Stories in Pictures

ROBERT W. WALKER
University of Illinois

Prairie Heights vocational agriculture students prepare for an airplane ride and aerial view of their home and school farm as a part of their study of soil and water conservation. (Photo by Ned Stump)

Four individuals from Minnesota were among the Honorary American Farmer Degree recipients at the 1968 National FFA Convention. From left to right are: Phillip R. Testa, U. S. Office of Education, Washington, D. C.; C. A. Anderson, retired state staff member of Littlefork, Minnesota; Emery Kerch, Vocational Agriculture Teacher at St. James, Minnesota; and Leo L. Knuti, a former vocational agriculture teacher and state staff member in Minnesota and retired Head of Agriculture Education at Montana State University, who now resides in Seal Beach, California.

Vocational agriculture students in Stone County, Mississippi, have placed safety signs at strategic locations in the community. This sign on tractor safety is located on the school grounds near a public highway.

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Featuring —

TEACHER EDUCATION AND SUPERVISION

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EDPRESS

Editorials

From the Editor . . .

Teachers Determine Program Effectiveness


J. Robert Warmbrod

We know that the professional staff is the major determiner of the nature, quality, and effectiveness of agricultural education programs in the public schools. For state supervisors and teacher educators this means giving special attention to the selection, preparation, and professional improvement of teachers. When the expansion of present programs and the development of new programs are in vogue, as is the case in agricultural education today, we need to take extra precaution to insure that quantity and scope of programs do not take undue precedence over quality and effectiveness. If we really believe that competent, dedicated teachers are the essential ingredients of high quality and effective agricultural education programs, supervisors and teacher educators must deal promptly with some of the major problems and issues concerning the selection, preparation, and professional improvement of teachers. Matters are only made worse by the shortage of teachers that lingers in several states.

Not long ago I heard a dean of graduate education at a major university asked how his institution consistently managed to produce outstanding graduates. He replied, "By being very selective in who is admitted." Perhaps there is an analogy here for the development of highly competent staff for agricultural education. Some will be quick to point out that if we are to expand and revise existing programs and at the same time develop new programs, we cannot afford the luxury of a highly selected corps of teachers. But it can be argued that we had better pay a great deal of attention to the problems of selection, preparation, and continuing professional development of teachers if we are interested in quality and effectiveness as well as numbers of programs. So the problem boils down to how and to what extent a shortage of competent teachers should temper program development and expansion in agricultural education.

(Continued on next page)

Guest Editorial . . .

Teacher Education for Post-Secondary Teachers


Howard Sidney

Post-secondary programs of instruction are widely accepted by educators and industrial leaders as an integral and necessary level of education between secondary schools and four-year colleges. There is a critical need for faculty in post-secondary schools whose professional background includes teacher education. It is time that this situation be recognized by personnel in four-year colleges and universities. We in the post-secondary schools have been overlooked by teacher education programs.

Professors of agricultural education interested in making a constructive contribution to post-secondary education might tally their score on a few vital questions.

—Have you visited a post-secondary school to examine the objectives, philosophy, and teaching methods and evaluated the results?

—Are you demonstrating active leadership in the development of programs in post-secondary schools?

—Are you providing or developing plans for supervised teaching experiences for student teachers in post-secondary institutions?

—Are you offering courses in the philosophy and objectives of post-secondary vocational and technical education?

—Have you clarified the difference between vocational agriculture in the secondary schools and vocational and technical programs at the post-secondary level?

—Are you fostering good relationships between all educators and helping to prevent a feeling of competition between secondary school faculty, post-secondary school faculty, and the faculty in the four-year colleges?

—Do you visualize using, or are you already using, the post-secondary schools as a source for recruiting capable students for agricultural education?

—Are you accepting faculty from post-secondary in-

(Continued on next page)

Howard Sidney is Chairman of the Division of Agriculture and Natural Resources, State University of New York Agricultural and Technical College, Cobleskill, New York.

From the Editor . . .

The entrance into teaching of persons who are not professionally prepared as teachers takes on added significance when questions of quality and quantity of programs are considered. This relatively new development in agricultural education, particularly at the high school level, is at variance with our tradition of graduate, professionally prepared teachers to whom we, as well as persons outside agricultural education, have attributed a great deal of the past success and effectiveness of agricultural education.

The question is no longer whether non-professionally prepared teachers will be employed in agricultural education. Now the pertinent questions have to do with criteria for use in selecting persons for teaching who are not professionally prepared as teachers; the extent to which non-professionally prepared teachers will be used; how these teachers can best be used; and how their competencies, both professional and technical, can be further developed and maintained. The solutions to these problems are not easy. But they are issues with which teacher educators and supervisors must grapple. At least we know that specialized knowledge of subject matter, the possession of specific skills, or employment experience in a relevant occupation, though necessary, are not sufficient to produce an effective teacher. Also it is relatively clear that a program of continuing professional education for the non-professionally prepared teacher must be different from an inservice program of professional improvement for graduates of teacher education programs.

Another dimension of the relationship between competent teachers and effective programs concerns preparatory and inservice teacher education for the professionally prepared teacher. Teacher education programs have generally been geared to prepare a generalist teacher of agriculture, but programs of agricultural education are rapidly becoming more specialized. First, there is specialization by instructional area such as production, mechanics, supplies, horticulture and forestry. Second, there is specialization by level of instruction or clientele served such as high school and post-secondary programs, adult and continuing education programs, and programs for persons with special needs. So teacher education programs of the future must insure that those preparing for teaching are given ample opportunity not only to develop specialized knowledge and skill in subject matter but also professional competencies unique to a type of program or group of clientele. For example, how effective is the generalist teacher in conducting a program for disadvantaged high school students? We cannot expect a common preparatory or inservice teacher education program to serve adequately the diverse needs of teachers.

We can ill afford to slight quality of programs as we strive to broaden and expand programs of agricultural education. If we wish to develop high quality programs, major attention must be given to the selection, preparation, and continuing professional development of teachers. —JRW

Guest Editorial . . .

stitutions into the teaching profession and including them in professional improvement meetings with programs to meet their needs?

—Have you secured and used the results from research, special conferences, and workshops on vocational and technical education at the post-secondary level?

In most states, post-secondary programs in agricultural education are in the developmental stages. Some suggestions for solving some of the problems of establishing and strengthening post-secondary programs include:

—work with other educators, but maintain your identity as a specialist in agricultural education

—work with other vocational-technical educators

—seek the advice of industrial leaders

—do not wait for the federal government to initiate programs

—motivate personnel in colleges of agriculture and schools of education to work as a unit to sponsor needed programs

—develop a constructive plan demonstrating leadership on the part of agricultural educators

—use all normal channels and facilities available such as the U.S. Office of Education, particularly its Division of Vocational-Technical Education; state education departments; teacher education departments; vocational teachers in the secondary schools; post-secondary institutions now in operation; local, state, and national legislators; and political, farm, and trade groups.

We need faculty in post-secondary schools with technical competencies in their areas of specialization and formal teacher education preparing them to take charge of and teach in post-secondary programs. Professors of agricultural education are responsible for teacher education for teachers of agriculture in secondary schools and in post-secondary schools.

I am confident that professors of agricultural education will meet this challenge of preparing faculty for the post-secondary schools and of providing in-service education for post-secondary teachers. Those sincerely interested in post-secondary vocational and technical education will respond with active leadership in teacher preparation to guarantee qualified faculty for this expanding area of agricultural education.

THE COVER PICTURE

Teachers of agriculture find occupational experience in agricultural firms an effective type of inservice education. Dr. Richard F. Stinson (right), Associate Professor of Agricultural Education and Horticulture at The Pennsylvania State University, talks with teachers getting experience in golf green management at Blue Bell, Pennsylvania. (Photo by Frank Anthony, The Pennsylvania State University)

SUPERVISION— Yesterday, Today, and Tomorrow

EDWIN ST. JOHN, Supervision
Michigan Department of Education

Edwin St. John

Have you heard about the state supervisor who blew in, blew up, and blew out? I am sure that many teachers have jokingly made this remark when referring to school visits that have long been a trademark of agricultural education supervisors or consultants.

As a teacher I benefited a great deal from the help I received from the state supervisory staff when they visited my school. As a state staff member I have tried to contribute as much as possible to the improvement of instruction and program development when working with teachers, counselors, school administrators, and boards of education. Over the years a great deal has been accomplished through personal contacts and school visits made by supervisory personnel. This technique of supervision has contributed significantly to the development and quality of agricultural education.

A Thing of the Past?

Is this to be a thing of the past? Most of us agree that a good farmer needs to be progressive if he is to remain successful. We expect teachers to do the same and believe that teacher educators must use new methods and techniques if they are to develop qualified teachers for the future.

How about state supervision? How much has state supervision changed in the past ten, fifteen or twenty years? Do we still work with teachers on a one-to-one basis in an effort to improve instruction?

Are state supervisors or consultants involving themselves in many time-consuming, outmoded practices of reviewing contracts, keeping certification records, and shuffling papers? How much time of state supervisory personnel is devoted to on-farm visits of high school students, young farmers, or adults? How many days did state supervisors or assistant state supervisors spend at state fairs last year?

I am not one to agree that the methods of supervision used in 1950 or 1960 should apply today and in the years ahead simply because they have worked in the past. We are in a new ballgame with a new park and a different crowd. The techniques of supervision must change if we are to perform our duties effectively and efficiently in the fast tempo of the 1970's.

Factors Influencing Supervision

Not too long ago, agriculture was taught primarily in secondary schools and, for the most part, was a traditional program involving high school students, young farmers, and adults. Several significant things such as the following are happening in our state:

—an increasing number of schools have vocational directors

—many schools have curriculum coordinators

—several counties or intermediate school districts have vocational consultants

—agricultural education is now offered in community colleges, area centers, and technical institutes each with a Dean of Vocational Education or a Director

—more efficiency in the use of state staff time has been mandated.

—there is a greater need for innovative ideas and development of new professional guidelines as a result of the 1968 Vocational Amendments

It becomes rather obvious that there are now many people hired by the local school who have the ability and the time to perform many of the duties that were once handled by the state supervisor or consultant. Isn't it logical that the local schools concern themselves with records, program effectiveness, student attitudes, discipline, teacher enthusiasm and morale, and evaluation? Isn't it logical to make the most of these local people who also have talents for leadership and service in vocational education? Shouldn't they be expected to perform many operational jobs once handled by the state supervisory staff?

Supervisors Need To Be Leaders

Wesley P. Smith, Director of Vocational Education in California, wrote in the December 1966 issue of the *American Vocational Journal* that "True leadership in vocational education at the state department level will not permit operational involvement." While we may not agree completely with this philosophy, it is almost trite to say that never before in the history of agricultural education have we had a greater need for leadership at the state level than we have today—but it is true.

State supervisory or consultant staff members must assume this role or the job will not get done. This leaves little time to observe teachers in the classrooms, visit students on farms, or to operate leadership camps and fairs. It is very easy to get so involved in operations and small details that we have no time or energy left to plan or think about bigger things.

No doubt there are many who think that this calls for more state staff personnel to handle the operation as well as the leadership role. Here we must face facts. The fact in our state is that an enlarged staff is out of the question unless they are assigned to "new tasks and new concepts of vocational and agricultural education." Our contin-

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Supervision—Yesterday, Today, and Tomorrow

(Continued from page 165)

uing programs ought to be able to carry themselves without constant vigil and control. If they cannot, we have not done our job in the past and we should change our supervisory procedures.

I have heard and read many times that the primary role of the supervisory staff is to improve instruction. Is it really? Why cannot teacher education do this? Why should not vocational directors, vocational consultants, high school principals, curriculum directors, and other professionals identified with vocational education assume this responsibility? Many states have instructional material centers that are making important contributions to improvement of instruction. And if we want to be real honest about it, how much do we really improve instruction when we visit a school once a year for a total of three to six hours?

I cannot fully agree with Mr. Smith when he says that true leadership will not permit operational involvement. I think we need involvement in some activities so that we can keep our feet on the ground and ourselves knowledgeable. With this knowledge we can better prepare others to assume new roles and develop leadership talents. We must still conduct conferences, give leadership to youth programs, and assist in the development of curriculum guides. In addition, new programs are needed and emerging that will initially require state staff involvement as in the past. As soon as possible, however, new leaders should be developed who can assume responsibilities.

Specialization in Supervision

The number of state staff personnel varies a great deal from state to state and specialization is not always easy. For many years, every member of our supervisory staff was fully informed on each phase of the program. Each, in effect, was a generalist in agricultural education. Recent developments in vocational education have created a need for change in this respect. Our present work assignment and organizational structure is indicated by the chart.

The chart should not be read to imply that the consultant for Post-Secondary Programs has no contact with Continuing Programs or the FFA. Nor, does it mean that the Area Center Specialist has no contact with Off-Farm Occupations. It does mean that each man has a primary responsibility for new developments in the specific area. He will be responsible for planning workshops, group meetings, and answering detailed questions regarding any phase of the specific area. It also provides an opportunity for each consultant to use his initiative, enthusiasm, and leadership abilities to meet the needs of modern agricultural education.

Some people feel that vocational education supervisors should operate in a general way, serving all vocational areas. Some even go so far as to say this is almost mandated by the Vocational Amendments of 1968 since specific service areas are not mentioned.

We have seen a certain degree of success in our state with area vocational consultants promoting vocational programs in all service areas. This has been further exemplified by vocational directors in local schools and by Intermediate School District consultants in intermediate school districts. These same men will agree, however, that sooner or later there comes a time when teachers, school principals, boards of education, and others need to have specific answers to specific questions.

We need specialists in agricultural education as well as specialists in post-secondary education in agriculture. We need a specialist to work with the youth organization and people responsible for special programs for the rural disadvantaged.

Supervision Through Group Meetings

Two years ago our State Advisory Committee for Agricultural Education recommended that we make a greater effort to improve communications with school administrators and counselors. This suggestion was made despite the fact that consultants had annually visited nearly every school offering agricultural education.

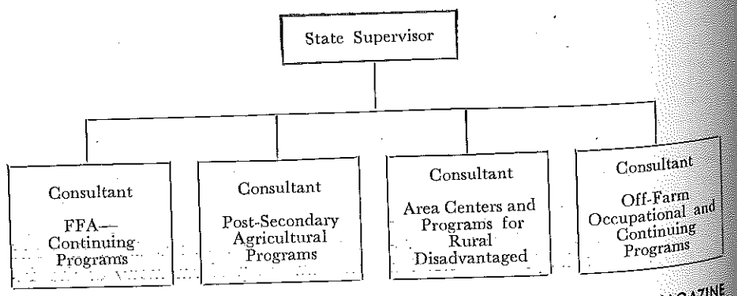
Twenty-three county or area meetings were planned with special emphasis placed on a presentation and discussion of "Agricultural Education Today." Response to these sessions was very encouraging in that 77 percent of the teachers, 28 percent of the administrators, and 15 percent of the school counselors were present. These conferences provided an opportunity to handle many routine activities normally done during individual school visits but which are more efficiently done on a group basis. Many compliments were received from school administrators for improved communications. This technique is not new; neither does it take state staff out of the operations role. It did, however, move us a step closer to the role of a leader rather than an operator.

Supervisors as Leaders

As leaders in agricultural education we must:

—Establish objectives and plan functions
—Be creative and encourage innovations by others
—Devote more time to designing programs and place less emphasis on implementation
—Encourage demonstration and pilot programs
—Develop leaders to handle operational tasks
—Coordinate efforts of people
—Work with employment services and others to determine future needs
—Design programs based on future needs
—Plan and develop programs for disadvantaged persons in rural areas
—Develop new ideas and concepts
—Plan improved evaluation techniques

If we do these things there will be far less time for operational activities. Perhaps this is good. We have much to do in agricultural education. There are new furrows to plow, new trials to explore and new challenges for supervision. Some of the old sacred cows of supervision must go and we must gear up for our real role as leaders in agricultural education.



Tom M. Lucas

IS TEACHER EDUCATION UP-TO-DATE?

BOBBY R. WRIGHT and TOM M. LUCAS
Graduate Students
Oklahoma State University

Bobby R. Wright

There are increasing demands for vocational agriculture teachers in secondary schools prepared to teach a diversified-specialized type of vocational agriculture. For a number of years, it has been the consensus of teacher educators in agricultural education that changes need to be brought about in the system of preparing teachers. There is a need to change the teacher education curriculum to better prepare teachers to meet the new demands, new responsibilities, and new disciplines that are being placed upon them in the rapidly changing pattern of agricultural education.

Traditional Concept

Teachers of vocational agriculture have been compelled to change programs at the high school level to meet the needs of students in such areas as horticulture, forestry, and agricultural supplies. But the college curriculum for preparing these teachers is still primarily the traditional concept of preparation for teaching production agriculture. With the recognition that the "age of specialization" has come to vocational agriculture and the continuing growth of multi-teacher departments, there should be a change in the type of program for preparing teachers.

Present day high school teachers of agriculture were taught traditional production agriculture in high school. Production agriculture was re-emphasized and further emphasized at the college level. Teachers generally prepared in production agriculture are placed in multi-teacher departments and are required to teach in one or more areas of specialization. High school graduates with specialized training are the products of this type of curriculum. These graduates, possible prospective teachers of vocational agriculture, enter in many cases a general, production agriculture-oriented curriculum at the college level. Our concern is for the student who desires to enter the teaching profession.

Recommendations

The following recommendations are submitted for consideration and possible implementation in our teacher education program to assist in better preparing vocational agriculture teachers.

—There should be continued emphasis on requirements in production agriculture, but increased attention to the importance of qualification in one or more of the areas of specialization. Production agriculture should never cease to be a part of our program in vocational agriculture, but the time has come when we must give attention to meeting the needs of students who will not enter this field.

—Agricultural education students should indicate an area of special interest by the third year of college to better qualify to teach in an area of specialization in a multi-teacher department. This type of system will enable students to take electives and additional courses in an area of specialization.

—There should be better communications between departments in a college of agriculture to bring about an increased awareness of the new picture in vocational agriculture. Efforts should be made to strengthen cooperators and coordinators of other college or university departments with agricultural education in order to assist prospective teachers to become better qualified in areas of specialization.

—In-service education should be offered teachers who are teaching in a specialized area who may lack the competencies of a specialist by present day standards. Through in-service education, established teachers can acquire needed competencies to better prepare students in special interest areas.

—Increased emphasis should be placed on preparing teachers to teach the relationships between economics and management in production agriculture and other areas of specialization. Areas such as accounting, records, business law, business management, and economics have become a vital part of agriculture as it is today.

Structured Occupational Experience for Teachers

ALFRED J. MANNEBACH
University of Kentucky

How can teachers of agricultural occupations keep current their knowledges and skills in non-farm agricultural occupations? When and where can they obtain the on-the-job, occupational experiences needed by workers in agricultural firms? How can instructors keep current their teaching techniques and methods of teaching? In what manner can they obtain all of these experiences in the shortest possible period of time?

Alfred J. Mannebach

This article is based on Alfred J. Mannebach's Ed.D. dissertation, "The Effectiveness of Structured Occupational Experience For Instructors of Agricultural Occupations," which was completed at the University of Illinois in June, 1969. A former teacher of agriculture in Kansas, Dr. Mannebach is presently Assistant Professor of Education in the Research Coordinating Unit at the University of Kentucky, Lexington.

An Experimental Program

These were some of the problems which confronted teachers and teacher educators at the University of Illinois. As a result, the teacher education staff designed a four-week experimental educational program involving structured, on-the-job, occupational experiences in agricultural firms plus related instruction in the classroom for teachers of agricultural occupations.

The teachers enrolled in the program spent Tuesday, Wednesday, Thursday, and Friday mornings during the four-week period in agricultural firms participating in structured occupational experiences. On these same days, the teachers received two hours of related classroom instruction at the University of Illinois. On Saturdays and Mondays, the teachers obtained a variety of unstructured experiences of their own choice in agricultural firms in their local communities.

The unstructured experiences served to supplement the structured occupational experiences and provided teachers experiences in other agricultural firms. The structured occupational experiences were planned to provide teachers on-the-job experiences in agricultural firms and to help them become informed in a realistic way regarding the factors involved in the movement of products from agricultural firms to customers. Completing selected activities and finding answers to prepared questions comprised the structured occupational experiences which the teachers completed in the agricultural firms.

Instruction in the classroom during the four-week period was focused on analyzing the experiences obtained by teachers, intellectualizing these experiences in terms of educational objectives, and planning units of instruction which they could use in their teaching. Primary emphasis in the classroom consisted of resolving how the teachers' structured occupational experiences could be reflected most effectively in teaching plans and in teaching.

The Study

The purpose of the study was to determine the effect of the intensive four-week experimental educational program on the behavior of teachers of agricultural occupations. Data were collected about teachers' knowledge and understanding of the functions and operations of agricultural firms, teachers' attitudes toward conducting programs of non-farm agricultural occupations, and their plans for teaching relating to agricultural occupations.

The population for the study was experienced Illinois high school and junior college teachers of agricultural occupations who were conducting concurrent work-education programs in agricultural firms and who applied to enroll in the program. The seven junior college teachers who applied were accepted and completed the four-week program. Of the twenty-two high school teachers submitting applications, eleven were selected randomly to comprise the experimental group. All enrolled and completed the four-week program. The eleven high school teachers comprising the control group did not receive any organized inservice education, instruction, or occupational experience during the study.

A test of knowledge, an attitude scale, and an inventory of activities were completed by the high school and junior college teachers involved in the study. The instruments were used to determine whether or not there were significant differences between the mean pretest and posttest scores of the junior college teachers enrolled; between the mean scores of the high school experimental and control groups; and between the mean posttest scores of the junior college instructors and the mean posttest scores of the experimental group of high school instructors. In addition, objective ratings and descriptive statements concerning the effectiveness of certain aspects of the experimental educational program were collected from the participating agricultural businessmen and the teachers enrolled.

Findings

Of the nine hypotheses formulated, statistically significant differences were found in only one case. The mean posttest scores on the test of knowledge of the junior college teachers completing the program were significantly higher than their mean pretest scores. The findings of no significant differences may have resulted because only experienced teachers who were conducting programs of non-farm agricultural occupations were involved in the study. However, evidence collected from the cooperating agricultural businessmen and from the high school and junior college teachers enrolled provide further insight into the strengths and weaknesses of the four-week program.

The evidence indicated that the teachers and the businessmen liked the concept of using structured occupational experiences. Teachers felt that such experiences, when combined with the opportunity to discuss the experiences in the classroom, were of great benefit in planning and organizing for teaching. The teachers also liked the general method and approach used for obtaining important technical and occupational experiences. They especially liked the structured questions which were designed to guide them in asking about the organization, management, and operation of the agricultural firms. The worksheets used to gather information about the operation of the agricultural firms were well received by the teachers.

Most of the agricultural businessmen felt that the teachers should have spent more time in the firm. However, the teachers liked the half-day spent in the agricultural firm plus the two-hour period of time spent each day in the classroom.

Another finding was that in future years junior college teachers wanted to obtain their experiences in the same type of firm, in many cases, the same firm. This indicated that junior college teachers were placed properly and were interested in developing more expertise in an area of specialty. High school teachers, on the other hand, were more willing in future years to obtain a wider range of experiences in different types of agricultural firms.

The overall reaction to the experimental educational program by agricultural businessmen, high school teachers, and junior college teachers was excellent to good. Based upon a rating scale of excellent (5), good (4), adequate (3), fair (2), or poor (1), the mean overall rating of the experimental educational program by the high school and junior college teachers was 4.72 and 4.57, respectively, while the mean overall rating of the agricultural businessmen was 4.35. These favorable reactions by the participants offered evidence of the success of the experimental educational program, as did their ratings on the other statements and their written reactions on the evaluation forms.

Recommendations

The following recommendations are based on knowledge gained while assisting with the development, execution and evaluation of the experimental educational program, while acting as a member of the teaching staff of the program, on observations made during the study, and the findings of the study.

—Teacher educators in agricultural education should continue to develop and offer short-term, inservice educational programs to help teachers keep current the knowledges and skills needed to prepare pupils for entry into any occupation involving knowledge and skill in agriculture.

—Teacher educators in agricultural education should continue to use structured activities as a method of obtaining short-term, on-the-job, occupational experiences in agricultural firms for teachers of agricultural occupations.

—The one-half day spent in the agricultural firms and the two-hour period spent each day in the classroom should be continued to allow teachers enrolled to discuss and analyze the structured activities in the classroom on the same day the activities were completed in the agricultural firms.

—Coordinating visits to the agricultural firms by the teaching staff of the program should be continued to maintain communication with personnel in participating agricultural firms.

—The teaching staff of programs in agricultural education exemplified by the experimental educational program should continue to focus the instruction in the classroom on discussing and analyzing the implications that the structured occupational experiences have for teaching non-farm agricultural occupations.

—Teacher educators in agricultural education should continue to develop instruments to evaluate the effect of innovative programs in agricultural education. Instruments should be developed that will measure knowledge and attitudes other than those measured by the instruments used in the study.

The data collected offered evidence of the success of the program. The overall ratings and the written reactions of the participating agricultural businessmen and the teachers indicated that the experimental educational program was meeting a critical inservice need of teachers of agricultural occupations. The cooperation and enthusiasm of the participants also suggested that teacher educators should continue to develop and offer short term inservice educational programs to help teachers keep current the knowledges and skills needed to prepare students for entry into agricultural occupations.

Themes for Future Issues

February	***Instructional Programs in Agricultural Products (Processing)***
March	***Instructional Programs in Forestry***
April	***Instructional Programs in Agricultural Production***
May	***General and Practical Arts Education in Agriculture***
June	***Evaluation in Agricultural Education***

The Use of Teacher Aides in Agricultural Education

JAMES DURKEE, Teacher of Agriculture
Laramie, Wyoming

James Durkee

James Durkee is Teacher of Vocational Agriculture, Laramie, Wyoming, and Teacher Educator in Agricultural Education at the University of Wyoming.

Do you need an aide? Five years ago few supervisors, teacher educators, or teachers of vocational agriculture had been asked this question.

Yet one of the fastest growing positions in public education is the teacher aide. An 800 per cent increase in the use of teacher aides in public schools since 1960 has been reported. Teacher aides are employed to assist the classroom teacher with routine, non-professional, time consuming activities.

The Need

Vocational agriculture teachers, high school administrators, teacher educators, and state supervisors of agricultural education in the United States were surveyed to determine if a need existed for teacher aides in programs of vocational education in agriculture. Approximately 80 per cent of the individuals surveyed indicated that there was a need for teacher aides. Slightly over 6 per cent of the group reported that aides were already employed in programs of vocational agriculture.

Fourteen per cent indicated that teacher aides were not needed. The reasons given were low enrollments in vocational agriculture classes, school board members and administrators not sold on the idea, and members of the teaching profession opposed to teacher aides in the classroom.

Tasks for Aides

If you had a teacher aide, what would he do? If you were to prepare a list for a day, a week, or a month of the non-professional tasks that you perform, you will probably find many of the same assignments that were reported in the study on teacher aides for vocational agriculture.

The work of a teacher aide in providing assistance with the clerical tasks involved in classroom instruction, agricultural mechanics, supervised agricultural experience programs, the FFA, and young and adult farmer programs was rated most important by teachers, administrators, teacher educators, and state supervisors. Teachers of vocational agriculture also emphasized the assistance of an aide in securing and developing teaching materials for high school and young and adult farmer programs.

Some of the duties of a teacher aide in the agricultural mechanics and land laboratories included securing supplies and keeping inventories, supervising routine activities, operating farm machinery and equipment, maintaining demonstration plots and livestock chains, arranging for custom work, and managing school farms, forestry plots, and greenhouses. The aide's work with the FFA involved supervising members on tours and at fairs, coordinating committee activities, preparing members for chapter and individual contests, and promoting activities with pictures, programs, and news articles.

Conducting community surveys and locating community resources were reported as the tasks an aide could perform in assisting teachers of vocational agriculture with young and adult farmer programs. Services of the teacher aide for student related activities included securing and cataloging vocational guidance materials, placement and follow-up studies of graduates or drop-outs, locating placement opportunities, and providing specialized services for academically handicapped students.

Preparing Teacher Aides

What education and experience should a para-professional have to assist a teacher of vocational agriculture? Over 70 per cent of the vocational agriculture teachers, high school administrators, state supervisors, and teacher educators suggested a two-year educational program for preparing aides. Approximately 20 per cent were of the opinion that one year would be adequate for preparing teacher aides.

In a two-year program for preparing teacher aides, the first year would include courses applicable for the preparation of teacher aides for programs at all levels. Courses designed for the first year should provide prospective aides with a basic understanding of the role of the aide in education and develop skills and abilities in preparing and using the tools of teaching.

The second year of the program should acquaint the prospective teacher aide with the common terminology, the textbooks, the teaching materials, and the program of vocational education in agriculture.

Conclusions

The use of teacher aides in vocational agriculture is a relatively new practice. The use of teacher aides should increase the rate of adoption of innovative practices in vocational agriculture.

A number of commonalities may be found in educational programs for preparing aides for employment at the various grade levels or subject matter areas in the public schools.

A high degree of agreement existed among teachers of vocational agriculture, high school administrators, teacher educators, and state supervisors on the assignments, the teacher aide educational program, and the need for aides to work with teachers in programs of vocational education in agriculture.

Some Tasks for State Leadership

C. DOUGLAS BRYANT and HUGH L. LINER
North Carolina State University at Raleigh

People are interested in what the future holds for vocational agriculture. Many changes are occurring that prompt reviews of the program. One is the matter of a changing occupational structure in agriculture. We know that many families are leaving farms, but we know little about those entering agricultural occupations off the farm.

Communities and schools are changing rapidly. The consolidation of schools is combining communities into one school district. Planners in consolidated school districts are asking questions about the leadership structure concerning school matters. Apparently, old lines of communication become ineffective or get lost in the shuffle when mergers occur. Teachers are wondering what their linkages should be in their new situations. People have many different ideas regarding changes that are taking place and their implications for vocational agriculture programs.

These are the kinds of concerns that prompted a conference on "Vocational Agriculture in the Changing Scene" held at Raleigh, North Carolina, June 3-5, 1969. Invited to the conference were 65 persons from Georgia, North Carolina, and South Carolina. Persons attending included: vocational agriculture teachers, principals, local directors of occupational education, superintendents, state consultants in vocational agriculture, teacher educators, economists, and sociologists. In addition, contributors to the conference included social scientists, educators, and a representative from agribusiness.

Purpose

The major purpose of the conference was to bring together people in leadership positions of occupational education programs in agriculture, social scientists, and leading educators to explore the changing scene and its implications for vocational agriculture in the future. In addition it was hoped that the conference would provide a basis for future conferences of this nature in other areas.

Program

The conference program focused attention on the changing scene in Southern Agriculture, the changing rural community, occupational opportunities for rural youth and adults, and linkages vocational agriculture will need in the future. Leading educators and social scientists discussed the topics and involved the participants in discussion of these topics and their implication for programs of vocational agriculture. It was hoped that this conference would result in greater understanding of both the current socioeconomic forces and the possible reaction to these forces.

Major points brought out in the conference are summarized below.

- Persons engaged in vocational agriculture programs at all levels must seek new ways to involve the public in their work. Experiences were that people in the university and in key administrative positions want to understand vocational agriculture. They are more than willing to help assist others in understanding the role that vocational agriculture plays. In making a change from an "agricultural orientation" to an "occupational orientation in agriculture," the help of many resources will be needed. Included among these certainly will be social scientists, administrators, and counseling personnel.
- The contribution of vocational agriculture to public education could very well be in the introduction of occupational education to youth and adults in the large urban centers. This development has begun in some areas of the South. The vocational agriculture teacher's ability to work with people, to develop educational programs centered around their needs, to provide a process in education that emphasizes problem solving — decision making — would appear to be as much needed in urban areas as in rural areas. Transplanting these aspects of the program into urban centers could be a future contribution of vocational agriculture.
- While the subject matter in vocational agriculture will likely vary according to available occupational opportunities, the teaching-learning processes utilized in vocational agriculture should be carefully protected and cultivated.
- As programs become more comprehensive, it will be essential that adequate in-service education be made available for teachers. The point was

(Continued on page 173)

C. Douglas Bryant

C. Douglas Bryant, Associate Professor of Agricultural Education, and Hugh L. Liner, Associate Professor of Economics, are at North Carolina State University, Raleigh. The conference reported in this article was sponsored by the Agricultural Policy Institute at North Carolina State University. A limited number of copies of the conference proceedings will be available.

Hugh L. Liner

New Policy Encourages Innovation

HAROLD L. NOAKES, Supervision
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A dramatic change in providing financial assistance to high school agricultural programs in New York State became effective July 1, 1969. This date marked the end of a half century of providing financial assistance from federal funds to all schools conducting approved programs in agriculture based on a reimbursement formula.

The new support policy provides financial assistance for approved innovative activities and demonstration projects in agriculture conducted during the summer months. No financial assistance from federal funds will be provided for the regular academic year for secondary programs in agriculture.

Advantages

There are several advantages to this funding policy. The present pattern provides 100 per cent funding for approved summer project proposals. Funds are made available during the current year rather than on a reimbursement basis. This means that schools received aid for an approved summer project in the fall after the project was completed.

Emphasis is placed upon innovative programs and demonstrations which extend agricultural programs to serve additional students, serve students not regularly enrolled during the school year, and try out more effective ways of providing service in agriculture education during the summer months. There is a direct relationship between program costs and services provided. Teachers are provided an opportunity to determine the nature and extent of agricultural services to be provided.

Guidelines for developing proposals for summer projects were sent to all teachers of agriculture. These guidelines were developed jointly by teachers of agriculture, teacher educators, and state staff personnel. Four major areas were identified for emphasis in 1969. Suggested activities were also identified to aid teachers and administrators in developing the project proposal.

Areas of Emphasis

The suggested areas of emphasis and activities included the following:

Area I: Coordination and Supervision of Occupational Experience Programs
- —Selecting training establishments
- —Arranging for employment of students
- —Making on-the-job coordination visits
- —Counseling students
- —Giving instruction and supervising agricultural experience programs of students
- —Processing and summarizing student reports
- —Maintaining liaison with local employment office and other government agencies
- —Keeping parents informed
- —Informing the public
- —Evaluating the occupational experience segment of the local program

Area II: Providing Agricultural Instruction for Students Including those with Special Needs
- —Conferring with school officials concerning need for programs
- —Recruiting class members
- —Ordering special equipment
- —Planning instructional programs
- —Conducting specialized instructional programs
- —Providing individual instruction
- —Informing the public
- —Evaluating the program
- —Counseling students
- —Planning and conducting educational tours and trips

Harold L. Noakes

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- —Supervision of demonstrations, research and experiments

Area III: Continuing Advisement of Agricultural Intracurricular Youth Organizations
- —Serving as advisor at meetings
- —Advising in the carrying out of an approved program of activities
- —Leadership training at the local and area levels
- —Informing the public

Area IV: Providing Instruction for Out-of-School Youth and Adults
- —Recruiting class members
- —Planning instructional programs
- —Teaching groups
- —Providing individual instruction
- —Informing the public
- —Evaluating the program
- —Advising out-of-school youth and adults of opportunities in programs in continuing education
- —Planning and conducting educational tours and trips

Project Proposals

Each school requesting financial support for a summer project in agriculture submitted a project proposal. The descriptive summary of project included items such as objectives of the project; persons to be served; plan for the summer including activities appropriate to areas I through IV above; estimated cost of the program including salary, fringe benefits, and travel; and procedures for evaluating the project. The proposal also included the number of days to be devoted to each area in the project and a calendar for the summer showing assignment of area to days. A budget showing costs for conducting the summer project was also required.

A total of 154 project applications were received which included services to be provided by 173 teachers. The distribution of time for approved projects was as follows:
- —Area I Supervision of Work Experience Programs; 1,871 days (54 per cent)
- —Area II Providing Additional Instruction to students Including Disadvantaged and Handicapped Students; 781 days (23 per cent)
- —Area III Advisement of FFA program; 600 days (18 per cent)
- —Area IV Providing Instruction to Out-of-School Groups and Adults; 156 days (5 per cent)

Time reported under Area IV is in addition to the year around young farmer programs which are funded separately from the summer projects. Therefore, summer activities were supplemental to the regular young farmer program. Primary emphasis was on recruiting students for new or expanded programs.

The approved projects ranged from eight to thirty days in length with an average of twenty days, or one month of teacher service. It is important to note that this project was not involved with terms of employment of teachers of agriculture. The guiding purpose is to make more effective use of limited federal funds.

Conclusions and Results

At the end of the summer and completion of the project each school submitted a report showing for each area of the project the services provided students. A review of these reports appears to support these conclusions.

- Funding specific projects on a total cost basis is an effective way of utilizing limited funds. This procedure seems to encourage desirable changes and innovations more readily than the former method of funding on a prorated basis following a formula.
- Funding projects during the fiscal year encourages rapid adoption of new ideas. It is not necessary for local taxpayers to provide money for innovative projects one year with the provision that all or a portion of the costs will be reimbursed the following year.
- The team approach to project planning seems to result in projects which more effectively serve the needs of identified groups.

Some specific results of the summer program include the following.

- A high percentage of students enrolled in occupational programs in agriculture were placed for full-time employment experience in the field of instructional preparation. Five major fields of employment were represented including agricultural business, agricultural mechanization, conservation, farm production and management, and ornamental horticulture.
- Many programs provided instructional activities for disadvantaged and handicapped students. The fields of conservation and ornamental horticulture appear to provide the greatest opportunity for such projects. A number of projects were completed which served disadvantaged and handicapped students from urban areas.
- Leadership training was effectively provided members of the FFA and related youth programs through the incentive of the summer project. Thirty-two teachers of agriculture provided specialized instruction at the State FFA Leadership Training Camp during the summer. This instruction included campsite development, soil conservation, sawmill operation, small boat care and operation, forest management, leadership training, and other areas appropriate to the camp program.
- The summer project provided time and funds for teachers to recruit students for adult programs to be offered during the school year.

At this time details have not been developed for aiding agricultural education projects for the 1970-71 school year. It is anticipated, however, that a similar program will be available. Increased emphasis will be placed on extending existing agricultural education programs and developing new programs to serve better urban and rural students who are economically or educationally disadvantaged and the health handicapped as well as regular students. The summer provides an opportune time to conduct special programs to serve these groups.

Some Tasks for State Leadership

(Continued from page 171)

made by many in attendance that skilled aides might teach some of the high-skill work areas more effectively than the vocational agriculture teacher. The use of area specialists (technical institute graduates) might offer potential in some areas.

- Existing education and degree requirements for teachers should be closely examined. For example, the opinion was expressed that if horticulture is going to be the program emphasis in a particular location, the teacher might be more effective if he has a specialization in horticulture or preferably a double major in horticultural science and agricultural education. Certainly greater emphasis is needed in agricultural occupations.
- There will be continued and probably expanded emphasis on different types of vocational education. A vital need for efficiency and effectiveness will be close cooperation between teachers of vocational agriculture and allied areas of vocational education.

Summary

The conference brought together people from different disciplines. Their contributions provided ample evidence that vocational agriculture is influenced by many forces. Thus, it is important that all concerned with vocational agriculture make an effort to increase their understanding of these forces. This is necessary in order to cope with the changes that take place and to develop programs which are relevant to the issues of today.

Assistantships and Fellowships in Agricultural Education, 1970-71

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The latest survey of the Publications Committee of the American Association of Teacher Educators in Agriculture reveals a considerable drop in the number of assistantships, instructorships, and similar openings available for 1970-71. At the same time the average of more than four per institution would indicate greater affluence than many of our programs have known in past years. This is further pointed up as amounts of monthly stipends are compared with last year's figures for given institutions. Many instances of increase are noted. Most offerings are on the basis of one-half time for nine or twelve months and monthly stipends range from $200 to $400 with most above $300. Last year's report indicated that in nearly all instances tuition and fees are waived or reduced.

Key to Listing

Following past practice in so far as possible, information is recorded for each institution in the following order: Nature of assistantship (number available); number of months available during year; beginning months of employment; amount of time expected; monthly remuneration; graduate level; and the 1970 deadline for application. Those interested should make specific inquiry concerning tuition and fees since this information was not secured for all institutions.

University of Arizona

Research assistantships (2); 12 mo.; July-September; ½ time; master's; $315; apply by March 1.

Arkansas State University

Research assistantship (2); 9 mo.; September; ⅓ time; all levels; $2400-$3200; do not pay fees or tuition; source of funds from University; apply by April 30.

Lab assistants (2); 9 mo.; September; ⅓ time; all levels; $2400-$3200; do not pay fees or tuition; source of funds from University; apply by April 30.

University of Arkansas

Research assistantships (7); 9 or 12 mo.; June or September; ½ or ¼ time; master's or doctoral; $125-$250 plus out of state tuition waived; apply by March 1.

Clemson University

Research assistantships (2); 12 mo.; August; ½ time; master's; $250; apply by June 1.

Colorado State University

Research assistantships (2); 12 mo.; July; ¼ time; Ph.D.; $333; apply by March 1. Available to qualified agricultural education persons to major in Vocational Administration and Supervision. Apply by March 1.

University of Connecticut

Research assistantships (3); 9 mo.; September; ½ time; master's or doctoral; $320-$350 Master's, $400 for those who pass the Ph.D. general exam. Apply by April 1.

Cornell University

Research assistantships (3); 9 mo.; July; ½ time; master's or doctoral; $300; includes tuition and fees in addition to stipend; apply by March 15.

Teaching assistantships (3); 9 mo.; September; ⅓ time; master's or doctoral; $290; includes tuition and fees in addition to stipend; apply by March 15.

University of Georgia

Research assistantships (4); 12 mo.; September; ½ time; doctoral; $400; apply by February 15.

Research fellowship (1); 12 mo.; September; no work required; doctoral $216; tuition waived; allotment for each dependent; apply by February 15.

University of Illinois

Research assistantships (10); 9 or 12 mo.; February or September; 6 for ½ time and 4 for ¼ time; master's or doctoral; $300-$350; tuition and fees remitted for all assistantships; apply any time.

Teaching assistantships (4); 9 or 12 mo.; February or September; 2 for ½ time and 2 for ¼ time; doctoral or 6th year certificate; $317-$350; tuition and fees remitted for all assistantships; apply any time.

Southern Illinois University

Research assistantships (3); 12 mo.; September; 20 hrs./week; master's; $275; apply June 1 for September 1.

Teaching assistantships (1); 12 mo.; September; ½ time; master's $275; apply June 1 for September 1.

Iowa State University

Research assistantships (2); 9 mo.; September; ½ time; master's or doctoral; $277; Iowa Agriculture and Home Economics Experiment Station; apply by April 1.

This list of assistantships and fellowships in agricultural education is prepared annually by the Publications Committee of the American Association of Teacher Educators in Agriculture. Richard H. Wilson is Professor of Agricultural Education at The Ohio State University, Columbus.

Richard H. Wilson

Prospective teacher fellowship (6); 12 mo.; September; no work required; master's; $222 plus dependent allowance; apply by April 1.

Research associate (1); 9 mo.; September; ½ time; master's or doctoral; $444; Research Coordinating Unit; apply by April 1.

University of Kentucky

Research assistantships (3); 10 or 12 mo.; September; ½ time; master's or doctoral, desire doctoral; $240-$350 plus waiver of out of state tuition; Research Coordinating Unit, not limited to agriculture students; apply by May 1.

University of Maryland

Research assistantships (4); 12 mo.; June or September; up to 20 hrs./week; master's or doctoral; $280 plus remission of fees; apply by May 1.

Teaching assistantships (2); 10 mo.; September; up to 20 hrs./week; master's or doctoral; $280 plus remission of fees; apply by May 1.

NDEA assistantships (1); 12 mo.; September; no work required; doctoral; $200 plus $50 per month per dependent; apply by April 1.

Instructor of agricultural mechanics, Institute of Applied Agriculture (1); 10 mo.; September; master's or doctoral; full time and permitted to take six credits per semester; $750; apply by April 1.

Michigan State University

Research assistantships (2); 12 mo.; July; ¼ to ½ time; doctoral; $300-$400; out of state tuition waived; apply by March 1.

Teaching assistantship (1); 12 mo.; September; ½ time; doctoral; $300-$400; out of state tuition waived; apply by March 1.

Other assistantship (1); 12 mo.; September; ½ time; doctoral; $300-$400; out of state tuition waived; apply by March 1.

University of Minnesota

Teaching assistantships (2); 12 mo.; September; ½ time; master's or doctoral; open; apply by March 15.

Other assistantship (1); 12 mo.; September; ½ time; master's or doctoral; open; apply by March 15.

University of Missouri

Research assistantships (2); 12 mo.; September; ½ time; doctoral preferred; $300; apply by March 1.

Montana State University

Research assistantships (2); 9 mo.; October; 12 hrs/week; master's or doctoral; $200-$300; apply any time.

University of Nebraska

Research and teaching assistantships (2); 12 mo.; February 1 and July 1; 20 hrs./week; master's or doctoral; $315-$400; apply as soon as possible.

University of New Hampshire

Research assistantship (1); 12 mo.; September; 20 hrs./week, full time for two months; master's; $2460/year; apply any time.

New Mexico State University

Teaching assistantships (2); 9 mo.; September; 20 hrs./week; master's; $300; apply by April 15.

North Carolina State University

Research assistantship (1); 12 mo.; ½ time; July; doctoral only; $4600-$4800/year; apply by March 1.

Experienced teacher candidate (2); 12 mo.; July; ½ time; master's $3000/year; apply by March 1.

NDEA assistantship (1); 12 mo.; July; no work required; master's; $2400/year; apply by March 1. University Grant, agricultural education candidates eligible to apply.

North Carolina A and T State University

Teaching assistantships (2); 9 mo.; September; 20 hrs./week; master's; $200; apply by April 1.

The Ohio State University

Research assistantships (4-5); 9 or 12 mo.; July or October; ⅓ to ½ time; doctoral; $300-$500; waiver of fees; apply by March 1.

Teaching assistantship (1); 9 or 12 mo.; July or October; ⅓ time; doctoral; $300; waiver of fees; apply by March 1.

Instructional materials assistantships (2-3); 9 or 12 mo.; ⅓ time; doctoral; $300; waiver of fees; apply by March 1.

The Pennsylvania State University

Research assistantships (8); 12 mo.; 20 hrs./week; master's or doctoral; $260 plus fees; apply by February 28.

Purdue University

Teaching assistantships (2); 10 mo.; September; ½ time; master's; $280; apply by April 1.

Graduate instructorships (2); 12 mo.; September; ½ time; doctoral; $375; apply by March 1. Those filling graduate instructorships must have taught vocational agriculture a minimum of three years.

Rutgers University

Research assistantships (3); 12 or 10 mo.; July or September; ½ time; master's or doctoral; $292.41 plus remission of tuition; apply by April 1.

Tennessee State University

Research assistantship (1); 9 mo.; September; ⅓ time; master's; $250; apply by July 1.

Sam Houston State University

Teaching assistantships (4-6); 9 mo.; September; ¼ time; master's; $300; apply by March 1.

Junior college internships (2-4); 9 mo.; September; ¼ time; post master's; $350; apply by March 1.

Texas A & M University

Research assistantships (4); 9 mo.; September; master's or doctoral; $300; apply by August 1.

Teaching assistantships (5); 9 mo.; September; master's or doctoral; $300; apply by August 1.

East Texas State University

Research assistantships (2); 12 mo.; September; master's; 15 hrs./week; $300; apply by May 1.

Teaching assistantships (2); 9 mo.; September; master's; $300; apply by May 1.

Tuskegee Institute

Research assistantships (2); 12 mo.; September; ⅓ time; master's; $200-$300; apply by April 30.

Teaching assistantships (2); 9 mo.; September; ⅓ time; master's; $200-$300; apply by April 30.

Utah State University

Teaching assistantships (2); 9 mo.; October; 3 hrs. per day; master's; $3000 a year; apply by July 1.

University of Vermont

Research assistantship (1); 12 mo.; July or September; 20 hrs./week; master's; $242; apply by March 1; includes full tuition.

Virginia Polytechnic Institute

Teaching assistantships (2); 9 mo.; September; ½ time; master's; $320; apply by April 1.

West Virginia University

Teaching assistantships (2); 9 mo.; September; ½ time; master's; $266.66; apply by April 1.

University of Wisconsin

Research assistantships (2); 12 or 10 mo.; July or September; ½ time; master's or doctoral; $300 plus waiver of out of state tuition; apply by February 15.

Wisconsin State University, Platteville

Research assistantships (6); 10 mo.; September; 20 hrs./week; master's; $300; apply by April 13.

Wisconsin State University, River Falls

Graduate assistantships (6); 9 mo.; September, December or March; ⅓ time; master's; $270 plus out of state tuition remitted; apply by March 1.

TORT LIABILITY:
A Special Concern for Teachers

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B. L. Albrite

This article is based on a study of tort liability in education conducted by Mr. Albrite as a part of his Master of Education program.

We hear that "experience is the best teacher." But learning about tort liability by being the defendent in a lawsuit can be a most perplexing learning experience. A $100,000 lawsuit as a result of a shop accident was my first lesson.

Vocational agriculture has a good safety record; but with students in the shop, on field trips, and with many FFA activities, the accident potential is always present and a tort case may result. A tort is a wrong against another, and liability is the legal responsibility.

The Situation

Agriculture teachers need to be aware of their tort liability. Here is why. Approximately 60 percent of all accidents to school-age children occur under school jurisdiction.[1] It is estimated that school-involved lawsuits, which seek money damages amounting to more than twelve million dollars, number more than 6,000 a year.[2] The amount of damages being assessed by juries today is of great concern to educators. Data recently computed indicate that the average court award for personal injury has increased 38 percent since 1952.[3]

The employer in business and industry has a definite responsibility for the acts of his employees. In all but twelve states, school districts are provided a cloak of governmental immunity and cannot be sued. This means the educator must accept the full responsibility for tort liability.

Several states have "save harmless laws." If a teacher is held liable for negligence as a result of an accident arising out of school duties, the statutes require the school district to pay the judgment. Such laws generally authorize the school board to purchase insurance. In many states tort liability insurance is provided through membership in the state educational association.

The Teacher's Responsibility

In the teacher-pupil relationship, the teacher has a duty to take all reasonable precautions to protect pupils against the possibility of harm. But a teacher may be involved in a tort action if a pupil under his supervision is hurt. A teacher cannot escape liability if he fails to conduct himself as a reasonable and prudent person would in like circumstances. That is the test for negligence.

The primary cause of tort by educators is negligence which is a breach of care owed by one to another. The one bringing suit, the plaintiff, must prove negligence of the defendant and that the negligence was the proximate cause of the injury. Negligence might be the result of defective equipment, inadequate instruction, lack of supervision, or incomplete directions. A vocational agriculture teacher has enormous responsibility and liability in these areas.

Activities of Special Concern

Field trips should receive special concern. Students and teachers visit places as either an invitee or a licensee. If the host organization does the inviting then they "owe a greater care" to the invitees which reduces the tort liability for the teacher. Licensees are more self invited which means they asked and received permission to make the tour. In this situation the host organization owes very little care and the main liability for a tort rests with the teacher.

Parents' consent slips for any dangerous and all away from school activities are a "must." They do not relieve any of the teacher's ability but do show proper prior planning.

Another essential element of an activity is adequate supervision. Private cars for transportation are not advisable and student drivers should never be used. Sending students on errands off the school ground can create a dangerous legal situation for the teacher not only if the student gets hurt, but the teacher would have the responsibility should the student cause a tort.

Teachers should never provide any medical aid for students and limit any first aid assistance to situations of emergency. Sick or injured pupils should be handled by the school nurse or parents.

Summary

Tort liability is now a serious problem in education. The trend will probably be toward more lawsuits with higher damage claims. With the shop and the many other activities in the agricultural education program, the teacher has a greater liability than he or most people ever realize or appreciate. We must constantly consider the possibility of tort liability in our daily actions. Each of us should investigate and understand state laws regarding tort liability. Finally, we should devote more attention to school safety, as prevention is always better than rehabilitation or a tort liability case.

[1]"What Is Your District Doing About Safety?" *School Management* 4:9 September 1960.

[2]Gauerkee, Warren E. *School Law.* New York: The Center for Applied Research in Education, Inc., 1965.

[3]Kigin, Denis J. "Who Pays For Shop Accidents?" *National Safety Council,* 1962.

Teachers Teach Other Teachers

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University of Idaho

Dwight L. Kindschy

Every state can boast of a few high school teachers who have specialized in one phase of instruction and are considered by his fellow teachers as an authority in that particular field. Through district meetings and local contacts some of the specialized information is disseminated; but if the desired material could be taught in an organized class with the instructor receiving a salary and the students earning college credit, the results can be very valuable as an in-service education activity. At least that is the conclusion that the state supervisors and teacher educators in Idaho have drawn after a successful pilot program held last spring.

The Problem

Idaho is naturally divided either by wide areas of desert or mountain ranges into four major farming areas. The College of Agriculture is located over 500 miles from southeastern Idaho. These vast distances make it impossible for resident staff to hold extension courses which meet for a series of weeks in a major portion of the state.

A weed problem was developing in south central Idaho. The vocational agricultural teachers in the area requested an extension course in weed control. The Idaho Continuing Education Program would sponsor the course if at least twelve students were willing to pay $15.00 a credit for the instruction and a teacher in the local area could be approved by the University's Plant Science Department.

Most higher education institutions allow only courses that are already listed in the official catalog to be offered through extension and the course content must closely follow the outline used when the course is taught in residence. These rules presented some problems because the teachers wanted graduate credit for the course and no graduate course was listed in plant science that covered the material they needed. Also no qualified agronomist was available in the area who was interested in teaching the course.

The possibility of getting the extension course on weeds started grew rather dim until it was realized that one of the teachers in the area, Carter Luther of Jerome High School, had a wide reputation as a weed expert, was an excellent teacher, had over twenty years of experience, and held a Master of Science degree. Why couldn't he be the instructor?

Luther agreed to teach the course but his Master's Degree was in agricultural education not plant science, so the University's Plant Science Department could not approve him to teach on extension course in plant science. The teachers were convinced that Luther knew more about weeds than many plant science majors and could teach an excellent course.

Carter Luther (center), Teacher of Agriculture who taught the University of Idaho extension course on weed control, discusses a weed with some of the teachers enrolled in the course.

The Solution

It was finally decided that the course offered could be an Agricultural Education Seminar with a graduate number. The University catalog lists from one to six credits for the Agricultural Education Seminar, so action was started to have the course approved.

The Director of Continuing Education on the University of Idaho campus presented the course to the University Graduate Council since all extension courses offered for graduate credit must be approved by this group. There was considerable discussion among the graduate council members as to the question of whether or not the proposed course content was of graduate character because a weed control course with some similarity was taught on campus on the undergraduate, upper division level. The Graduate Council came to the conclusion that subject matter that may not be considered of graduate level for a plant science major could be considered graduate level for an agricultural education major. Final approval of the course was accomplished.

At the first session sixteen teachers of vocational agriculture enrolled for credit and two enrolled for audit. One teacher drove over ninety miles one-way to attend the class and several lived over fifty miles from the class location.

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Preparing Teachers to Teach "Turned-Off" Students

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Historically the American people have viewed education as an effective means of insuring individuals productive places in society. Vocational agriculture, as a part of the public school system, continues to meet the changing needs of an increasingly technological society. Vocational agriculture teachers have struggled for years to improve the image of vocational agriculture and to prevent programs from becoming the "dumping ground" for students unable to succeed in general education activities. This has resulted in little, if any, effort on vocational agriculture's part in adapting programs to the needs of individuals unable to succeed in regular programs.

Attention began to focus upon the needs of these students in 1962 when the President's Panel of Consultants delineated the problems of a group they labeled as "youth with special needs." Following this report, impetus was given to vocational education for this group through the Vocational Education Act of 1963 which stated that "Vocational education shall be provided for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in regular vocational education programs."

With the passage of the Vocational Education Amendments of 1968, additional stress was placed on vocational education to modify programs for persons who could not succeed in regular programs by ear marking a minimum of 15 per cent of funds for this purpose.

"Turned-off" Students

We live in a generation where many youth make the claim of being "turned-on and tuned-in." Yet, when we look around us, we find many youth who are "turned-off." The names of these "turned-off" students appear on school records as truants, troublemakers, academic deadbeats, potential dropouts, or dropouts in almost every school system.

How have these students been "turned-off?" If one examines the current literature on the "turned-off" or disadvantaged student, it seems that an attempt has been made to stereotype this type of student. Most current literature portrays the disadvantaged student as coming from families with low incomes, from parents with low educational attainment, from broken homes, and usually from minority groups. However, as one examines ongoing classes for the disadvantaged, one finds that the classes are not always filled with stereotyped disadvantaged students. Many students in these classes have been "turned-off" by the existing school system and by forces outside the school.

Despite popular belief, all student frustrations caused by environmental conditions cannot be solved within the school system. However, much can be accomplished toward removing some of the disillusionment and frustration of turned-off students by understanding and competent teachers.

For many years vocational agriculture teachers have attempted to deal with turned-off students and in return have often been degraded by their academically oriented counter-parts. Few, if any, vocational agriculture teachers have missed the experience of seeing a turned-off student fail in many other classes and yet do a respectable job in vocational agriculture. Why has this occurred? Is it as the academically oriented teachers quip, "vo-ag is a 'sop' course," or is it simply the fact that vocational agriculture teachers are generally sensitive toward the needs of *all* students? Pre-service and in-service programs for vocational teachers have over the years focused upon each individual's needs.

Sensitivity Training

One problem faced by teacher educators in pre-service education of prospective teachers is how to keep students sensitive toward the needs of the turned-off student. This is especially difficult after the trainee has been confined to the "ivory tower" academic community for four years. Many students are amazed when they begin directed teaching at the number of turned-off students in their classes. In order to prepare trainees to cope more effectively with these students' needs, the Agricultural Education Department of Mississippi State University has recently initiated an undergraduate course on Vocational Education Curriculums and Techniques of Teaching the Rural Disadvantaged.

In the course the trainees will be conditioned to working with the disadvantaged or turned-off student in regular classes as well as in special classes. The trainees will be exposed to the multiplicity of problems in the environment which could be the triggering force in turning-off students.

Obed L. Snowden

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James F. Shill

Teacher Characteristics

For a vocational agriculture teacher to be effective in motivating the turned-off student, he must be extra careful not to place overwhelming obstacles in the student's path. The vocational agriculture teacher must have a functional knowledge of the basic principles of learning. He must realize that the primary reason the turned-off student is in a special class is traceable to a loss of will to achieve—the student's drive to learn has been lost. In a more sophisticated psychological term, he is not motivated. Perhaps no trait or characteristic of a teacher is more important than the ability to restore in the student a desire to learn. Putting it another way, the ability to motivate his students. This applies regardless of the native ability of the student.

The teacher must recognize that it is what he does to cause the student to act that is the governing force that brings about learning. It is not really how much the teacher does, but how much he can get the student to do that counts.

We remember with pleasure the teachers who aroused our enthusiasm about learning something. These teachers took time to "warm us up" before presenting the material to be learned. In teacher preparation much emphasis must be given to the concept that the instruction must be on each turned-off student's level in an attempt to release him from the influence of his environment, if it is a hindrance to learning.

The vocational agriculture teacher must play each case by ear. Many of the turned-off students are slow, extremely timid learners. An example of this type of student is given from a case study of an on-going special class for the disadvantaged in Mississippi. The teacher assigned three tractors to members of the class for oil and filter changes. A timid student placed his tractor behind a school bus to avoid observation and comments from other class members. This student demonstrated that he had a desire to learn, but he could not learn in a group. The teacher allowed the student to do his work alone and out of sight. He was treated as if he were the only member in the class. He developed a closer contact with the teacher, gained some skills, and was gradually worked with one other student, then a small group of students, without noticeable emotional upset.

This case demonstrates the extremely delicate nature of teaching a turned-off student. If the teacher had not been sensitive to the student's plight, he would not have allowed the tractor to be moved, and the student would have gone another block down the dead-end street. On the other hand, had the teacher been overly protective and allowed the student to complete all his jobs alone he would have been unable to function in a bona fide job situation.

Prospective vocational agriculture teachers must be groomed to the point where they can adapt teaching techniques to keep pace with the turned-off student's abilities, eccentric behavior, and learning pace. The prospective teacher must be flexible within any given situation. Pre-service training should prepare the prospective vocational agriculture teacher to:

—surmount the lack of respect shown by many turned-off students;
—adapt teaching procedures to slow learners;
—accept that fact that some turned-off students are not teachable;
—prepare teaching materials for the turned-off students;
—accept the fact that all social problems cannot be solved in a school situation;
—create interest and initiative in the turned-off student;
—develop trust and confidence in the turned-off student;
—help turned-off students develop new self-images;
—eliminate unrealistic standards;
—communicate with the turned-off students; and
—cooperate with agencies outside the school who are working with the same students.

Directed Teaching

The experience obtained by the prospective vocational agriculture teacher dealing with turned-off students during directed teaching is extremely critical. Close supervision by the supervising teacher, state supervisory staff, and teacher educators is crucial for the sake of both the prospective vocational agriculture teacher and the turned-off student's development. An unsatisfactory experience with turned-off students during the directed teaching period may be a strong deterrent toward following a teaching career.

Teachers Teach Other Teachers

(Continued from page 177)

Some Suggestions

In order to obtain the best results from a program of this kind, variable credit courses in agricultural education must be available. The course titles and descriptions should be written so they can be adapted to almost any field of teacher education in agriculture. The courses of this nature at the University of Idaho are variable credit and can be repeated for a total of six credits.

To insure support for a course of this nature, the teachers who will participate should play a role in selecting the instructor. The plan can make available to less experienced teachers the skill and knowledge an outstanding agricultural teacher has accomplished through years of pursuing a special interest.

Being selected to teach a course of this nature is another means of recognizing superior teachers. The plan can also make courses available in areas where distance is a factor and resident staff members are unable to commute to an extension class. It is hoped that this method of in-service education will increase in Idaho.

In order to establish a similar program in your state, you may have to break some long standing traditions, including institutional red tape. Your reputation for high academic standards may even be questioned. However, if you believe in vocational agriculture and want the best possible program for the most important force in the program, the teacher, the results are well worth the risk.

Factors Influencing the Adoption of Cooperative Experience Programs

DAVID L. WILLIAMS, Teacher Education
University of Illinois


David L. Williams

This article is based on Dr. Williams Ed. D. dissertation, "Variables Influencing Teacher Adoption of Cooperative Agricultural Occupations Curricula," which was completed at Oklahoma State University in 1968.

The Vocational Education Act of 1963 legitimized the training of individuals for any occupation requiring knowledge and skill in agriculture. This legislation and the Vocational Education Amendments of 1968 challenge teachers to work with agricultural businesses to develop occupational experience programs which are of maximum benefit to students and realistic in terms of agricultural employment opportunities.

To stimulate development of cooperative occupational experience programs in agriculture, teacher retraining programs have been conducted throughout the country. One such retraining program, a teacher institute, was conducted at Oklahoma State University in 1965 and 1966. This institute was structured to teach distributive skills to teachers of agriculture and to encourage initiation of innovative occupational experience programs.

The Study

This article reports the results of a study which investigated the variables influencing the adoption of cooperative agricultural occupations curricula by teachers participating in the institute. Cooperative agricultural occupations curricula refer to training designed to develop competencies needed by individuals preparing to enter an agricultural occupation. Ultimately, it consists of formal instructions in the classroom and on-the-job training in an agricultural firm under the direction of the teacher of agriculture.

Three major data-gathering instruments were developed — a diffusion scale, a teacher-innovativeness scale, and an administrator-attitude scale. Interview schedules were constructed to assess variables related to the school, community, and the vocational agriculture department. Interviews were held with 32 Oklahoma teachers who were still teaching vocational agriculture in the same school as they were when enrolled in the institute. One administrator in each school was also interviewed.

Findings

Four variables had a significant correlation with diffusion of cooperative agricultural occupations curricula.

Number of Teachers. The number of teachers in the vocational agriculture department accounted for more of the variation in diffusion of the innovation than any other single variable. In this study all multiple-teacher departments were past the evaluation stage and a majority had adopted the innovation. Two-thirds of the single-teacher departments were below the trial stage and nearly 40 per cent were only at the interest stage of the diffusion process.

Teacher Innovativeness. The more innovative the teacher, the greater the probability of cooperative agricultural occupations curricula being diffused into the program. Eighty per cent of the innovators and early adopters were in schools where the innovation was past the evaluation stage of the diffusion process. Therefore, the teacher is a key ingredient in the school and community, enhancing implementation of an occupational experience program in agriculture.

Enrollment. Total enrollment in vocational agriculture and the number of nonfarm students enrolled in vocational agriculture were both closely related to diffusion of the innovation. Programs at the trial and adoption stages of the diffusion process had a mean total enrollment of 74 students with 50 nonfarm students in vocational agriculture. In comparison, programs below the trial stage had a mean total enrollment of 47 students with 32 nonfarm students.

Teachers in departments with large nonfarm enrollments are challenged to provide occupational experiences which are appropriate to the needs of many youth who are industry bound. As the percentage of nonfarm students enrolled in vocational agriculture continues to increase, teachers must accept the dual function of providing occupational experiences for both farm and nonfarm occupations.

To summarize, multiple-teacher departments, innovative teachers, large total enrollment, and large nonfarm enrollment in vocational agriculture tend to stimulate diffusion of cooperative agricultural occupations curricula.

Some Implications

—More multiple-teacher departments need to be established to expand effectively vocational agriculture occupations curricula.

—Innovative teachers of agriculture should be identified and used to conduct pilot cooperative occupational experience programs and other innovative programs in agricultural education.

—Schools with large enrollments in vocational agriculture and large nonfarm enrollments should be encouraged to supplement traditional agricultural production curricula with cooperative occupational training.

—To speed adoption of cooperative experience programs, courses which provide directed, structured occupational experiences in agricultural occupations other than farming should be provided for present and prospective teachers of agricultural occupations.

Some Suggestions Concerning Teacher Education for Post-High School Teachers

MARTIN B. McMILLION, Teacher Education
University of Minnesota


Martin B. McMillion

The number of teachers who teach agriculture to full-time students in grades 13 and 14 is increasing rapidly. Last year's teacher directory serves better as a base index than as a predictor of the number of teachers this year. Minnesota now has 60 teachers of agriculture in the post-high vocational-technical schools. This number does not include the teachers who teach transfer courses in agriculture in junior colleges and technical institutes. Several other states have reached or are approaching this number of post-high school teachers.

I estimate that there are more post-high school teachers of agriculture in the twelve states having the greatest number of post-high school teachers than there are high school teachers of agriculture in the twelve states having the least number of high school teachers. The number of post-high school teachers in several states is sufficient to warrant a special in-service teacher education program.

• Special Courses

The offering of special courses for post-high school teachers is more widespread than expected. The results of a recent survey in which replies were received from thirty-six states indicated that twenty-eight agricultural education departments had conducted a special course for post-high school teachers. The number of courses, although higher than expected, needs to be increased. For example, the University of Illinois offers two special courses each year from the list of six courses which are designed for post-high school teachers.

The need of post-high school teachers for in-service education is as great or perhaps greater than that of high school teachers. One reason is that the certification requirements for area schools and junior (community) colleges seldom include course work in pedagogy, methods, and techniques of teaching. Another reason is that the undergraduate preparation of former secondary teachers is focused upon high school teaching rather than post-high school teaching which is as it should be because teachers seldom go directly into post-high school teaching.

Post-high school teachers should request special courses. Agricultural education departments recognize their responsibility for in-service courses and will respond to a request for such a course unless severely understaffed. It seems as appropriate for teachers to make a survey of those interested in a course and what they want included in the course as it does for a teacher educator to do so. Post-high school teachers usually meet as a group sometime during the year in most states. They could easily initiate a request for a course at one of these meetings.

A request by teachers might be what is needed to overcome the inertia. Chances are teachers are wondering if the agricultural education department has anything to offer and at the same time the agricultural education department is wondering if teachers would be receptive to anything it has to offer them. The hesitation of a senior college teacher to conduct a course for junior college (or area school) teachers can be likened to the hesitation of high school teachers to conduct courses for adults. The fears in each case are equally ill founded.

• Content of Courses

A body of subject matter unique to post-high school teaching which is sufficient for a three-credit course has yet to be fully identified. Waiting until it is fully identified before offering a course is not advisable. The body of subject matter for such a course will only be clearly defined as problems arise during the course.

Some of the topics in which Minnesota post-high school teachers have indicated the most interest are audio-visual aids, methods of instruction, recruiting students, improving program image, evaluating the program, articulating curricula, advising students, timing the supervised experience phase of the program, evaluating student performance, using non-projected visuals, follow-up studies, student organizations, coordinating teacher and technician teaching, organizing and supervising placement-employment programs, and principles of learning.

These topics are not unique to agricultural education. Post-high school teachers in the other vocational programs could benefit from a discussion of the same topics. It is axiomatic that a homogeneous group of students is easier to teach, but inclusion of other vocational teachers may be necessary to obtain sufficient enrollment to offer a course in some states.

Combining post-high teachers who are certified as secondary school teachers with those having only a technical background in one class often becomes necessary and has been satisfactory. Including high school teachers in courses designed specifically for area school teachers sometimes is necessary. Teachers who aspire to be post-high school teachers, if they make up a minority of the group, can esaily be included. Those who want to become post-high school teachers seem to be more eager students than those who already are.

Courses involving technical subject matter can draw enrollment from all levels of teaching and from the non-

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TEACHER EDUCATION FOR AGRICULTURAL MECHANIZATION

C. O. JACOBS, Teacher Education
University of Arizona

More than ever before, teacher education must develop insights and projections for instruction in agricultural mechanization if we are to serve the "broadened base" of education for occupations in agriculture. Guidelines or objectives for agricultural mechanization must include not only emphasis upon "skills of the shop," but also on the technology of the dynamic industry it is to serve.

Objectives

The objectives for teacher education outlined in Committee Report No. IV, "Agricultural Engineering Phases of Teacher Education," of the American Society of Agricultural Engineers provide a focal point and stabilizing element from which projections can be rationally developed. Since its publication, the Departments of Agricultural Education and Agricultural Engineering at the University of Arizona have used Report No. IV as a platform upon which to make projections for a dual teaching major in agricultural mechanization and agricultural education.

In addition, several concepts or working principles were established as elements necessary to meet Arizona's growing needs for secondary and post-secondary teachers of agricultural mechanization. The concepts developed are as follows:

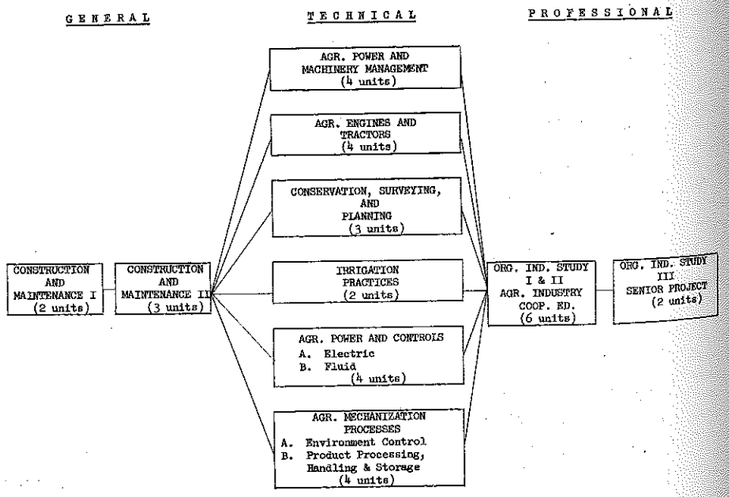
—Establishment of a state advisory committee charged with the specific responsibility of curriculum planning for the state's agricultural mechanization needs. Principally, this committee would be composed of representatives of business and industry so that the curriculum and its content could be responsive to the demands of the industry and avoid stagnation gaps.

—Upgrading of instruction in agricultural mechanization at the secondary and post-secondary levels will be accomplished primarily through the preservice teacher education program. While inservice education is valuable and necessarily must be provided, to bring about change it is necessary to "cast the die" within the system at the pre-service level. Upgrading an entire program through inservice education can be compared to "chasing pigs" or "beating snakes"—nothing much is ever accomplished. It is, therefore necessary that an especially strong undergraduate program be the principal and initial thrust of a teacher education institution for the preparation of quality teachers of agricultural mechanization.

—The philosophy of the instructional program at the preservice level in agricultural mechanization must be placed on the "hand-book" approach and taught by faculty who are instilled in the "hands-on" concept of teaching. A new teacher of agricultural mechanization is unique to his counterpart in industry by the fact that he does not have a training program to grow under. Conversely, the teacher is placed on the firing line when he accepts his first job by a public who has been led to believe that he can perform. Therefore, actual laboratory or field experiences are probably the most valuable part of a teacher's preparation since it provides him with the opportunity to develop confidences and abilities to apply the why to his teaching. Furthermore, he will teach as he was taught.

—The necessity of initiating a cooperative training program in agricultural engineering technology with agricultural industry for future teachers of agricultural mechanization. This system would involve the prospective teacher during his freshman year and for each remaining year with a possibility of earning up to six credits in a cooperative education experience. In essence, training of this nature would be classified and administered as a part of a formal training program in the teacher education curriculum. It is envisioned that this system would provide feedback to the curriculum for self-evaluation. The student would gain by obtaining a greater appreciation for education in general, have greater motivation as a result of a planned experience program, provide orientation to the world of work, and develop his human relations work experience.

Projected Agricultural Mechanization Construct for Dual Majors in Agricultural Education



—There is a continuing need for instruction in basic shop skills to serve as the core of a curriculum considered necessary for freshmen and sophomore students of vocational agriculture since many of these units of instruction are common to a variety of agricultural occupations. This will imply the introduction of a multi-level introductory course in agricultural mechanization for prospective teachers who need exposure to basic skills. It is anticipated that advanced high school students or students transferring from junior colleges would have the opportunity to test or petition out of the course and begin at a more advanced level.

—Applied in-depth instruction on the systems approach at the technology level of agricultural mechanization which will allow student involvement will need to be implemented. Emphasis will need to be given to electric and fluid power as a special phase of power transmission, to the mechanics of environment control, and to product processing, handling, and storage.

A Construct

The construct indicated in the chart represents a schematic interpretation of the objectives of Committee Report No. IV and the concept presented in this article. The construct represents only the agricultural mechanization areas of instruction and classifies this subject matter into three areas: General (5 credit hours), Technical (21 credit hours) and Professional (8 credit hours) for a total of 34 credit hours of course work for meeting dual major requirements. Two credits of General course work could be waived by petition or entrance testing. In no case would Construction and Maintenance II (3 units) be waived since the course would be prerequisite to the technical subject matter.

Technical subject matter emphasis is principally centered about the areas of power, machinery, processes, and controls. Structures as such would be an implied part of environment control and storage and handling.

The professional phase of the curriculum would be concentrated in Organized Individual Study utilizing the cooperative training process with agricultural equipment industry. The six units of credit would be earned during three summers' employment utilizing cooperative education techniques. A final Senior Project phase of the professional structure would imply a teaching internship in a suitable school environment and would serve as a catalytic agent in bringing identity to real teaching situations of both secondary and post-secondary school structure.

Some Suggestions Concerning Teacher Education for Post-High School Teachers

(Continued from page 181)

teaching group as well. Teaching individuals with different needs and objectives is not new to agricultural education. Agricultural education can meet this challenge.

Agricultural education departments can mobilize other resources to serve post-high school teachers. Other departments in the university can be requested to offer courses to improve the technical competence of teachers. Arrangements can be made with business and industry whereby first hand experience can be made available to teachers. Agricultural education departments can combine the work experience with university course work and give credit for the experience.

• Staff

In multiple-man agricultural education departments, one individual with an interest in the post-high programs should be assigned to work closely with post-high school teachers. Post-high school teachers recognize the necessity of a staff member who is familiar with their problems. A post-high school teacher recently said, "You should have a staff member who has been out and got his feet wet in post-high school teaching." Eventually, a supply of teacher educators with such backgrounds will be available because post-high teachers are returning for advanced degrees in agricultural education.

The hiring of specialized staff on the basis of subject matter is more common and easily justified than hiring specialized staff based upon level. It is not possible to have a staff member for each program, each area of subject matter, and each level in most agricultural education departments at this time. But it is important that special attention be given to the relatively new post-high school level of instruction now.

Undergraduate students often inquire about the possibilities of getting an area school or junior college teaching position immediately upon graduation. They seem somewhat surprised to learn that they must first prove themselves at the high school level. The fact that teaching high school vocational agriculture is an entry to post-high school teaching dictates that specialized courses be delayed and given as in-service education. The amount of time available in the undergraduate programs would not permit the special program course even if it were desirable. At the undergraduate level, topics should be covered as they relate to all programs. Courses focused specifically upon programs must follow later.

• Summary

Federal legislation has added to our normal clientele teachers of full-time students of agriculture in post-high school institutions. The very rapid increase in numbers of these teachers must be reflected in the courses and activities of departments of agricultural education. Neither teacher educators nor post-high teachers should wait for the other to initiate professional improvement activities. The two can work together to develop purposeful professional education programs.

SCHOLARSHIPS FOR VOCATIONAL AGRICULTURE GRADUATES

DONALD E. WILSON, Chief
Bureau of Agricultural Education
California Department of Education


Donald E. Wilson

The agricultural industry of California ranks first in the nation. Also agriculture is the most important industry in California. In California there is a shortage of professional people in agricultural industry and agricultural education. Among the ranks of professional agriculturalists there are few persons from minority groups.

In order to attract additional professionally prepared individuals to existing opportunities, the Bank of America in cooperation with the Bureau of Agricultural Education of the California Department of Education developed the Bank of America Agricultural Education Scholarship. Each year six $1,000 continuing scholarships will be awarded to qualified high school vocational agriculture graduates. The applicant must be Mexican-American, Negro, or American Indian.

The scholarship provides $1,000 a year up to a maximum of five years. The fifth year scholarship is available to those who decide to become teachers of vocational agriculture. Applicants agree to pursue a career in teaching vocational agriculture or in the agricultural industry. They may enroll in any of California's community colleges, state colleges, or branch of the University of California. They must major in agriculture. The continuing feature of the scholarship requires the maintenance of normal progress toward completion of the educational program.

The Bank of America provides scholarship recipients an opportunity for summer employment in agricultural banking. Each successful applicant is expected to devote at least one summer to this activity.

In June 1969, the first six scholarship recipients were selected by a committee of bank representatives, vocational agriculture teachers, the staff of the Bureau of Agricultural Education. Initial response to the scholarship has been excellent which indicates that there is much interest on the part of individuals from minority groups in pursuing a professional career in agriculture. The interest of the Bank of America and their financial support could go a long way toward satisfying the chronic shortage of vocational agriculture teachers in California.


Recipients of the 1969 Bank of America Agricultural Education Scholarships are (front row, left to right): Marvin Muela, Tracy; Larry Newson, Oakland; Richard Campa, Santa Maria; Warren McCoy, Riverside; Jack Richardson, Los Angeles; and Richard Payares, Los Angeles. Members of the Scholarship Selection Committee are (back row, left to right): Robert Zenk and John Reutter, Bank of America, San Francisco; Donald E. Wilson, Chief, Bureau of Agricultural Education, California Department of Education, Sacramento; Ronald Regan, Supervisor of Agriculture, Los Angeles City Schools; Jerry Davis, Assistant State FFA Advisor; and Dino Petrucci, Director of Agriculture, Madera High School, Madera, California.

Recruiting Prospective Teachers

B. HAROLD ANDERSON, Teacher Education
Colorado State University


Alpha Tau Alpha members from Colorado State University present a recruitment program at a FFA meeting.


B. Harold Anderson

When Alpha Tau Alpha members at Colorado State University became familiar with the need for more vocational agriculture teachers, a special committee on recruitment was appointed with the task of making suggestions for involving the fraternity in this worthwhile endeavor.

Speaker's Bureau

The recruitment committee suggested a speaker's bureau as a method they could use to promote agriculture and specifically explain the opportunities and advantages in teaching vocational agriculture. The speaker's bureau is designed to acquaint high school students and parents with the opportunities in agriculture. The members prepared specific scripts on the various points that should be brought out in a recruitment program. In addition, overhead transparencies, slides, movies, and video tapes were developed to help tell a complete story. The material was prepared so that as few as two or as many as five members could present the program.

The Program

A script was prepared on four items of concern to high school students thinking about a college education: opportunities in teaching vocational agriculture and the job of the teacher of agriculture; the vocational agriculture curriculum; financial assistance and ways of paying for a college education; and extra-curricular activities at the university. Two sets of colored slides were prepared so that more than one team can present a program at a given time. The slides and movies consist of scenes of campus facilities including the college farms, research facilities, classrooms, dorms, student center, and other facilities students may use. Also included are scenes of vocational agriculture majors participating in practice teaching sessions, attending fraternity meetings, attending classes of various types, and receiving counsel from the members of the agricultural education staff.

Each fall a letter and request form is sent to all Colorado schools with vocational agriculture departments and to other schools where an interest may prevail. The letter explains the program and the request form provides space for listing choices for dates and times a program is desired. When a request for a program is received, volunteers to present the program are selected from the fraternity membership. Fraternity members who are graduates from the school making the request or who are from the surrounding area are given preference to provide the program. Milage and expenses are paid for by the fraternity. The material is also made available to all student teachers so that they may present the program in their teaching center during the student teaching period.

Results

Although the speaker's bureau has not been in operation for a sufficient number of years to evaluate its overall effectiveness, certain factors are apparent. Comments from students, parents, and vocational agriculture teachers are very favorable. When used with other means for recruiting prospective vocational agriculture teachers, it appears that it will be a tremendous help in Colorado. High school students react very favorably to college students, particularly those from their home town or surrounding area, when discussing the possibilities for fields of study in college.

BOOK REVIEWS

GERALD R. FULLER, Special Editor
University of Vermont

WHEN YOU PRESIDE by Sidney S. Sutherland. Danville, Illinois: The Interstate, 1969 (Fourth Edition), 190 pp. $4.95.

An affluent society such as ours is composed of myriad clubs, lodges, boards, and professional societies. In order to function effectively, these organizations must have capable, imaginative, and creative leaders. To prepare these leaders for the task entrusted to them is the major focus of *When You Preside*. The bias of the author, if he has one, is that democratic leadership is the only kind which can be truly successful in the long run. He sees little merit in authoritarian or laissez-faire leadership. If such leadership exists, successful or unsuccessful, it should gradually shift over to the democratic form.

Many books are criticized for being long on theory and short on practice or vice versa. However, this functional treatise can be faulted for neither, since the mix is superb. The first two chapters present the theory and general principles of leadership. Chapters 3 through 12 discuss practices and procedures in a prescriptive fashion for leading and directing sundy types of meetings. Chapter 13 titled "Motivation" provides a theoretical basis and explains why these prescriptive approaches are successful if employed intelligently.

The first chapter of the book stresses the four keys to successful group leadership. Chapter 2 vividly describes twenty-two types of people found in any group that facilitate the orderly transaction of business and problem solving or impede the smooth functioning of group processes. The emphases in Chapter 3 revolve around realistic techniques any supervisor or leader is certain to need at one time or another. Next, the author turns to a discussion of types of meetings and their potential usefulness. Chapters 5 through 12 lucidly illustrate how to plan and conduct specific kinds of meetings.

Mr. Sutherland, professor emeritus, University of California, Davis, has had nationwide experience in leading conferences and workshops in which these techniques and processes were applied successfully. This book should appeal to a wide audience both inside and outside the field of professional education. Illustrations and concrete examples are drawn from a wide spectrum. It is probably most suitable for junior colleges and above, but highly motivated high school presiding officers could certainly benefit from perusing parts of it. *When You Preside* should prove valuable as a reference for both the neophyte and professional group leader —to indoctrinate the former in sound methods of group dynamics and group processes and to perfect these skills in the latter.

J. Alex Hash
Clemson University

★ ★ ★

A MORE EFFECTIVE FFA by Stanley Wall. Lexington, Kentucky: The Interstate Printers and Publishers (Third Edition), 1969, 220 pp. $4.50.

This is the third edition of a book widely used as a reference by teachers of agriculture in developing the abilities of FFA members and in organizing and planning local chapter programs of activities. The sections are the same as earlier editions: development of leadership in the FFA organizations; the role of FFA in vocational agriculture programs; descriptions of the responsibilities of chapter officers and suggestions on procedures for fulfilling them; how to conduct business meetings and the use of simple parliamentary procedures; how to set up and carry out a program of activities; and chapters on financing chapter activities, keeping the public informed, FFA banquets and the use of various chapter degree ceremonies.

This book is designed for use by high school students and should continue to be a valuable reference for chapter officers as well as for members. It should serve as a valuable reference for the beginning teacher of agriculture in his work with the FFA chapter. Many teachers will continue to use it as a text for the classroom teaching centered on FFA activities. Teachers may wish to supplement this book where broadened agricultural education offerings have branched out from the traditional farming and ranching orientation.

The author is presently Associate Dean of the Community College System at the University of Kentucky. He has served as an Associate Professor of Agriculture Education and Associate Dean of Agriculture in the same institution and has many years of experience in the field of agricultural education.

Joe P. Bail and
Robert H. Maxwell
Cornell University

★ ★ ★

BEEHIVES. New York, N.Y.: British Information Services, 1968 (Fourth edition) 27 pp. 90 cents.

This bulletin describes the standard specifications for hives of British design and includes much that is not available elsewhere within a single cover. The reference outlines the basic principles of modern hive design and compares the characteristic features of the hives commonly used in Great Britain today.

The bulletin is intended not only as a guide to the choice of hive by the individual beekeeper, but also as a source of reference for the dimensions, comparative sizes and capacities of the standard types and their component parts. It can be used by students at the high school, junior college, or adult level who need a technical specification reference.

Roy Dillon
University of Nebraska

FUNDAMENTALS OF ELECTRICITY by Kenneth C. Graham. Chicago, Illinois: American Technical Society, 1968 (Fifth Edition), 312 pp. $6:00.

Fundamentals of Electricity is a text which endeavors to incompass the ever expanding field of electricity. Since the text is published by the American Technical Society, one might surmise that the book is a highly technical publication and above the non-technical readers comprehension. This is not the case. The design of the book is such that it begins with the more basic electrical fundamentals. Then, building on the basic principles, the book establishes an understanding of the dynamics of electricity along Ohm's law and its application.

With this basic understanding and vocabulary, the book begins to develop the application of principles as well as incorporating additional principles. It then covers the field of circuits, magnetism, generators, direct current, alternating current, transformers, voltage regulators, power rectifiers and measurement instruments. These principles are then applied to electric motors, electron tubes, solid state devices, automation processes and computers. This is all discussed with a minimum of mathematics.

The book is well-illustrated with photographs and pictoral and schematic drawings which are adequately integrated into each chapter. Each chapter is followed by a series of review questions which provide an opportunity for students desiring to use the text as a self-study reference to review each chapter and gleen from it those points which the author considers important.

The text has also incorporated into a unit entitled "Electrical Formulas" the various mathematical calculations which are most commonly used in electricity. This provides an easy access to the necessary formulas.

Because of the nature of electrical application in the agricultural occupations area, certain chapters of the publication would not have direct or immediate application to this field. I believe that the text would lend itself favorably to utilization as a resource publication for both teachers and students of an agriculture occupations program.

Thomas R. Stitt
Southern Illinois University

News and Views of NVATA

JAMES WALL
Executive Secretary

Twelve teachers of vocational agriculture attended the 1969 National Convention at Boston with all expenses paid. They were the regional winners of two national contests sponsored by the New Holland Division of Sperry Rand and United States Steel in cooperation with the NVATA.

The contest sponsored by United States Steel is known as the "NVATA Outstanding Young Member Award." Active NVATA members who have taught vocational agriculture at least three but no more than five years are eligible to enter the competition. Each state association may enter one person in the regional contest.

The 1969 winners were: Region I, Harry L. Lyda of Perrydale, Oregon; Region II, Adrian L. Goodson of New Braunfels, Texas; Region III, Lyle H. Hermance of Waverly, Nebraska; Region IV, Donald M. Rogers of Princeton, Missouri; Region V, Lamar Simmons of Gainesville, Florida; and Region VI, Richard Allen Bawden of Storrs, Connecticut.

The New Holland Division of Sperry Rand sponsors the "NVATA Career Orientation Award Program." All active members of NVATA are eligible to enter the contest and each state may enter one individual in regional competition. Winners for 1969 were: Region I, Daniel R. Watts of Fairview, Montana; Region II, James M. Welch of Oak Grove, Louisiana; Region III, Ronald Wayne Shepard of Williamsburg, Iowa; Region IV, Eldon Witt of Roanoke, Illinois; Region V, Earl Gray of Angier, North Carolina; and Region VI, Donald Watson of North Syracuse, New York.

In addition the Charles Pfizer Company awarded $500 checks to the advisors of the Star FFA Dairy, Livestock, and Poultry Farmers. Receiving checks at the Boston Convention were Roy Knudsen of Simms, Montana; Vancil Minnick of Stet, Missouri; and Cecil M. Gant, Jr. of Section, Alabama.

Teachers should watch for announcements concerning the 1970 contests. You can be the winner of an all-expense paid trip to the 1970 Convention in New Orleans.

From the Book Review Editor's Desk

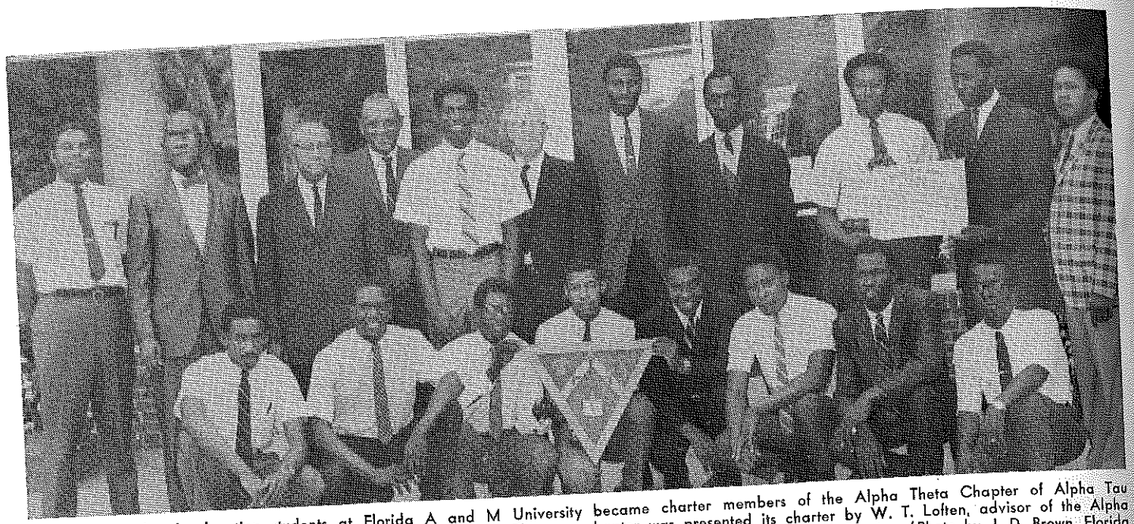
EDUCATORS GUIDE TO FREE SCIENCE MATERIALS, 10th Annual Edition. Randolph, Wisconsin: Educators Progress Service, 1969, 408 pp. $8.25.
Another of a series of publications which should be available to the teaching faculty of every school. This edition lists, classifies, and provides complete information on titles, sources, availability and contents of 1,250 free films, 114 free filmstrips, and 586 other free supplementary materials—bulletins, pamphlets, exhibits, charts, posters and books.

EDUCATORS GUIDE TO FREE TAPES, SCRIPTS, TRANSCRIPTIONS, 16th Annual Edition. Randolph, Wisconsin: Educators Progress Service, 1969, 170 pp. $6.75.
This publication should be part of every school's professional library. Many agricultural educators will find useful audio materials listed.

ELEMENTARY TEACHERS GUIDE TO FREE CURRICULUM MATERIALS, 26th Annual Edition. Randolph, Wisconsin: Educators Progress Service, 1969, 406 pp. $9.75.
A copy of this publication is a must for every school library. Nearly 1,740 items are listed. A considerable number of titles will be of interest to teachers of agriculture.

Stories in Pictures

ROBERT W. WALKER
University of Illinois



Thirteen agricultural education students at Florida A and M University became charter members of the Alpha Theta Chapter of Alpha Tau Alpha Fraternity in an initiation held on the campus recently. The new chapter was presented its charter by W. T. Loften, advisor of the Alpha Tau Alpha chapter at the University of Florida. Junious D. Brown is advisor of the Florida A and M chapter. (Photo by J. D. Brown, Florida A and M University)

Mississippi FFA chapters receive excellent cooperation from local and state newspaper editors. FFA members plan an article with Carl McIntire, Sunday Editor of the Clarion-Ledger — Jackson Daily News, Jackson, Mississippi. (Photo by Vocational-Technical Public Relations Director, Mississippi Department of Education)

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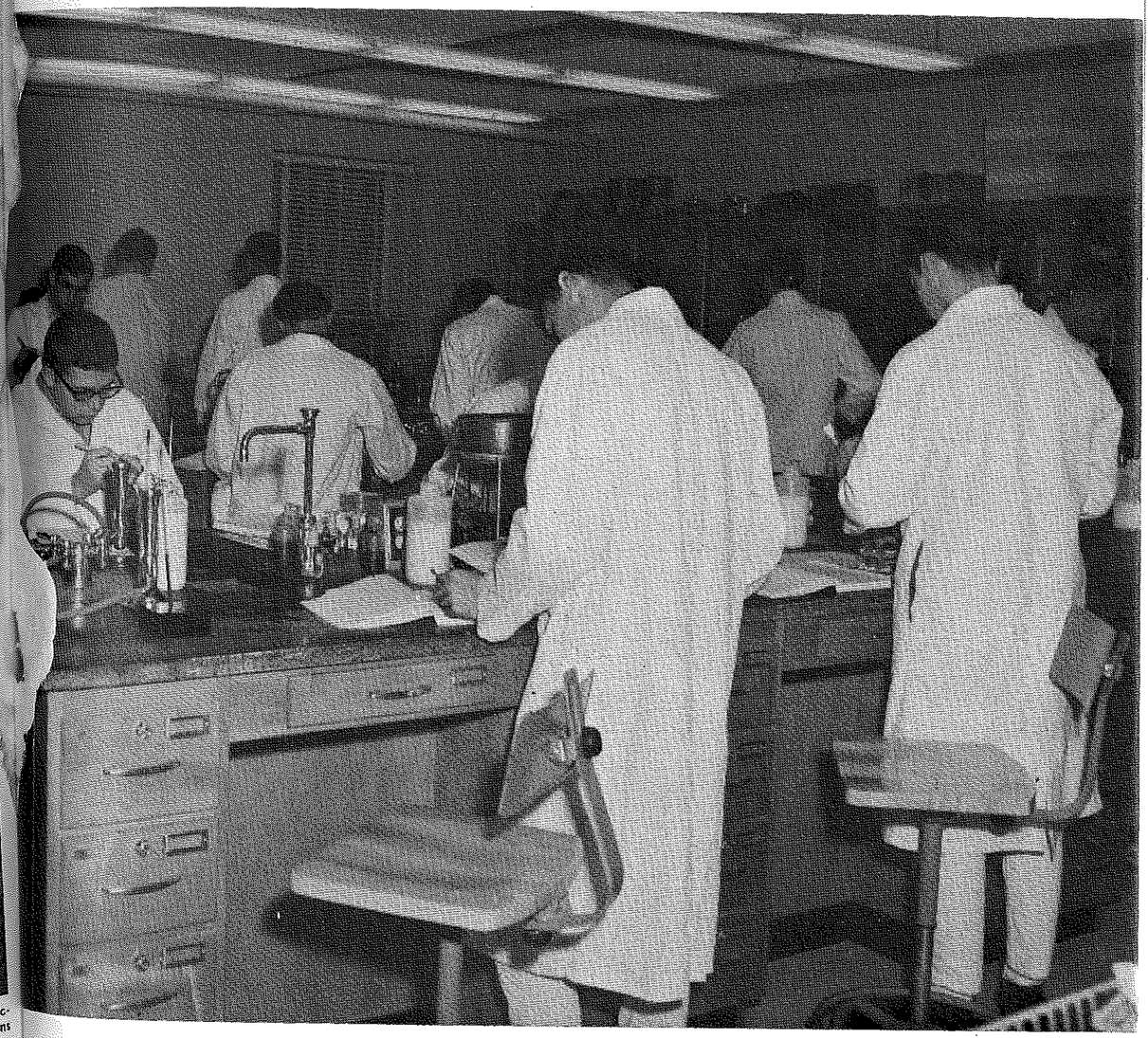

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