperative Programs

Funds are available for cooperative programs to stimulate the further development and expansion of vocational programs utilizing cooperative arrangements to assist young people in securing meaningful work experiences and to help reduce the artificial barriers separating work and education. Such programs imply a more active involvement and participation of employer groups, and they are especially significant for the development of off-farm agricultural occupation programs. Provisions are made for work-study programs for vocational education students who need employment to continue their vocational training.

"The primary emphasis of the amendments is on groups of people — not occupational areas. A person's residence, rural or urban, should not determine whether or not he has the opportunity to prepare for a career in the broad field of agriculture."

Curriculum Development

Funds are available to the Commissioner of Education to use in making grants or contracts for a variety of purposes concerned with the development, testing, and dissemination of curriculum materials for new and changing occupational fields. This includes not only the development of materials but identifying and adapting instructional materials from other agencies and sources such as the Department of Defense and training personnel in curriculum development. What new and emerging occupations in agriculture have national implications for curriculum development?

Exemplary Programs and Projects

Provisions are made for exemplary programs up to three years' duration. This provides means of stimulating, through federal support, demonstration programs aimed at strengthening the bridge between school and earning a living. Such programs may be conducted by states, local educational agencies, non-profit organizations or institutions, or through contracts with public and private groups, including business and industrial concerns.

Exemplary programs should emphasize means of broadening individuals' awareness of career opportunities, should utilize cooperative work study as a means of bridging the school-to-work gap, and assume responsibility for placing graduates. There is a strong implication for elementary, pre-vocational, and intensive group and individual guidance. It is anticipated that districts funded for such programs would assume responsibility for maintaining the program after the three-year grant.

The Act provides for schools to demonstrate the feasibility and desirability of residential vocational schools for certain youth of high school age. The major emphasis is on large

urban areas having substantial numbers of youth who have dropped out of school or are unemployed.

Research and Training

One of the significant modifications in this part of the Act is that 50 percent of the funds is to be distributed directly to the states, with the balance reserved for the Commissioner's use in funding projects and activities of national significance. This should enable agricultural educators and other groups to secure funds at the state level for research, development, and training needed to bring about changes, redirections, and modifications in programs. Research Coordinating Units are to be funded through allocations to the states. Provisions are made for the dissemination of research and related information.

Another title of the Act provides funds for training and development programs for vocational education personnel. These include leadership development awards for prospective teachers, administrators, and specialists. Exchange programs, institutes and other devices aimed at improving and maintaining technical competency of instructional personnel are included.

Program personnel should exploit research and development investments in vocational and technical education. Not only those that will evolve from the new Act but those that have been funded previously. The ERIC system publications—*Research in Education*, which includes the inputs of all clearinghouses, *Abstracts of Instructional Materials in Vocational and Technical Education* (AIM), and *Abstracts of Research and Related Materials in Vocational and Technical Education* (ARM)—should be useful tools in this regard.

Relationships

The emphasis initiated in the 1963 Act is continued in the amendments. For example, emphasis is retained on close cooperation with state employment services and other groups relating to manpower, planning, development and training. Further provisions are included whereby states can contract with private groups and organizations for a wide range of services. Clearly, the implication is that if the public schools are not sufficiently flexible and

adaptive in meeting the requirements of the Act, other institutional capacities can be utilized.

More effective relationships are needed among service areas and between vocational and general educators. Procedures must be devised whereby vocational teachers from several occupational areas may contribute to the occupational proficiency of an individual.

Implications for Planning

What then are additional implications for agricultural education? Perhaps the most fundamental and pervasive implication is the need for further clarity of our educational philosophy to guide the development of a comprehensive program articulated with other public and private elements. This implies, too, more sharply defined educational objectives with performance goals that go beyond the program objectives that we have had in the past.

The emphasis and need for comprehensive long-range planning cannot be overstressed. We should think in terms of a "total systems approach" to planning agricultural education within a state. Perhaps this is more accurately described as a subsystem since agricultural education must relate to other elements in vocational education, general education, cooperative extension, trade associations, and employer groups. The system should provide a means for identifying employment opportunities and training needs for all groups to be served—production, off-farm, post-high school, adult and young farmer, semi-professional (technical), special needs students, rural residents, urban residents, general education in agriculture, as well as vocational needs in agriculture. Further, the role of various institutional groups within the states such as the comprehensive high schools, technical institutes, and area vocational schools need to be identified so that high-quality, realistic programs are available to all. Effective interface between the various institutional groups within the specific subsystem and with other elements of public and private systems should be effected. Such an approach should identify the agricultural education needs of all groups of people and at all levels, kindergarten through the graduate school both vocational and general. In essence, it

"The most fundamental and pervasive implication is the need for further clarity of our educational philosophy to guide the development of a comprehensive program. The real implications are embodied in the attitudes, understandings, and insights of leadership personnel as they view the Act as a means, not an end, toward serving the occupational needs of people."

should be concerned with designing an articulated multi-level system which is open-ended, enabling individuals to proceed to the next level of education yet be able to spin out at certain levels to enter employment. It should have effective feedback loops for evaluation and permit individuals to re-cycle through subsystems for the additional training needed for advancement or general development.

In developing the instructional system, we should examine the possibilities of "modularized" multi-media instructional packages with specific behavioral objectives designed to attain an acceptable level of performance on a discrete segment of a job or job clusters. Such modules could then be organized and sequenced in various ways to contribute to a variety of occupational programs. Interstate cooperation and coordination should be utilized in developing such instructional materials.

The system should be concerned with the total career development of an individual. This would transcend such vocational development tasks as developing an awareness of the world of work, identifying and utilizing sources of occupational information, securing exploratory and tryout types of experiences, and means of gaining a better understanding of himself in relation to his interest, capabilities, and aptitudes. Career planning and vocational training are essential elements in the continuous-spiral curriculum. Recognizing that education is a lifetime process, continuing opportunities for career development both in relation to planning and acquisition of specific occupational competencies should be available throughout a person's lifetime.

Such a systems approach is monumental in proportion. Initially, it appears almost overwhelming. However, such a complete planning process is urgently needed. We must devote the necessary resources to develop such a

system. We must not plan it alone. We must involve appropriate educational groups and other outside institutions and agencies.

Implications for Leadership

It is recognized that it is precarious at best to predict or to indicate implications of such a pervasive and far-reaching proposal as the 1968 legislation on vocational education. In addition to the limitations of perception, space constraints do not permit a comprehensive treatment. Most importantly however, it is recognized that the real implications remain yet to be written. The real implications are not embodied in the Act, but are embodied in the attitudes, understandings and insights of leadership personnel as they view the Act as a means, not an end, toward serving the occupational needs of people. The real implications will be determined by our actions.

It should be noted that this legislation and the evolving administrative regulations provide freedom and flexibility to unleash the creative talents of teachers, local communities, and others to develop relevant programs. The Act is not restrictive; it is not prescriptive; it provides new opportunities for responsible leadership. We must be concerned with meeting the occupational training needs of *all groups*. No longer can we remain aloof to the special needs of the disadvantaged, the handicapped, and others. We must devise programs that will permit these individuals to gain the dignity that comes with economic sufficiency and effective citizenship.

Congress has removed most of our traditional excuses. It has placed increased accountability in the Act and will monitor developments to determine the real impact of programs on major social and economic problems. Agricultural education in consort with others can play a significant role in this exciting and rewarding development.

Agricultural Education in 1980

- A Look Into the Future

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The future of agricultural education has never been brighter. It will be a different kind of agricultural education from that of the forties, fifties and sixties. How bright this future is, is up to us.

There is much confusion about the meaning of the term "agricultural education." I suggest the following definition. Agricultural education is the blending of the applied natural sciences of agriculture with the applied behavioral sciences of education. I see this blending accomplished by the agricultural educator who has extensive preparation in the agricultural disciplines, and in addition, is characterized by his knowledge and understanding of the teaching-learning process. This definition becomes quite important as we look ahead.

The Future

In spite of the tremendous sociological problems which bombard education from every angle, agricultural education finds itself in a rather enviable position for several reasons. It deals with food essential to every member of society; it deals with a dynamic, expanding industry which has a built-in need for employees with special skills. Starting not many years ago from the somewhat restricted responsi-

bility of preparation of young men for production of food and fiber, vocational agriculture now assumes responsibility for preparation for occupations in food processing and services to agriculture and farming as well as programs dealing with the wise use of the resources of land, air, and water. This is quite a departure from the concept of agriculture we once held and which, unfortunately, still prevails in some areas today.

Agriculture has and will continue to have an increasing demand for trained workers. It is recognized that low-skilled jobs will be replaced by those requiring a higher level of skills. Retraining will be a requirement in most agricultural occupations as it will be in most non-agricultural occupations. There is no foreseeable decrease in the need for persons with basic preparation in agriculture who have in addition a specialization in one of the applied sciences.

The task ahead for agricultural education is extremely challenging. Problems to be solved and unanswered questions will plague us at an accelerated rate. The biological and physical sciences with which we work are making excellent progress in the solutions of the technical problems of agriculture. However social problems in agricul-

ture, which historically have been unpopular and ignored, are going to force us and others to look at the sociology of agriculture. The sociological costs of the movement of rural poor to the cities are now of national concern. Someone must determine if the sociological benefits of the small farm offset the economic disadvantages. Will the social unrest in the large city spread to the small rural towns? Some teachers say it is already there. I see the future of vocational agriculture closely tied with sociological as well as technological development.

Perhaps change accurately describes the future. But let us not discard that which has been good. We must develop the ability to recognize when something is obsolete and then have the courage to drop it or redirect it toward new objectives. If we have the imagination and the resources to meet new challenges, vocational agriculture will have a brilliant future. If not, it will be consumed by other fields of education.

The Context

No one can question the fact that progress is being made in production agriculture. As one looks at the broad spectrum for which agriculture education prepares workers, the following points are clear.

—As agriculture assumes a broader definition — that of responsibility for the land, water, and air problems which influence aesthetic as well as production of food and fiber — many new occupational areas emerge.

—Demand for agricultural products will increase substantially and these must be produced without any appreciable increase in acreage.

—Farming will take on more and more of the characteristics of big business. The operator-manager may

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lease the land from a holding company, negotiate with the union for his employees, rent the equipment, and borrow operating capital. The operator's only inputs may be the making of management and operating decisions. He may rely heavily upon the computer for assistance in this function.

—The need for semi-skilled and highly skilled workers and technicians with preparation in agriculture will continue to increase as the business of farming and agriculture matures.

—There will be a continued migration of rural youth to the urban environment as the proportion of the work force in production agriculture decreases to 3 per cent by the year 2000.

—Agricultural research is capable of solving the current and future technical production, processing, and distribution problems of modern agriculture. Research on the solution of the social problems in agriculture has hardly begun.

Agricultural Education in the 1980's

The job of the agricultural educator in blending the applied sciences of agriculture with applied behavioral sciences will become increasingly complex as the clash between technology and human values becomes intensified. The following implications for vocational agriculture warrant attention.

• Initially the only objective of vocational agriculture was preparation for a career in farming. While this will continue to be a function of vocational agriculture, more and more of the program will be preparation for specialized jobs in the agricultural complex. The traditional course structure of Ag I, II, III, and IV is already giving way to many diverse kinds of programs. Students preparing for certain jobs in agriculture may take a four-year program. The first two years may be an introduction to agriculture with the special skill preparation concentrated in the third and fourth year. Preparation for other jobs may take as

little as a few weeks or a semester. More of the instruction in agriculture may move from the classroom to farms and agricultural businesses.

• The philosophy of change must permeate all vocational programs. Students must be conditioned for the real world of work where technological obsolescence will be common and where some form of retraining to remain employable will be required at practically all levels of employment.

• It is highly probable that the present in-school organization for vocational agriculture will not be adequate to meet the new challenges. The great diversity of occupations in agriculture of the future may demand a breadth of knowledge beyond that of the agricultural educator. The emphasis may have to shift from that of the specialty such as agriculture to that of individualized programs. The task of preparing for an occupation may become the responsibility of a team of vocational educators.

• There must be more effort to improve teaching programs in agriculture. Is sufficient attention being given to adapting agricultural subject matter to programmed instruction, modular scheduling, flexible scheduling, computerized instruction, learning activity packages, and other systems designed to improve the efficiency and effectiveness of teaching? With a changing clientele and broadened objectives, traditional approaches of teaching may become obsolete.

• Facilities for new programs will need to be flexible so preparation for various kinds of occupations can proceed simultaneously within the same class setting. This will call upon ingenuity to bring together the latest techniques in scheduling, automated teaching, individualized instruction, and

differentiated staffing.

• If we truly believe in the value of the FFA, there must be experimental programs to determine how this program can be adapted for the new clientele in high school agriculture. The FFA program which has been highly successful with the traditional vocational program has little or no appeal for the student who is enrolled in one of the short-term vocational programs which does not involve a supervised home practice or experience program. The students object to being identified as farmers, when the occupation for which they are preparing may have no contact with the production of crops or livestock. Furthermore, practically all the incentive programs, degrees, and awards in FFA still center around productive projects.

• Quality work experience, a recognized part of the preparation for farm- ing, must be provided for all occupational education programs. Too often work experience includes only the placing of the young man or woman on a job with the assumption that the student is learning simply because he is on a job.

• The expansion of instruction in agriculture in two-year colleges and post-secondary technical schools will continue to create many problems for the high school program not the least of which is competition for teachers. What should be the relationship between high school and post-high school education in agriculture? Should all vocational education be in post-high school programs? Do we need a definition of function between the two levels of programs? How can problems of articulation be mediated?

• Vocational agriculture must take a larger responsibility for occupational preparation for disadvantaged youth. Many of these can qualify for city jobs in the service occupations such as park maintenance, landscaping of public and private buildings, freeway landscaping, and many others which deal with plant sciences in one form or another. The vocational agriculture

(Continued on page 19)

"The years ahead will be interesting but not as comfortable as in the past. Our role as educators will become much more critical than our role as agriculturists."



O. E. Thompson

This article is taken from a paper presented by Dr. Thompson during the 1968 Southern Region Research Conference in Agricultural Education held at Oklahoma State University. Dr. Thompson is Professor and Chairman of the Department of Applied Behavioral Sciences, University of California, Davis.

THE URBAN FRONTIER IN VOCATIONAL AGRICULTURE

PHILIP L. EDGECOMB, Teacher Education
University of Massachusetts



Philip L. Edgcomb

The development of agricultural service businesses in urban areas may require a total redefinition of the main thrust of vocational agriculture during the next decade. The orientation of agricultural industry and the society which it serves is changing at a rapid rate. Modern homemakers utilize more gadgets for their lawns and gardens than most farmers needed to support their families prior to World War II. A drive through a suburban housing development affirms many of the changes in non-commercial, avocational agricultural. Many of these changes require new and unique services from commercial agricultural businesses.

The changes are not only in the gadgets involved. They delve deeper into the agricultural services demanded by a society that has more leisure time and greater financial resources than at any time in the past. The problem of analyzing the needs for vocational agriculture is compounded in urban areas because unfamiliar agricultural occupations emerge and a shift of emphasis occurs in some of the traditional agricultural services.

This changing thrust of agricultural services is accented by a brief review of agricultural businesses listed in the yellow pages of the telephone directory of Boston, Massachusetts. The survey does not provide a comprehensive analysis of all activity in that area but it does provide a basis for raising significant policy development questions in respect to instructional programs, teacher selection requirements, and teacher education programs as they relate to the unique problems of urban and suburban areas.

Small Animal Businesses

The small animal caretaker area is one of the potential emerging clusters for urban vocational agriculture programs. The survey in Boston revealed 275 businesses that involved small animals or other pets. This number of businesses does not include many of the large stores with pet departments or the approximately forty hospitals and laboratories that employ small animal caretakers. If vocational agriculture is willing to assume a more active role in the small animal field, then a thorough investigation of the competencies needed by these establishments should be explored.

The small animal cluster of occupations provides a good example of some of the problems that new urban programs can create. What are the formal technical education needs of instructors? Are these technical needs being met by agricultural colleges? Should prospective teachers have practical experiences in a pet business or a small animal laboratory? Can we assume that practical experience with farm animals could be substituted for experiences with the pet shop or laboratory? Would we be willing to substitute practical experience with small animal businesses for practical farm experience when we evaluate the qualifications of the prospective vocational agriculture teacher who desires to teach dairy and livestock management?

The classroom program and practical experiences of high school students may also be quite different from our conventional livestock programs. For example, would experience in judging dairy animals be appropriate for a student who plans to work with laboratory animals or pets? Should a school have a small animal laboratory for instructional resources just as the greenhouse becomes a laboratory for plant

science students? Does small animal work appeal to rural youth who migrate to the city, or does more promotional effort need to be directed toward urban youth? A realistic appraisal of the small animal care cluster is needed by a cooperative team of employers, employees, and educators.

Large Animal Businesses

An exploration of urban opportunities for personnel who work with large animals raises other curriculum questions. The survey in Boston revealed 62 businesses in Boston (cattle and horse dealers, zoos, horse trainers, race tracks, and riding academies) that have a decidedly different emphasis than livestock businesses in rural areas. For example, the riding academies and race tracks provide unique agricultural opportunities. Who in vocational education has the responsibility of preparing personnel for riding academies? Should we teach prospective students how to ride and how to instruct persons learning to ride in addition to the care and management of horses? What are the qualifications needed by the vocational agriculture teacher? What are the instructional alternatives for high school students who enjoy agriculture and suburban living?

Plant Science Businesses

Plant science services needed in urban areas have probably received greater emphasis by agricultural educators than any of the emerging agricultural occupations. More than 900 plant science businesses were listed from the survey in Boston. Many programs of study have included instruction in landscaping, nursery operation, and greenhouse management. Additional emphasis is being placed on floral arrangers and golf course specialists. Several specialized vocational

agriculture programs provide instruction in arboriculture.

The range of competence needed in the plant science field is very broad. It extends from the production of plants in ornamental horticulture to the design problems involved in using these plant materials. Several questions arise. Does a floral designer need instruction in the basic principles of plant production as part of a program in floral design? What are the competencies needed in businesses that are involved with artificial plants and flowers? How do we provide instruction for employees of the camps and picnic grounds? Is the plant science area a curriculum cluster or would other divisions be more realistic.

The plant science field is a large area, and it will continue to expand. It is a very complicated area that involves both production and non-production specialities. It would be difficult to conclude that a one-man plant science department could provide for all of the competencies needed by the range of specialists in plant science.

Agricultural Mechanics Businesses

The 180 agricultural mechanics businesses identified in the survey emphasize small equipment. Many large stores have garden centers and an even larger number of stores sell lawn

mowers. Who is responsible for instruction in the small equipment area? Most vocational agriculture programs concentrate on the operation, care and maintenance of equipment. It may be that major engine repairing, the sharpening of reel lawn mowers, and related areas is more aptly included in trade and industrial education. If vocational agriculture does assume more extensive responsibilities in this area, it will be essential to investigate the sources of pre-service technical instruction for prospective teachers.

Agricultural Products Businesses

It is difficult to find a single instructional cluster in the agricultural products area which included businesses having to do with fruits, vegetables, meat packers, poultry, produce, grain, and dairy products. The largest area of agricultural products involved marketing. It is probably the most complex of all the agricultural services that are concentrated in urban areas. Several distinct instructional clusters are obviously involved. For example, instruction for employees of meat packers or meat wholesalers would be an extreme from the produce area. It may be that this is an area in which vocational agriculture should not be involved. An analysis of the competencies needed would help to designate who in vocational education is responsible. If vocational agriculture

does assume responsibilities in this area, the problem of laboratory experiences, teacher selection, and pre-service technical education arise.

Problems and Challenges

The urban frontier poses many problems and challenges. The vocational agriculture programs in the Boston area and in areas surrounding other major cities have already accepted many of these challenges. Approximately 75 per cent of the vocational agriculture programs in Massachusetts are within commuting distance of the metropolitan Boston area.

Individualized or multi-track teacher education programs in many states are helping to supply teachers for developing programs in specialized agricultural areas. Cooperative externships in industry are helping to provide relevant occupational experience for teachers in new areas. Additional emphasis will be placed on program ventures that require industry-education cooperation. Increased cooperation among the vocational areas will be needed to provide some of the instructional needs of both the secondary school programs and teacher education programs. It is anticipated that the changes in the agricultural services found in urban areas will accelerate. A continuing investigation of urban agriculture will broaden the frontier of vocational agriculture.

Agricultural Education in 1980 (Continued from page 17)

teacher has the technical knowledge and the know-how to prepare persons for these occupations.

- Vocational agriculture should play an important role in bridging the gap between technological advancement in agriculture and social change in the community. Mechanization in agriculture contributes to rural poverty in many areas through the elimination of jobs for low-skilled farm laborers. Perhaps vocational agriculture could take a more active role in preventing technological obsolescence through early identification of jobs which are on the decline and retraining of these workers before they become unemployable.

- The concept of professionalism which is strongly exemplified in vocational agriculture today may be in

for drastic revision. Collective bargaining and negotiated working conditions are becoming common in public education. While this has not affected any of our programs yet, we see more and more reluctance on the part of teachers to devote the long days and weekends to their jobs. I predict that in another ten years teachers will be under contracts which will specify standards for working conditions and hours. Deviations from these standards will result in extra pay or penalty.

Interesting but Uncomfortable

The years ahead will be interesting but not as comfortable as in the past. By necessity we may have to accept long hair, the electric guitar, sandals, and the mini skirt. The era of delayed gratification, thrift, Puritan morality,

respect for the law, and acceptance of the establishment and the work ethic may be over. Since most of us built our lives around these principles, it is only natural that we revolt at having these principles challenged.

Agricultural education has a responsibility to help direct technology. In the process, agricultural education must go forward and it will thrive if we keep alert to change. Our role as educators will become much more critical than our role as agriculturists. I see a significant role for agricultural education in the alleviation of the social unrest sweeping the country. I see agricultural education playing a vital role in the prevention of world famine. It is a great challenge, and I am confident that agricultural educators are up to "that inspiring task."

ADVISORY COUNCILS IN AGRICULTURAL EDUCATION

WILLIAM MARTINIE and WAYNE SAMPSON
Illinois Central College
East Peoria, Illinois

The importance of involving lay people in the activities of our education system is well illustrated by the planning and operation of the post-secondary agricultural occupations program at Illinois Central College, East Peoria, Illinois. Illinois Central College is a new comprehensive junior college located in the agricultural and industrial complex of Central Illinois. The active involvement of lay people, through organized advisory councils, is a vital link in our ever changing educational system.

Lay people were actively involved in the formation of Illinois Central College. The formation of the College was predicated on the findings of the Tri-County Public Junior College Steering Committee and its special subcommittees having to do with Population and Enrollment, Educational Program and Curriculum, Building and Site, and other related areas. The data collected by the Educational Program and Curriculum Committee indicated that agriculture should be included in the instructional program of the new college.

The Advisory Council

We consider the organization of the Agricultural Occupations Advisory Council a must in planning and initiating the agricultural occupations program at Illinois Central College. Both of us had previous experience in working with advisory councils as high school teachers of agriculture. The organizational meeting of the Agricultural Occupations Advisory Council was held in August 1967, one month after we were employed to initiate an agricultural occupations program at Illinois Central College.

Webster's New Collegiate Dictionary defines advice as a "recommendation regarding a decision or course of conduct." It also states that to advise is "to give advice," and that an adviser

is one who "has or exercises the power to advise." An advisory council must function within the limits of these definitions.

The Illinois Central College Agricultural Occupations Advisory Council has defined its primary purpose as to interchange ideas for the purpose of developing an improved understanding of the district's agricultural needs. This interchange of ideas may take place between the Council and the Illinois Central College Board, the college's administration and staff, organized groups interested in agriculture, individual citizens, and students. A secondary purpose of the Council is to provide a well informed lay group to exercise leadership in translating into action the results of the best thinking in the district for a broad educational program of agricultural occupations within the college framework.

There are eighteen members on the council including two women. The members serve a three-year term with six new members selected annually. Original members of the council were selected by the agricultural staff and college administration from a list of potential candidates. The list of potential members was developed with the assistance of agricultural businessmen in the college district. Geographic location, occupation, experience and achievement, interest in education, and ability to serve were a few of the many

characteristics considered in the development of the final list of possible charter members and alternates. Only twenty persons had to be contacted to secure the original membership on the council.

An occupational breakdown of the council membership is as follows: one high school teacher of agricultural occupations; one home extension advisor (Cooperative Extension Service); one farm operator; and fifteen agricultural businessmen and women including representatives of banks, equipment companies, seed producers, heavy equipment manufacturers, breweries, utility suppliers, electrical contractors, research facilities, livestock and grain marketing firms and associations, and ornamental and landscape nurseries.

Organization

The organizational meeting of the Council was held in August 1967. At the second meeting of the Council one month later a Constitution and By-Laws Committee was appointed by the Council's chairman. This subcommittee met in October, and during the third meeting of the Council in November 1967 the constitution and by-laws were presented, discussed, and approved.

The Council's constitution and by-laws provides for four standing committees:



The eighteen member Agricultural Occupations Advisory Council at Illinois Central College includes men and women who are engaged in a variety of agricultural occupations.

—Constitution and By-Laws for the purpose of reviewing and evaluating annually the document and making recommendations for changes to keep the document current and in line with changes encountered in program development.

—Program Planning which has the charge to assist the agricultural staff of the college in identifying needs, developing curricula, implementing data collection, and gaining local and state approval of new programs.

—Training Program Development which is to assist the staff in locating possible employment centers, establishing methods for evaluation of employment programs, and recommending changes in present training programs.

—Evaluation which is to establish guidelines for departmental evaluation and annually evaluate achievements and actions of both the Agricultural Occupations Division of the College and the Advisory Council.

Activities

One of the first lessons learned by the staff in the summer of 1967 was if the programs were to be successful, that the help of lay people was needed in the development of curricula as well as in many other areas.

One of the Council's first activities, after writing the constitution and by-laws, was to develop a long-range plan for implementing instructional programs. Following study by the Council's Program Planning Committee and

discussion at council meetings of survey and other information, the following recommendations for program implementation were made: 1968-69 Farm Mechanics Technology; 1969-70 Agricultural Marketing; 1970-71 Conservation Option; 1971-72 Horticulture Option. These recommendations were made providing that more detailed and complete survey data substantiate the need for the programs and that there are employment opportunities available to graduates.

Work began immediately by both staff and council members in securing information showing a need (or lack of need) for the Farm Mechanics Technology program. A survey instrument was prepared, a survey made of the college district, and a summary report prepared. Following careful analysis of this data, the Advisory Council sent to the College's administration and board a recommendation to implement the Farm Mechanics Technology program. This program was implemented in the fall of 1968.

By this time the council members had gained a greater understanding of their function and purpose, were more familiar with the junior college philosophy and with other council members, and were aware that two major activities had been attempted and successfully completed. This provided stimulus for further action.

Information was needed for the proposed Agricultural Marketing option. Data were collected and summarized. The Council recommended that this option be established. Data are currently being processed regarding the Horticultural option.

Continuing education is an integral part of the agricultural occupations

program at Illinois Central College. Winter short courses were offered during the 1967-68 school year. The Council was instrumental in selecting the course offerings. During the 1968-69 school year an Agricultural Forum was co-sponsored by the Cooperative Extension Service, University of Illinois, and Illinois Central College. Enrollment was limited to 68 persons due to the available space. Average attendance was approximately 60 for eight sessions held during February and March, 1969. Council members served on the Planning Committee and assisted in many other ways in this joint venture.

The business experience of many of the council members provides much information for the agreements and forms currently used in conjunction with the occupational experience phases of the various programs. In many instances contacts that needed to be made with non-council businessmen and production personnel were more easily made due to the assistance of council members. The publicity that council members are able to give to the program is of no small consequence, as is also true of the feed-back they collect in their own communities and businesses.

Benefits

Evaluation of instructional programs is a never ending process. Since experience is the ultimate teacher, a great deal was learned during the first year of operation which resulted in many changes. After nearly two years of operation it is evident that change will be the "name of the game" in junior college programs. A continuing function of the council and staff will be to evaluate present programs and recommend changes that are educationally sound.

To those who have had no experience with advisory councils, the time and effort that is needed to establish an effective council seems to be greater than the anticipated benefits. Time and effort are necessary; but for these, there is no substitute. However, the benefits that can be derived from a functional council are essential to a program of agricultural occupations. Lay participation in many educational activities should be actively sought by educators at all levels.

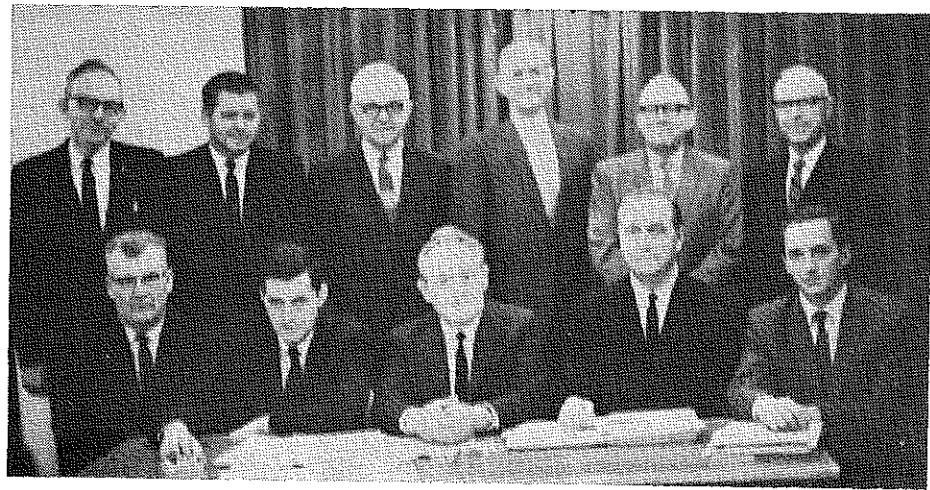


William Martinie

William Martinie and Wayne Sampson are Director and Instructor, respectively, of Agricultural Occupations at Illinois Central College, East Peoria, Illinois.



Wayne Sampson



Policy and Planning Committee Agricultural Education Division, AVA

The Policy and Planning Committee of the Agricultural Education Division, AVA, met in Washington March 5-8, 1969 with the Agricultural Education Advisory Committee and the AVA Departmental Planning Groups. The committee gave attention to the development of programs that should be emphasized during the next year.

It was agreed that the theme for the Agricultural Education Division's program at the AVA Convention in Boston should be "Opening the Door to the 70's." New programs being initiated and conducted to meet needs of those engaged in off-farm agricultural occupations are to be featured.

Attention was given to the further development of a public information program initiated in March 1968. A. H. Krebs, chairman of the Division's Public Information Committee, reported that plans are underway to establish public information committees in each state. Ralph Woodin, chairman of the Personnel Recruitment Committee, indicated that approximately 300 more teachers are being prepared now than two years ago. A current project of the Personnel Recruitment Committee is the development and distribution of a new brochure and poster. NVATA will sponsor a career booth at the 1969 National FFA Convention.

Operating policies of the Agricul-

tural Education Division were reviewed and suggestions for revision were agreed upon. Present plans call for a discussion and adoption of the policies at the AVA Convention in Boston. The new policies provide for a larger Policy and Planning Committee, representation on AVA Department committees, and new procedures for selecting members on the committees of the Division.

Members of the Policy and Planning Committee of the Agricultural Education Division are:

William G. Smith, President, NVATA
Tom Devin, Immediate Past President, NVATA (Representative to AVA Department on Secondary Education)

POLICY AND PLANNING COMMITTEE, AGRICULTURAL EDUCATION DIVISION, AVA. (Seated, left to right) Tom Devin, NVATA; Lowery H. Davis, Secretary, Agricultural Education Division, AVA; Ralph E. Bender, President, Agricultural Education Division, AVA; Thurston L. Faulkner, NASAE; William G. Smith, NVATA. (Standing, left to right) Julian Carter, Program Chairman of the 1969 Convention; James Durkee, NVATA; C. C. Scarborough, AVA Program of Work and Resolutions Committee; A. H. Krebs, AATEA; O. E. Thompson, AATEA; Dale C. Aebischer, NASAE. Committee members not pictured are James Wall, NVATA; L. C. Dalton, NASAE; Earl H. Knebel, AATEA. (Photo by Ralph J. Woodin)

James Durkee, Past President, NVATA (Representative to AVA Department on Special and Related Services)
Thurston L. Faulkner, President, NASAE (Representative to AVA Department on Post-Secondary Education)
Dale C. Aebischer, Immediate Past President, NASAE (Representative to AVA Department on Supervision and Administration)
L. C. Dalton, Past President, NASAE
Orville Thompson, President, AATEA (Representative to AVA Department on Teacher Education)
Earl H. Knebel, Immediate Past President, AATEA (Representative to AVA Department on Research and Evaluation)
Alfred H. Krebs, Past President, AATEA (Representative to AVA Department on Adult Education)
James Wall, Executive Secretary, NVATA
Lowery H. Davis, Secretary, Agricultural Education Division, AVA
Julian Carter, Program Chairman for Boston Convention
C. C. Scarborough, Member of AVA Program of Work and Resolutions Committee
Ralph E. Bender, Chairman, President of Agricultural Education Division and Vice President of AVA

PROCEDURE FOR ORDERING BACK ISSUES

A recent change in the procedure for handling orders for back issues will result in prompt delivery. Orders for 10 or fewer copies of back issues will be mailed directly by the Business Manager from Madison, Wisconsin. Address all orders for back issues to:

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Cost of back issues is 50 cents per copy. Payment should accompany the order. A list of back issues available may be obtained from the Business Manager.

News of NVATA

JAMES WALL
Executive Secretary

Farmers Union Policy: The National Farmers Union at their annual convention in Hot Springs, Arkansas, unanimously adopted a strong policy in support of proper identification for vocational agriculture at the national level and for keeping the Future Farmers of America as an integral part of vocational agriculture. James Wall, Executive Secretary, represented the NVATA at the convention.

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Agricultural Education Division Advisory Committee Resolution: The Advisory Committee for the Agricultural Education Division, AVA, at a recent meeting in Washington, D.C. unanimously passed a resolution requesting the Board of Directors of the American Vocational Association to take proper steps in an effort to get recent policy of the U.S. Office of Education pertaining to youth organizations rescinded. The resolution also

called for identification of personnel in agricultural education in the U.S. Office of Education. The complete text of the Advisory Committee's resolution is on page 306 of the June 1969 issue of *The Agricultural Education Magazine*.

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The Public Information Committee of the Agricultural Education Division needs help. Someone in each state should be responsible for providing the committee with facts and current information. Please send the name of your state association Public Information chairman to Dr. A. H. Krebs, Professor of Agricultural Education, Virginia Polytechnic Institute, Blacksburg, Virginia 24060.

State associations are encouraged to tell the story of vocational agriculture and the FFA. The story needs to be told to persons other than agricultural educators. Far too long, we have pre-

pared wonderful materials for communicating with ourselves.

The national committee needs ideas for articles, small publications, or other forms of communications which will help in reaching various audiences. Specifically, the committee needs to know the idea, who is to be reached by it, and how the idea should be developed. Send your ideas and materials to Dr. Krebs. He will take it from there.

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A Department of Education and Manpower Training: Write to your Congressman for a copy of H. R. 6171, a bill to establish a Department of Education and Manpower Training. This bill would give Cabinet status to education. Perhaps this could be an answer to the bureaucracy that now exists in the Department of Health, Education and Welfare.



AWARDS TO TEACHERS OF THE 1968 FFA FOUNDATION AWARD WINNERS. Karl D. Chandler (center) of the Charles Pfizer Company presents checks for \$500 to each of the teachers of the 1968 FFA Foundation Award winners. Teachers receiving the awards are (left to right) Clayton Olson, Detroit Lakes, Minnesota, Dairy Farming; R. E. McCormick, Rock Falls, Illinois, Poultry Farming; C. D. Roberts and A. T. Thompson of Sugar Grove, Virginia, Livestock Farming.

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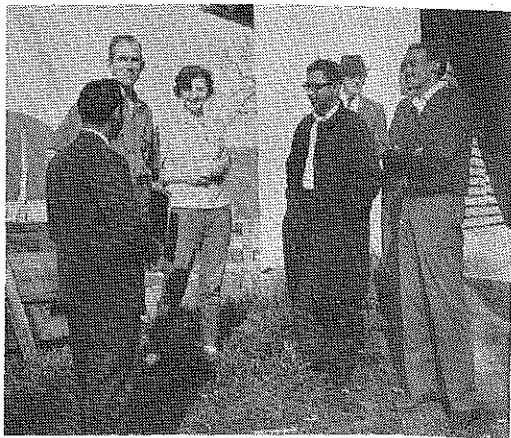
Don Woody (left) of the Sears Foundation presents 30-year watches to James Wall (second from left), NVATA Executive Secretary, and M. G. McCreight, Professor of Agricultural Education at the University of Nebraska. Ted Ward (right) was the recipient of the Outstanding Nebraska Teacher Award presented by the A. O. Smith Corporation. (Photo by Roy Equall)

Stories in Pictures

ROBERT W. WALKER
University of Illinois



Ed Carter (center), Teacher of Agriculture at Albert, Oklahoma, receives an AVA Life Membership Certificate from Hamilton Hicks, Jr., Educational Director for The d-Con Company, as the vocational agriculture teacher of the 1968 FFA Star Farmer of America. Tom Devin (left), Past-President of NVATA, observes the presentation. (Photo supplied by Wenroy Smith)



Foreign students attending the University of Wisconsin visit the farm of Kenton Giese at Loganville, Wisconsin. Mr. Giese received the American Farmer Degree in 1952. (Photo by John F. Thompson)



B. Harold Anderson (left) presents \$50 book fellowships provided by the Alpha Tau Alpha Chapter at Colorado State University to Pat True and James Knight, seniors in Agricultural Education. (Photo by B. Harold Anderson)



The Wardenville (West Virginia) FFA Chapter presents a memorial at the community's Warden Lake in memory of a local citizen who aided in developing the recreational area. (Photo by John H. Aylor)



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Agricultural Education

August, 1969

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