NEW MEMBER EDITING-MANAGING BD.



Supervisor of Agricultural Education from Nevada, has been elected to the Editing-Managing Board of the Agricultural Education Magazine representing the Pacif-Region for a four year term is

Mr. James R.

Peddicord, State

beginning January 1, 1972. He is a Kansas State University graduate, and his experience includes over ten years teaching experience including vocational agriculture, sales manager for a new car dealership, and Nevada State Department of Education.

He is married, with daughter Nancy who has completed a M.S. in Home in Rhode Island include undergraduate Economics and son Neil who will soon complete his B.S. in Agricultural Education.

Jim has held several offices in the Nevada Vo-Ag Teacher Association, is presently on the National FFA Board of Directors, a member of Lions International, Chairman of his Church Board, and his hobbies are bridge, collecting barb wire, hunting and fishing.

NEW SPECIAL EDITOR APPOINTED



Donald E. Mc-Creight, Assistant Professor of Agricultural Education at the University of Rhode Island, has been appointed a Special Editor from the North Atlantic Region.

Dr. McCreight McCreight a former teacher of vocational agriculture at West Manchester, Ohio. He received his B.S. in Animal Science from the Pennsylvania State University, his M.A. in Agricultural Education from Ohio State University, and his Ph.D. in Agricultural Education from the Pennsylvania State University. His major responsibilities teaching in agricultural education and coordination of a master's program in Youth and Adult Education.

Dr. McCreight is presently the treasurer of the American Association of Teacher Educators in Agriculture, and a member of Phi Delta Kappa, Gamma Sigma Delta, Alpha Tau Alpha, and the American Vocational Association.

NEW PICTURE EDITOR APPOINTED



Richard L.

Dr. Richard I Douglass, Assistant Professor of Agri. cultural Education University of Ne braska — Lincoln has accepted the position of Picture Editor of the Agri. cultural Education Magazine beginning

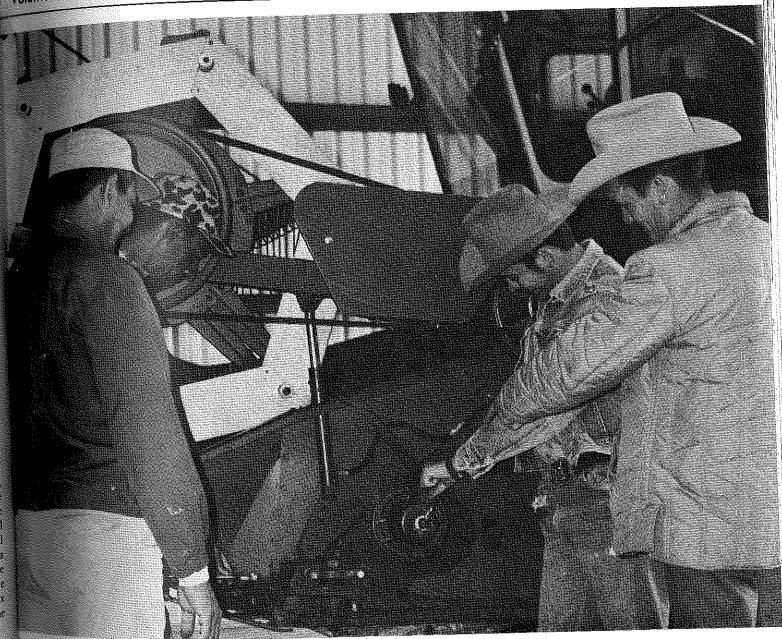
with the March 1972 issue. He is University of Nebraska graduate, bas taught vocational agriculture in Sutton Nebraska for four years, received his M.S. Degree in 1968, and completed the Ph.D. in Adult Education at UNI in August, 1971.

Dr. Dougless' special interests include In-Service Teaching Techniques Program and Instructional Media. He is a member of Alpha Tau Alpha, Phi Delta Kappa, Gamma Sigma Delta and of state and national vocational associations. His special interest in photography and use of visuals should enable him to contribute meaningfully as new picture editor.

Agriculture ! E. U.C.F. CON

April, 1972

Number 10



HOWARD MARTIN RETIRES



state university. He served as a secondary school teacher, coach, and assistant

principal before joining the faculty of the University of Vermont as an assistant professor. His Masters from Cornell University and his Doctorate from the University of Illinois did not complete his education, he is still a practicing scholar. Joining the University in 1946 as Associate Professor of Agricultural Education, he has had a distinguished career — Editor of Agriculture Education Magazine, Consul-

tant to the Government of Northern Rhodesia, Editor of the Connecticut Teacher Education Quarterly, Director Professor W. of an Education Professional Develop-Howard Martin ment Act Project. He provided strong was born 1910 in leadership in the development of the Vermont, educated Regional Vocational Agriculture Cenin her schools and ters in Connecticut. He will be rememgraduated with bered by his colleagues as he retires honors from her for his penetrating analysis of educational problems, his helping hand, and his incisive wit. Howard enjoys his retirement in the beautiful Vermont hills.

OCCUPATIONAL EDUCATION STUDY TOUR

The University of Akron is presently planning its 1972 occupational education study tour to southern Europe. Included in the 21-day tour will be Spain (Madrid), Italy (Milan, Venice, Rome), Switzerland (Geneva), and France (Paris). The tour is currently scheduled to leave New York June 29, 1972 and return July 20.

The educational emphasis of the tour will be on visiting local vocational and technical education facilities in each of the cities visited. In additi city tours and free time for independent adventures will be provided.

Tour participants may, if they se desire, earn five quarter hours undergraduate or graduate credit through the summer program of The University of Akron. Those who are employed in the field of occupational education as vocational or technical teachers, counselors, industrial arts teachers, administrators, etc., may be able to have a major portion of the cost of the tour as an income tas deduction. All educators are welcome to participate.

For further information on this 21day escorted tour, please write to Dr. Bill J. Frye, College of Education, The University of Akron, Akron, Ohio, 44304.

Ineme — SERVING THE OUT-OF-SCHOOL GROUP

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EDPRESS \

April 1972

No. 10



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Send articles and pictures to the Editor or to the appropriate Special Editor.

COVER PHOTO

Vocational Agriculture teacher Doyle Cannon, at right, points out needed adjustments on a rice combine to adult farmer class members. Adult farmers in the rice growing area of Louisiana find that machinery maintenance and repairs constitute a major share of their operating costs. The Vocational Agriculture Program at Fenton High School assists the farmers in the community develop the required maintenance skills. (Photo by Ivan Baker, Area III Supervisor of Vo-Ag).

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THE AGRICULTURAL EDUCATION MAGAZINE

Editorials =

From Your Editor ...

PROGRAM BUDGETING CAN BROADEN YOUR PROGRAM



ou D. Dillor

It is obvious that for a local teacher of Vocational Agriculture to plan and teach courses for a wide variety of clientele groups, he must give up many other types of activities, and at the same time, may be spreading himself too thin.

Articles submitted for our theme "Serving the Out-of School Group" suggest that local secondary teachers consider the adult production farmer

their second priority clientele group; the secondary students being first. This is as it should be. However, what steps can a local teacher take who desires to serve a broadened clientele, to be able to conduct effective programs which will indeed serve a variety of clientele groups?

The secret is for the teacher to be in the lead in structuring the program. Do not allow the School Board or Administration to structure your program for you by:

- Scheduling courses and classes, then inform you.
 Determining maximum enrollments without consulting you.
- 3. Making decisions about your program budget and policy without consulting you.

The innovative, interested and progressive teacher usually desires to and does implement an effective program

in his community. In most situations, school administrators and Boards of Education will approve the agriculture teacher extending the vocational program. The net effect is more program for the same amount of salary dollars. But, are you being fair to yourself, your family, and your profession by perhaps over extending your talents? It is possible to be "burned out" at an early age in teaching, too!!

I submit that the more practical approach to systematically broadening a local program is for a citizens advisory committee, working with the teacher of agriculture, to study carefully the clientele needs within the school service area, and make well outlined recommendations to the School Board concerning:

- 1. Clientele groups to be served, in priority order.
- 2. Courses recommended for each clientele group, in priority order.
- 3. The amount of staff manpower, equipment and facilities needed to conduct the total program, broken down in terms of 1, 1½, 2, ½, ... men operations. In other words, the recommendations would show that "we can serve the following groups, with these courses, facilities and equipment in a one-man program," "we can serve the following additional groups, with these courses, facilities and equipment in a 2-man program; etc..."

(Continued on page 251)

Guest Editorial ...

Douglas D. Bishop Assistant Professor, Montana State University, Bozeman, Montana

MULTI-AGENCY COOPERATION IN ADULT EDUCATION NEEDED IN 70's



Douglas D. Bishop

Increased emphasis on helping adults accept change has resulted in adult education becoming part and parcel of the American educational consortium. Agricultural educators have long recognized their individual role in providing quality adult education within their local community. But to quote a worn cliche, "times are a changing". The task of educating agriculturalists when agricultural technology is in a

when agricultural technology is in a transitional state calls for a coordinated effort by all agencies actively engaged in providing educational programs and in disseminating agricultural information. Thus, coordination between and among all agencies and institutions offering adult education in agriculture within a community will become the most important concern for program planners during the 70's.

A Rationale for Greater Cooperation

The combined effect of advanced technology and economic pressure has forced agriculturalists to increase measureably their level of productive efficiency and depth of educational knowledge. Persons engaged in agriculture as either owners or entrepreneurs of large farming operations, or more appropriately, complex businesses, are seeking a variety of sources in a continual search for up-to-date, reliable informations.

The five major agencies that have emerged to provide educational activities in agriculture for adults include; (1) the secondary public school system, (2) the post-high school, (3) the federal and state cooperative extension service, (4) public universities and colleges, and (5) agricultural business and industry.

munity will become the most important concern for program planners during the 70's.

Although there is evidence that the educational programs provided by individual educational agencies and (Continued on next page)

246

All agencies concerned with adult education should culminate their efforts to (1) increase the educational level of current programs, (2) emphasize development of continuous programs relevant to the needs of agriculturalists, (3) define the role of each agency engaged in providing adult education in agriculture, (4) involve the total agricultural community in developing educational programs, and (5) improve dialogue among agencies offering adult education.

businesses are meeting definite educational needs, indications are that future programs will be more effective when carried out through a multi-agency approach. Businesses have been guilty of conducting adult education programs as an adjunct to other activities, consequently their educational efforts often lack a clear sense of direction. In the past, many educational institutions offering programs for those out-of-school have proceeded apart from, and at times, in partial opposition to each other. The number and variety of adult education programs being offered by our educational institutions have expanded rapidly. Because of this rapid expansion, educators are, at times, guilty of not coordinating their educational activities with those carried on by other agencies. Further, the teaching-learning process as it applies to adults is often relegated to a position of lesser importance and the total educational effectiveness of the assorted programs is given little more than token expect "a new, tougher attitude toward education that consideration.

The demand by adults in agriculture for a coordinated approach to providing them with training involving specific and highly refined skills and abilities will increase at an accelerating pace. Since the late 1950's there has been a steady growth in the number of different sources providing agricultural information to those engaged in agriculture. Prior to this time the agricultural teacher and the county extension agent, supported by research from the University and Experiment Station, were considered to be the most informed persons with reference to technical change in agriculture. Today with increased emphasis on research and subsequent dissemination of research findings by organizations outside the traditional educational system, adults frequently look to these other sources for more up-to-date information. Thus, the local agricultural educator's role is different from what it was a decade ago. The new role will change the educator from a generalist to a specialist providing specific agricultural education in the area of management and decision making. But even with the change in the pattern by which agricultural information is dissimilated, the agricultural educator is still in the most favorable position to coordinate a total educational program, relating the relevant technical information to appropriate principles of business management.

Reassessment Needed

The rapidly changing nature of agriculture suggests we need to reassess the extent and nature of our present adult education programs in agriculture. There is no common agreement among the various agencies and institutions offering adult education as to the most effective model for offering adult education. There appears to be an inadequacy and paucity of recent research relative to the effectiveness of the various alternative models which utilize

a multi-agency approach. Further, there is a dearth of experimental research which attempts to evaluate the pres ent educational models for providing effective and efficient adult programs. Finally, limited efforts have been made to provide needed assistance to local educational organiza tions to solve the pressing problems and update educational practice in teaching adults.

Unless a concerted effort is put forth to coordinate adult education, fragmentary activities will continue to limit the program effectiveness. There is little justification for having two or more public or private agencies in an immediate area conduct programs which focus on the same topic and, at times, compete for the same general audiences Neither can one justify the practice of offering adults warmed-over" versions of courses prepared for high school youth. Knowles, an authority in adult education, has supgested that we as adult educators must discard "pedogogy" the art and science of teaching children, and incorporate "andragogy" am emerging technology for adult learning I

Future Programs Must Show a Return

Former U. S. Commissioner of Education, James R. Allen, while speaking at the 1970 American Association of School Administrators' Convention in Atlantic City, New Iersey, pointed out that it is not likely that there will be significant increase in federal funds to education and to increasingly emphasizes accountability and refuses to account promises, demanding performance."2 One can conclude that a similar philosophy will be reflected in state and local support for adult education. The implications of such a statement suggest that, to justify its existence adult education in agriculture must move ahead with maximum educational effectiveness and efficiency Programs must be developed through a process which involves all educational agencies placing emphasis on local involvement in the development of adult programs. To date, many efforts to provide integrated adult education programs have been inhibited by the "organizational and philosophical separate ness" of our educational institutions.

A Prospectus For the Future

To provide a dynamic program of agricultural education in the 70's each state should develop a comprehensive plan with appropriate mechanisms to utilize the services of appropriate agencies based on the determined needs of an individual communities or functional economic areas. Educational agencies, agri-business and agricultural industry should contribute to the adult education program in each community. For example, industry could provide up-to-date information which is pertinent to the production, marketing and processing of agricultural products. The agricultural educator in the public school should provide needed program coordination and assist in the application and implementation of the educational program. The extension service because of their association with the land grant university is in a position to provide technical expertise for effective program development. Adult education in agriculture should be programed to use all available resources.

Although adult education in agriculture has not yet reached full academic status it is beginning to fill an (Concluded on page 268)

EDUCATION NEEDS SERVING THE ADULT OF THE FOOD INDUSTRY

Wayne G. Koene Agriculture Coordinator Moraine Park Technical Institute Fond du Lac, Wisconsin



Wayne G. Koene

Adult education, serving those members of society not in school, is an integral part of the total vocational, technical and adult education program in Wisconsin. This is true in all 17 organized V.T.A.E.

Districts in the state who have the responsibility of serving the educational needs of the post high school group.

One of the major thrusts of the adult education program of the Moraine Park Technical Institute in VTAE District 10, with campuses at Beaver Dam, Fond du Lac and West Bend, has been to serve the educational needs of the many food processing industries located in Wisconsin. This was a natural area of concentration because Wisconsin ranks first or second nationally in production of such common food products as fluid milk, cheese, butter, dry milk, green peas, sweet corn, cranberries, beets and sauerkraut, to name a few. According to the Wisconsin Department of Agriculture, there are nearly one hundred commercial fruit and vegetable processors and over seven hundred commercial dairy product manufacturers located in the state.

Because of the large labor force employed by these food industries, a trong need for adult education prowas to upgrade skills and technical sowledge to meet rapidly changing Midnologies, government regulations and trends has been identified by surveys conducted by the school and ""perating agencies, such as the Wisonsm Canners and Freezers Associaway the Wisconsin Cheesemakers Asoclation and the Wisconsin Dairy Socia Association. There surveys were supplemented by personal dialogue with these industries by myself as Agriculture Coordinator in my duties which

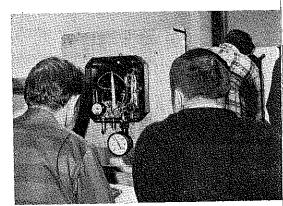
include calling on the industries to discover educational needs.

In addition, input is received from a very active Advisory Committee which has been utilized for the Technical Institute's two-year Associate Degree program in Food Manufacturing Technology, which has been operating since 1967.

One of the first attempts to meet the unique educational needs of this out-ofschool group occurred when the Moraine Park Technical Institute at its Beaver Dam Campus conducted a three-day Food Plant Instrumentation Seminar. The purpose of the seminar was to teach the principles of operation and maintenance of control instruments commonly found in the canning/ freezing industries in Wisconsin. The seminar was taught by engineers and service personnel from the Taylor Instrument Company of Rochester, New

The Taylor Company annually conducts a ten-day seminar on instrument controls at its home plant in Rochester. However, because of the high costs involved, very few of the plants in Wisconsin could afford to send representatives to the resident course in New York. This was one of the main motivating factors in setting up the shorter version of this course at Beaver Dam. Incidentially, this was the first time that the Taylor Company had taken its course "on-the-road."

Suffice it to say, the Instrumentation Seminar was an overwhelming success. Forty-three men from 18 different companies in three states attended the course. Because of the great success of the first seminar, a second and larger Food Plant Instrumentation Seminar, with two sections to meet the increased enrollment, was held. Plans are already underway to repeat this seminar next



Food Plant Instrumentation Seminar participants learn how to adjust an indicating control found in most canning plants in

The Moraine Park Technical Institute also attempted to meet the needs of the out-of-school group in the dairy industry by offering a Dairy Bacteriology adult evening class at the Fond du Lac Campus. Fifteen men and women from 11 companies participated. The class ran for ten consecutive weeks at night.

In March, 1971, another course was conducted for the dairy industries with the rather unusual title of "Abnormal Milk Seminar." The purpose of this seminar was held to assist laboratory and field personnel of the state's dairy industries in the interpretation of and implementation of a new regulation setting standards for the screening of mastitic milk. The new standards were promulgated by the National Conference on Interstate Milk Shipments and the U.S. Public Health Service and went into effect on July 1, 1970. Many dairy plants were concerned with the new laboratory techniques that would be required to implement the requirements of the new regulations. Therefore, this seminar was established to meet the immediate needs of the dairy (Continued on next page)

One of the major thrusts has been to improve the proficiency of the food industry's labor force.

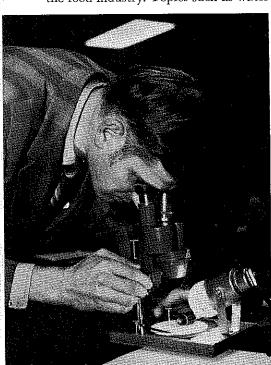
Dairy plants were concerned with the new laboratory techniques required to implement the requirements of new laws.

industry.

Professional expertise in teaching the course was provided by the University of Wisconsin Food Science Department in Madison and the Wisconsin Department of Hygiene (Board of Health), who provided the instructors. Twenty-six men and a woman from thirteen dairy plants in the state enrolled in this course, which was held over a three-week period on a weekly evening class basis.

In addition to the second annual Food Plant Instrumentation Seminar, three other special seminars for the food industry in Wisconsin were held during the current school year.

Because of the strong emphasis being placed on waste disposal by federal and state agencies, the food industries have been increasingly concerned with new developments in the area of sanitation. Therefore, the Moraine Park Technical Institute initiated a series of classes called, "Sanitation Topics for the Food Industry." These classes, organized as a seminar over six weekly sessions, included lectures, discussion and laboratory exercises on various aspects of sanitation as it applies specifically to the food industry. Topics such as water



An engineer from a canning company enrolled in the Wynn Oil Seminar studies the effect of improper oil on the fouling of spark plugs.

treatment, waste disposal methods, sanitizing agents, legal implications and sanitation methods and procedures were included.

Because of the tremendous response, the first section of the seminar was filled within two days of the initial announcement of the seminar. Therefore, two additional seminars were established and they also were filled within two weeks. Seventy-nine students from 18 different companies, both dairy and canning/freezing industries, participated. Because more students were interested than could be accommodated this year, this seminar will be repeated next year.

Also, a series of three separate oneday seminars on the fuels and lubricants for maintenance personnel of canning companies were held at all three campuses. They were sponsored and conducted by the Wynn Oil Company. These seminars also were attended by farm implement dealers, service station mechanics, and farmers. However, in each of the seminars, one-third to one-half of the enrollments came from the state's canning and freezing industry. Over 200 persons attended the three seminars.

The Moraine Park Technical Institute is currently working with the state's food industries to determine the needs for additional adult education subjects in future years. For example, in a survey just completed in cooperation with the Wisconsin Canners and Freezers Association, at least nine other courses not yet offered were identified as needed for the canning/freezing industry. Topics preferred included such courses as hydraulics, freezing technology, applied electricity, quality control and retort operation. Surveys are now in progress with the dairy industries.

The Moraine Park Technical Institute, at all of its campuses, has been proud to offer the state's food industry the opportunity to improve the proficiency of its labor force by conducting these educational programs and will endeavor to continue doing so in the future by serving the very important out-of-school group employed in the production of our most vital product—food. •••

BOOK REVIEWS

FARM APPRAISAL AND VALUATION by William G. Murray. Ames Iowa: The Iowa State University Press 1969, Fifth Edition, 533 pp., Prior \$10.50.

This book is a description of ways and means of performing farm appraisal and valuation. The emphasis is shifted from income to sale value. The discussion identifies the income approach as the primary underlying force in determining long-range sale values. All phases of farm real estate valuation are discussed, including loan appraisals, assessments, inheritance tax appraisals, and condemnations.

In this time of rapid urban growth, appraisers must assess the effects of business and residential construction as they contribute to raising market values of fame property.

In appraisal theory and practice, several schools of thought exist which can be viewed as a healthy situation. This publication treats several of the ways and means of farm valuation. Examples are given of legal descriptions, farm aerial maps and comparisons of various farms in a community.

The book is a necessary addition to persons doing farm appraisal and valuation. It would serve as an excellent college text and could be recommended as a teacher reference for a high school vocational agricultural department. The information would provide for sessions with young and adult farmer classes.

Leon W. Boucher
The Ohio State University

FARM FIELD MACHINERY by Marshall Finner. College Printing and Publishing Incorporated, 2909 Syene Road, Madison, Wisconsin 53713. 1969, 125 pages, \$4.15.

This book is based on the author's practical experience in teaching farm machinery operation and adjustment to post secondary students enrolled in the University of Wisconsin Farm and Industry Short Gourse. It is based on several years experience and collection of lesson plans. The book begins with the basic materials used in the construction of farm machinery with emphasis on various metals, their uses, characteristics, and how machines are made from these metals.

A short unit on technical mechanics which exposes the student to basic laws of physics and terms, is included. Mechanisms which are integral to farm machinery including power transmission, hydraulics and bearings are also covered in this book. Several chapters are devoted to basic farm machinery including types of each machine functions, adjustments, attachments and safety devices. The book is well illustrated with drawings and has been successfully used by several instructors.

The unit is of particular value for high school use as well as teaching adults. It has unique value for post secondary groups such as young farmers and veterans enrolled in farm coop training programs.

Doyle E. Beyl Wisconsin Board of Vocational, Technical and Adult Education

TEACHER SHORTAGE CONTINUES IN AGRICULTURAL EDUCATION

Vocational agriculture is one of the few remaining teaching fields which report a shortage of teachers. Last year 120 teachers were still needed but unavailable on year 120 teachers of the annual survey of "Supply and August 1 according to the annual survey of "Supply and Demand of Teachers of Vocational Agriculture."*

A record breaking 1,743 persons were qualified for teaching vocational agriculture in 1971, the largest number qualified in any of the past seven years. At the same time however the percentage of those qualified who entered teaching decreased. A smaller percentage of qualified persons have entered teaching during each of the past four years as shown in Table 1. In 1965, 64 per cent of those qualified for teaching entered the profession compared to only 49.6 per cent in 1971. A turnover of 9.7 per cent was reported for 1971 which is about normal for the profession.

TABLE 1 A SEVEN YEAR COMPARISON OF SELECTED INFORMATION ON SUPPLY AND DEMAND OF TRACHERS OF VOCATIONAL AGRICULTURE

Total No. of Posi- but Not Available for Teaching Teaching Total No. of Posi- but Not Available for Teaching Teaching 10 378 120 1,038 64	TEACHERS OF VOCATION				
10 378 120 1,038 64.	Vo-Ag				
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*The figure for 1971 does not include 897 teachers of agricultural technicians in technical institutes, community colleges and similar institutions

A comparison of the number of positions in teaching vocational agriculture over the past seven years shows that the number has stabilized at around 10,500 positions. These figures do not include 897 positions in technical institutes and community colleges. Supervisors, however, predict that 11,977 positions will be available by 1975.

Meeting Future Teacher Shortages

One way to meet future teacher shortages may be in employing teachers from states which have a surplus of qualified persons. Table 2 lists those states with twenty or

Dr. Ralph J. Woodin is chairman of the Professional Personnel Recruitment Committee of the Agricultural Education Division, AVA, and Professor of Agricultural Education, The Ohio State University, Columbus, Ohio.



Ralph J. Woodin

TABLE 2

States with Twenty Or More Agricultural Education Graduates Employed in Positions Other Than Teaching Vocational Agriculture

Texas 339 156 Illinois 124 61 Kentucky 79 33 Oklahoma 68 31 Alabama 64 26 Wisconsin 50 26 Arkansas 48 22 Indiana 45 22 Mississippi 63 21 Ohio 72 21 Louisiana 42 20	State	Total Qualified	Employed in Other Positions
1 exas 33 Illinois 124 61 Kentucky 79 33 Oklahoma 68 31 Alabama 64 26 Wisconsin 50 26 Arkansas 48 22 Arkansas 45 22 Indiana 45 21 Mississippi 63 21 Ohio 72 21 Ohio 72 20			156
Illinois 79 33 Kentucky 79 31 Oklahoma 68 31 Alabama 64 26 Wisconsin 50 26 Arkansas 48 22 Arkansas 45 22 Indiana 45 21 Mississippi 63 21 Ohio 72 21 Ohio 72 20			
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Wisconsin 48 22 Arkansas 48 22 Indiana 45 21 Mississippi 63 21 Ohio 72 21 20 20	Alabama		
Arkansas 22 Indiana 45 21 Mississisppi 63 21 Ohio 72 21 20 20 20	Wisconsin		
Indiana 45 22 Mississippi 63 21 Ohio 72 21 40 20	Arkansas	48	
Mississippi 63 21 Ohio 72 21	:	45	
Ohio 72 21 20		63	
		72	
		42	

more qualified persons who became employed in some field other than teaching vocational agriculture. Such states may represent desirable sources for teachers of vocational agriculture on the part of potential employers.

The first three states, Texas, Illinois and Kentucky alone had a total of 250 qualified persons last year employed in occupations other than teaching. Enough to have more than met the nation's teacher shortage.

""Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1970-71 School Year." by Ralph I. Woodin, Professor, Department of Agricultural Education, The Ohio State University, Columbus, Ohio, December, 1971.

Ed. Note: Copies of the study reported in this article and a fact sheet summarising the study may be obtained from the author.

PROGRAM BUDGETING CAN BROADEN YOUR PROGRAM

(Continued from page 247)

Once you tie staff needs to program needs, budget needs can also be tied to program needs. This is called program budgeting.

Once you provide the local Board of Education with well outlined recommendations, not only are you demonstrating that you are taking the lead in planning your program, but the Board is placed in the position where they must act on the written recommendations and decide how much "program" they are willing to pay for. This is also as it should be because the School Board should determine the breadth of all school programs.

The well-informed School Board is more likely to approve recommendations for broadened programs, especially those for serving out-of-school youth. The intent of our message here is to encourage the local teacher to programplan ahead with the school leadership. Once the boundaries are decided upon for use of teaching staff, the teacher is able to devote his time and energies toward the most effective program possible within his area of responsibility; knowing that additional clientele groups are in the hands of other staff. The person still responsible for taking the lead in local program planning is the teacher.—RDD.

HAVE YOU CONSIDERED A "HOME GROUNDS MANAGEMENT CLUB?"



Bobby L. Albrite

made to broaden out-of-school group during the 1971-72

The first idea of broadening the rural section. offering was a series of night lessons on caring for the home grounds, but club, we printed a one page brochure the out-of-school group by organizing after much consideration we decided to about the club and distributed a copy develop a club which would meet to each student in the Richmond Club?

In the spring of monthly with programs on home 1971 a department- grounds care. The club name thus beal decision was came "Home Grounds Management."

Observations indicated that people our offering to the were spending more time, energy, and money on their home grounds and were taking more pride in their landscape. school year. We al- We thus identified a need for an adult ready had a Young education program on the subject. Ag-Farmer program in ricultural education departments near operation and were an urban area would probably have again planning a shop program for even a greater interest in this type of adults of the county during the winter. program that we did here in our more

To inform people about our new

Bobby L. Albrite Agricultural Education Instructor Rappahannock High School Warsaw, Virginia

County Schools to take home to their parents. A fifteen minute radio pro. gram and spot announcements were presented on the local radio station along with articles in the local news.

Fifteen people paid the registration fee the first session in September and by January the membership reached 27. Local florists and nurserymen have become members and have taken an active part in the club activities without thought of commercializing for themselves.

Would your department better serve a "Home Grounds Management"

Outline of Brochure Distributed to Announce Organization of New "Home Grounds Management Club"

MANAGEMENT CLUB?

A very informal organization (not a lot of committee meetings, etc.) of WHEN WILL THE CLUB MEET? following subjects: men and women who come together at Anytime a worthwhile program can various times to hear a program or be developed. These will average about participate in an activity on managing once a month with cards being sent out the home grounds.

WHAT IS THE PURPOSE?

a lawn, shrubs, flowers, shade trees, a 7:30 P.M. in the Agricultural Educagarden, small fruits, and fruit trees. tion Department at Rappahannock The more one knows about caring for High School. these, the more attractive area one can develop which leads to greater pleasure, enjoyment, and production. The purpose of the club is to bring ment at Rappahannock High School. together those interested in learning more about managing the home grounds.

WHO CAN TOIN?

Anyone who is interested in learning more about home grounds manage-

WHAT IF I AM ONLY INTERESTED IN ONE SUBJECT, LIKE FLOWERS?

The card about the meeting will con- movies, panels, etc.

well in advance and announcements made. This could be changed to a regular meeting date if the group so Almost everyone has a home grounds desired. The first meeting will be held which need care. This usually involves on Monday night, September 20, at

WHO SPONSORS THE CLUB?

The Agricultural Education Depart-

WHAT WILL IT COST?

charged to take care care of postal house. cards, refreshments for meetings, etc.

ARE THE AGRICULTURE TEACHERS REALLY EXPERTS ON ORNAMENTAL HORTICULTURE?

plan and obtain qualified programs meeting and some meetings may just Register and get on the mailing list. which may include resource speakers, be devoted to group discussions on

WHAT IS A "HOME GROUNDS tain the program topic so you could be WHAT TYPES OF PROGRAMS. WILL BE HELD?

Programs are being planned on the

Roses Bulbs Shrubs Lawns Small Fruits Fruit Trees Gardens Landscaping Soil, Lime, and Fertilizer Flower Arranging

ARE OTHER ACTIVITIES PLANNED?

Yes, some suggestions have been for a visit to a nursery and a turf farm. The group might also do some plant A \$2.00 registration fee will be propagation using the school green-

WILL I GET AN OPPORTUNITY TO SHARE IDEAS?

Certainly, this is always an important part of a program (Maybe the most important). Ideas will be shared Certainly not, we are just helping during a refreshment period after each certain topics.

FARM MANAGEMENT INSTRUCTION FOR YOUNG AND ADULT FARMERS, FROM THE CAR, THE WHEELCHAIR AND THE OFFICE DESK

1. H. "Jake" Tschetter Adult Farm Management Instructor, Fairmont, Minnesota

Most agriculture educators will remember Jake Tschetter as an active and energetic individual instructing young men and adults in FFA and vorational agriculture activities. He has done this now for nearly 38 years starting two new Vo-Ag departments, reactivating another, establishing a Veteran's program, and since 1966, conducting a successful Farm Management program in the Fairmont, Minnesota, Public Schools.

My philosophy during all these years has been to work and develop strong individual farming programs. Since teaching all-day students, I felt this would also be desirable for farmers in farm management. At the beginning of our adult program in 1966, the plan was to have at least 12 to 15 farmers keep the Minnesota Farm Account Book. Through explanation to individual farmers, the enrollment at the end of the first year in 1967 numbered 31 who completed and analyzed farm record books. Almost all of the class members were in the local trade area.

Current members suggest the names of other farmers who are interested and wish to join the class. As instructor Lexplain the program to these interested farmers. This includes keeping in complete detail the Minnesota Account Book, making a summary of the year's business, analyzing the area summary book, and analyzing the local class summary record. There is no contract or agreement signed but an understanding in good faith to complete the record from January 1 through December 31, and to close out the record with a complete summarization.

The trust, understanding, and good will have been most rewarding. The second year, in 1968, 39 farmers (operators) completed the program. There are always a few class members who under normal circumstances must drop from the program, but with four or five new members, each year, the class made steady progress. In 1969 and 1970, forty-one operations were com-

The heart of the entire program is to get all the farm account books summarized and a complete analysis made of the year's business.

pleted and summarized.

Ofter there is the opinion that the farmers enrolled are all very successful operators. May I hasten to say that each year five or more in the group had a loss in labor earnings. The local area summary report of 1970 shows six operators with labor earning losses, from \$1658.00 to \$5969.00. Likewise, all operators are not large in total acres farmed. The 41 operators in 1970 averaged 422 acres, with the lower third or 14, averaging 191 acres; the middle 13 averaging 322 acres. Size in acres farmed is not the answer to greater labor earning for operators in the Fairmont class. The 14 largest or top one-third of the 41 operators averaged 747 acres farmed. However, during the four-year period from 1967 through 1970, the top five operators based on labor earnings averaged 321 acres (which included a 235 and 160 acre farmer). A slogan and challenge I give to all the class members is, "Before you get bigger, get better."

This program is 100 per cent educational, and it is carried out through individual operator instruction. Each farm is a separate business unit, and each operation has to be studied, interpreted, and educationally advised as such. A new or first-year class member is processed in this manner: In December I meet with him and his wife, if married, in my office, to explain and open the Minnesota Farm Account Book, so that the operator is ready on January 1 to add items necessary for the year ahead. He and I consult each other as necessary on the farm, in the office, or by telephone. The months from December into April are office individual instruction, summarizing the reports, comparing his record with the



The greatest asset to a vocational agriculture teacher is his wife. That is especially true for J. H. "Jake" Tschetter. Due to a progressive muscle disease, Mrs. Tschetter is most helpful with the wheelchair Mr. Tschetter must now use. His car from which he makes his farm calls and from the wheelchair weed in his office word. chair used in his office work, he is able to carry on an active program. An all-day class instructor from 1934 through 1966 and since 1966 an instructor in Adult Farm Management, he still carries out a full time

Tschetter was named the 1970 Minnesota Vo-Ag Teacher of the Year, and is a life member of the American Vocational Association and the National Education Association. He is shown with the "Outstanding Achievement Award," presented by the Greater Minneapolis Chamber of Commerce. Photo by John Hest.

area data, and finally studying the local report to compare how he achieved as an individual operator and how he ranks in the local group. This for the operator is a practical examination, test, and final grade or evaluation. Nowhere in the local report is any personal information given about any individual operation.

The months from April and May record book, interpreting the print-out into November and December are on-(Concluded on next page)



"Yes, That Is Correct" — J. H. Tschetter, left, and Wilber Musser refer to Mr. Mussel's record book to find the figures to solve a problem. "I really enjoy Tschetter's farm visits here," says Musser, "He comes out to the farm and works on the books with you."

the-farm visits for instruction and interpretation. The operator and instructor have complete communication in regard to crop production, land use, soil and fertility practices, livestock practices, buildings, housing, machinery, depreciation, operational costs, and marketing. So with all of these and more, the undesirable practices can be eliminated or improved and the desirable practices strengthened. In the discussions the instructor must be fair, honest, sincere, interested in the operator's business, and be knowledgeable with confidence about the agriculture of the area.

The program can encourage business and the economic importance to the community. In total capital of crops, buildings, livestock, and land on December 31, 1970, the 41 operators had an investment of \$8,574,534.00. This was an average of \$209,135.00 total capital per operation, and a capital investment per worker of \$125,458.00. These are large figures and can easily leave a wrong impression in regard to profit or labor earnings.

The cash operating expenses per farm for electricity, telephone, taxes, repair, fertilizer, chemicals, gasoline, oil, etc., averaged \$40,457.00 per farm, with an additional \$7,779.00 for machinery, equipment, and farm improvements. Sixteen families kept records of their cash household living expenses. These averaged \$5,225.00 per family.

What was the profit these operators achieved in 1970? In terms of interest, their money earned on total capital invested was 4.7 per cent. For any operator to do well financially, his investment should earn from 10 to 12 per

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cent. Not many years ago for every one dollar income, the expense was \$.70 to \$.75, but now the margin is much closer. The 41 operators in 1970 had for every \$1.00 income, \$.833 expense. In observing these operations, I believe it is most difficult for many to become more efficient; the greater margin may only come by price received per unit produced. Cost control is often very difficult to change, so with study he may produce more units with a slight increase in total cost and try to keep his margin the same or improve it. This is where the analysis provides figures to show the weaknesses and strong factors from which adjustments can be made.

The following enterprise data shows definite reasons why management instruction is needed:

Why Corn Profits Vary

All of the 41 operators produced corn, with a vield variation from a low 75 bushels per acre to a 140 bushel per acre average for the highest. Likewise, corn profits showed the least profitable operator had a loss of minus \$18.38 per acre and the highest a profit of \$91.33 per acre, Reviewing and analyzing the records reveal that the 1970 fertilizer and chemicals used per acre on corn varied from a low of \$10.90 to a high of \$33.86. The cost of power and machinery per acre varied widely with a low of \$9.30 to a high of \$33.88 per acre. It is interesting to note that the lowest cost per acre operator had a profit of \$52.53; his cost was \$62.79; however, the highest cost operator was \$104.85 per acre and his profit was \$15.15. Here is where the instructor and operator begin to study the electronic print-out report at the desk and discuss the field observations during the planting, growing, and harvesting season. The experienced farmer and instructor can in most cases identify the problem. I call it individual instructon; it is sound, to the point, and answer.

practical. You do it where it is - at the office desk, in the car on the yard, in the field; this is the classroom, and the only difference is that the walls have been changed.

How to Evaluate Results

1. Operators from year to year like to compare profits or labor earn. ings. This method is an indicator of financial success. When market values in inventory are high, then we have high labor earnings while that same inventory with a low market value will show a lowlabor earning. The table below is the average Labor Earnings for each year.

Year	Number Farms	Average \$ Labor Earnings*
1967	31	\$ 6870
1968	39	10396
1969	41	9690
1970	41	9889

"The labor earnings show a stable amount but these values can each year be influenced by market prices of corn, soybeans pork, and beef. Thus labor earnings is an indicator but it has its limitations.

2. Operators may not like this method of evaluating so well, but it is sound. This is the growth in Net Worth. It is determined by using the total value of all capital less liabilities with opening and closing inventories. The table below shows the growth from year to year in Net Worth.

Year	Number Farms	Average \$ Value in Net Worth Growth
1967	31	\$ 5,417
1968	38	8,559
1969	41	11,122
1970	41	12,403

The writer, without reservation, feels that if an operator wants an answer about his farm business, the school's Vocational Agriculture Adult and Young Farmer Farm Management program can educationally give him that

Themes For Future Issues

July - Planning the State and Local Program

August — Evaluation

September — A Guidance Role

October — In-Service Education

November — Agricultural Education in Transition

December — Post-Secondary Education

TECHNICAL SCHOOL SERVES NEEDS OF FARMERS AND AGRI-BUSINESS

Leonard Warner, Coordinator Agricultural Programs Fox Valley Technical Institute Neenah, Wisconsin



been developed at the Fox Valley Technical Institute to serve the needs of about 1200 farmers who are enrolled in farm program classes. Forty veterans and young men who

are starting farming operations and about 250 recent high school graduates who are preparing to enter into Agri-Business occupations are among the enrollees. Additional programs are being planned for the operators and employees of the agricultural businesses who serve the farm operations.

The Fox Valley Technical Institute district is one of the 18 vocational districts in Wisconsin. It is made up of 26 common school districts and covers counties.

The Technical School has a sixbuilding campus at Appleton, Wisconsin. Field service classes which include the adult farm program are held in a total of 528 hours per year. thirty centers in the district.

The largest program in the agricultural division is the Young and Adult Farmer Program, About 1200 farmers in the district are enrolled in this program. More than 50 farm classes are conducted by 7 full-time instructors and 24 part-time instructors. The call staff is made up of high school agriculture instructors, veterinarians, lawyers, farm machinery dealership mechanics, and instructors from the Technical School day staff.

Young farmers are enrolled in a five-year integrated program. These men attend 12 to 15 classes each year and are given from 8 to 18 hours of on-the-farm training each of the 5 years. There are 602 farmers enrolled in this program for the 1971-72 school year. In addition to this, other farmers are offered ten unit classes in such

Programs have areas as Herd Health, Farm Legal Programs, Farm Chemicals, Herd Improvement thru Breeding, Public Speaking, Electricity, Tractor Maintenance, Small Engine Overhaul, Welding and Record Keeping.

Classes are held in the evening, usually on alternate weeks from October thru April. Field trips and an awards banquet at the end of the year are parts of the program.

A summary of the financial records of the trainees in the five-year program over a ten-year period in the Appleton-Kaukauna area showed that the average increase in gross income for each year a trainee was in the program was \$2,972. This means that the enrollees of a full-time instructor in the program would have about \$250,000 more money to spend for goods and services in the community.

Production agriculture for veterans most of 5 counties and parts of 4 other and recent high school graduates is offered in the day school program. This is a two-year vocational program offered over a three-year period. Enrollees in this program attend classes

Associate degree programs are offered to train technicians in Conservation Technology; Feed, Seed and Farm Supply sales and servicemen: Machinery Partsmen, Dairy Equipment, Material Handling and Farm Buildings sales and servicemen. There will be 247 boys enrolled in this program during the next semester of which about 200 are in the Conservation pro-

The graduates of the two-year program are usually placed with Agri-Business concerns in the area, Many of the Conservation program graduates, however, must be placed in employment outside of the district.

Related training is offered to apprentices indentured to farm machinery dealerships in the district. These men attend class one day each week for 80 weeks over a three-year period.



Willis DiVall, farm instructor, Winnebago County, going over feeding problems with Ray Posselt, farmer near Larsen, Wisconsin.

New programs are being offered this next year to people already working in Agri-Business establishments. A tensession series on Business Management for farm machinery dealerships has been set up in cooperation with the Wisconsin Power Equipment Association. Short courses for farm machinery mechanics will be offered in the fields of hydraulics and diesel engines. These classes will also be held in the evening during the winter months.

It is expected that these types of extension classes will be offered to other segments of the Agri-Business community in the near future.

The Agri-Business and Conservation staff has eight instructors, each a specialist in a specific field. A department chairman heads each division, and also teaches at least one-half time.

Production Agriculture is taught by staff members from Agri-Business and by two of the agricultural instructors who have three-fourths teaching loads of on-the-farm trainees in the field service program.

Efforts are made in teaching assignments to give each Agri-Business instructor at least one class in Production Agriculture or a class of farmers in the field service program to keep them aware of the changes in farming. Plans are to integrate the staff as much as possible. $\bullet \bullet \bullet$

APRIL, 1972

AFTER 25 YEARS TEACHING ADULTS...

John F. Cassidy Teacher of Agriculture South Granville High School Creedmoor, North Carolina



John F. Cassidy

The education of the out-of-school segment of our population has been neglected for many vears; however, education is a continuing process if one is to succeed. There are many reasons for the ne-

glect of adult education; some of which are apathy on the part of the individual adult, the emphasis on education for the school-age group, lack of time on the part of teacher as well as adults, insufficient funds, and lack of facilities.

Change is inevitable, if progress is to be made, and our general philosophy of adult education is changing. Adults are being trained and retrained to meet the needs of a changing society.

The adult farmers of the South Granville High School area have been fortunate to have had the benefit of an adult farmer educational program since the early fifties as a direct outgrowth of the early Veteran Farmer Training Program. I must say our present adult farmer program is one of the many good things to evolve from the Veterans Farmer Training Program following World War II.

In 1962 the three small high schools of Wilton, Creedmoor and Stem were consolidated into South Granville High School. As a result, the three adult farmer groups consolidated; thereby providing a more comprehensive pro-

We have had an annual participation of seventy-four people, many of whom have been in the program since At one regular meeting, plans for the its beginning. Over the years our farms have become fewer but larger in size, which is the general trend throughout program are worked out at the other

the entire country. However, our continuing members have profited from instruction in new methods and practices in farm operation which have helped them to compete successfully. As a consequence, they have become the backbone of the leadership of agriculture in the southern half of Granville County. It would be impossible to put an actual dollar value on the adult farmer programs, but as you move through the county and talk with farmers, the evidence is there.

The Advisory Council for Agricultural Education in South Granville has had tremendous influence on the success of the Adult Farmer Program. The Council was formed during the first year of the school consolidation. It was composed of nine members, three from each of the three former school communities, all respected leaders of their various communities. These were contacted, then officially appointed by the County Superintendent and the County Board of Education to serve for a period of three years on a rotating basis, A member could only succeed himself after one year off the Council. This was to assure us a council of members with new ideas, and at the same time providing continuity of the total program objectives. These members, respected leaders of their communities, act as a sounding board for the farmers of their areas to gather ideas, desires, and needs of their fellow farmers. These are then presented to the Council for their consideration in making plans for the program on a yearly

The council meets on a regular basis, semi-annually and on call as needed. fall and winter program are made; and the plans for the spring and summer

regular meeting.

The present chairman of the Advisory Council, Benny W. Bennett, is a past FFA president.

No adult farmers program can be successful without the support of school administration. This we have to a high degree. Our former principal, Russell N. Manning, and our present principal. Carl T. Weaver, have been most cooperative in every respect with their full support. The county superintendent, L. C. Adcock, and his assistant superintendent, E. H. Stallings, place a high priority on a progressive adult program. We are assured of their full support at all times. We have had active support from members of the state administrative personnel who have attended our organizational and awards meetings. They are always ready with excellent professional leadership.

To meet the needs of our adult members our program is made up of two parts. One part we call our General Subjects Course is the core of this program. It meets twice monthly from October through April. Each meeting is on a timely topic of interest and need. It is presented by a person who is a specialist or expert in his particular field. These courses keep our farmers abreast of changes and new practices. The subjects studied are determined by the Advisory Council at one of its regular meetings.

The other part of the program is made up of our specialized courses which pursue a subject in depth for a period of from five to ten classes, two to three hours in length, which meet

Our program is kicked off each fall with a supper meeting for the farmers and their wives, sponsored by one of the local banks. At this meeting we (Concluded on page 265)

ADULT EDUCATION . . .

- Meeting A Community's Needs

Robert O. Harris, Instructor, Adult Agriculture Education Mecklenburg County, Virginia



Robert O. Harris

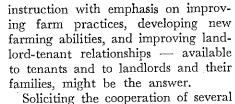
County, Virginia, is using the vocational agriculture instructionin Adult Education to solve some of its problems. Sixth highest county in the state in the value of farm prod-

Mecklenburg

ucts sold, the county is faced with two real problems — a decline in farm employment, projected to continue to decline 3.5 per cent annually until 1980, and increasing inability to secure and maintain satisfactory labor.

With farming becoming more competitive, more mechanized, and thereby requiring more skilled labor, the farmers in the county realized that, to survive, they had to become better farmers, and they had to attract and retain more competent laborers. Conscious of their responsibility to the community, and believing that improving farming improves the community which supports the schools, the Division Superintendent and the Director of Instruction discussed the situation with the School Board, which approved the appointment of Robert O. Harris, veteran instructor of Vocational Agriculture, to work full-time on the community's problems. Working with farmers (landlords and tenants), community leaders, and representatives of other agencies in the county, Harris feels he has found an approach. After a series of informal discussions, farm visits, surveys and interviews, it has been agreed that a concentrated program of adult education - organized

The tobacco cash crop offers only seasonal employment, so farm workers are advised of job opportunities and cooperative projects which can provide supplemental income.



agencies in the community — the County Extension Service, The Farmers Home Administration, the Agricultural Stabilization and Conservation Service, the local Electric Cooperative, the instructors of Vocational Agriculture in the Junior and Senior High Schools, and several equipment dealers, Harris helped a group of farmers landlords and tenants — list the practices they would like to learn and the skills they would like to acquire. The list includes beef cattle, tractor maintenance and safety, housing, agronomic crops, farm fencing, farm management, home water systems, tobacco, soil conservation, gas and arc welding, and farm credit.

The farmers meet in general sessions, one night a week, during January, February and March, with resource persons from the cooperating agencies assisting with the instruction. The welding class meets in three hour sessions, twice a week. The schedule for the general sessions is very flexible, making it possible to treat topics for a longer or a shorter period, depending upon interest and response of the group. The classes are very informal. A variety of teaching techniques are being used, including as many demonstrations and practical applications as

Classroom instruction is supplemented by small-group and individual onfarm instruction. The School Board has provided essential tools and equipment which Harris transports on his pickup truck. A 5 hp. trailer-mounted paint spraying unit is also available for field service when needed. Assistance has been given for such jobs as locating land and planning the construction of



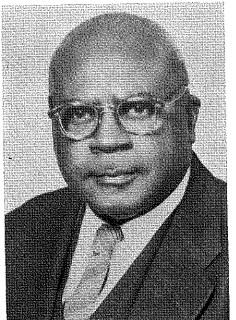
Following up classroom discussion, Harris helps a farmer make adjustments on tractorpowered seed sower . . . compartments on pick-up make tools easily accessible.

new homes, improving old homes, planning and building farm fences, seeding lawns, building home farm shops. and related projects. Frequently specialists from other services in the community accompany Harris and assist with these jobs.

In addition to emphasis on the topics selected for the organized instruction, farmers will vicariously be introduced to the many service agencies available to them, and encouraged to make use of them. They will be made aware of existing community improvement projects and urged to participate in them. Since tobacco, the major cash crop, offers only seasonal employment, farm workers will be advised of job opportunities and cooperative projects which can provide supplemental income, so that they will be encouraged to remain in the community and utilize the instruction which is being offered to them.

This approach is a beginning. We hope we can build a continuing program of adult education here. • •

Landlords are subtly taught to accept and practice social anproaches which will help them hold their laborers, more valuable now because they are better trained.



Dr. Arthur Floyd

Across the ages the stage of life has presented an array of variety in the parade of man. It has presented small men, large men, short men, tall men, strong men, and weak men without reference to Creed or National Origin; thus we have a heritage of the doers and dreamers, achievers and nonachievers, innovators and non-innovators, etc.; the list is long. Many humans live, work, and die before their true worth is appreciated because their thinking is so far advanced beyond their time, and this lends support to our feelings that they were of an age but for all time.

The history of the development of Agricultural Education in Alabama and especially here at Tuskegee Institute indicates that Dr. Arthur Floyd was a strong, tall, sound thinking innovator and pioneer in the development of Vocational Education in Alabama and that his true worth and value in this regard increases with the passing of time.

Dr. Floyd was born in Sanford, Florida, Seminole County, where he grew up without the advantages of a unified family support and was forced to provide for himself beginning with his high school education. Having completed his high school work in Tallahassee, Florida, he started to work as he termed it and through his work for the, then, A & M College where he enrolled and graduated with a B.S.A. degree in 1920. Upon graduation from

A Tribute To: DR. ARTHUR FLOYD

cational School for one year. He was a others who have become leaders in builder and, as such, desired further education and training so he enrolled in the University of Minnesota where he earned the B.S. degree and a life certificate in Vocational Agriculture in 1924. Dr. Floyd was then employed by Tuskegee Institute and the State of Alabama as a resident teacher trainer but was soon promoted to the position of itinerant teacher trainer and served in this capacity until 1928. He, again, soon realized the need for continuing education and enrolled in Cornell University where he earned the M.S. degree in 1929, after which he returned to Alabama and resumed his work as itinerant teacher trainer. His outstanding work earned him another promotion to the position of Assistant Supervisor and he served in this capacity until his passing, August 22,

Dr. Floyd was awarded the Honorary Doctor of Humanities degree from Alabama A & M College in 1960.

Dr. Floyd possessed a deep concern for people and spent his life inspiring, developing, and promoting students and teachers as individuals. His concern for young people is indicated by his involvement in the NFA beginning in 1926 when he with the cooperation of the State Department of Education, organized the Alabama Association of NFA. The venture was very successful and encouraged him to take the initiative in organizing the Alabama, Florida, and Georgia Tri-State NFA in 1929. The enthusiasm that resulted from these achievements of the Tristate Organization led to the founding of the National New Farmers of America Organization in 1935. Dr. Floyd hosted the organization here at Tuskegee Institute and made numerous improvements in and to the organization as it progressed and grew. Dr. Floyd was a strong believer in "boy power" with this organization he produced many good, sound thinking, productive men. Alabama enjoyed many national college he taught at Georgia Normal officers, bands, public speakers, quar-

College for one year and Georgia Vo- tets, foundation award winners, and their chosen endeavors or areas of occupation, such as: teacher educators teachers, farmers, lawyers, doctors, and other college teachers and supervisors He felt that boys, if given the right information, will make right decisions; that boys should be taught but that they will learn and advance in proportion to the extent to which they are inspired. This is evidenced by most of the speeches, articles for publication. and poems that he wrote. He was indeed a man of unusual foresight and wisdom and he shared these freely with all who came in contact with him.

This brings us to the creative contributions made by Dr. Floyd such as poems, some of which were published, and the numerous articles that were published in Vocational Journals and the Agricultural Education magazines. The list is too long to list here. However, we will include a few that point up the attitude of the writer towards certain things; for example, Dr. Floyd's attitude towards teaching is reflected in the following articles published in the Agricultural Education magazine:

"The Good Agricultural Teacher," March, 1946

"An Orchid for the 'C' Teacher," September, 1946

"A Bountiful Harvest," April, 1956 "Qualitative Teaching," October,

"My World," February, 1960 "NFA Scholarship Address," (an address to the NFA Convention in May, 1945)

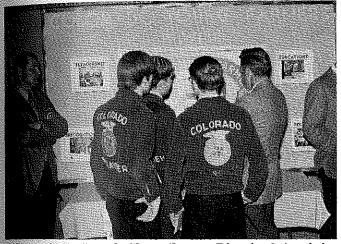
(Concluded on page 268)

W. E. Cooper is Special Supervisor, Vocational Agribusiness Education, Tuskegee Institute, Tuskegee, Alabama.

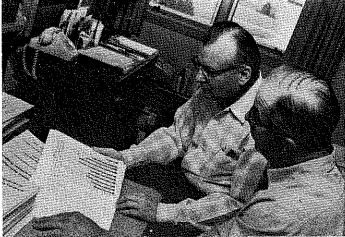


Stories "Pictures

by Richard Douglass University of Nebraska



Officers of the Colorado Young Farmers Educational Association represent adult education and the case for going directly from high ool into farming or other agricultural employment. This Career Night is a feature of the annual Colorado Future Farmers of America state judging contests on the Colorado State University campus. The young farmer officers man a booth and discuss the young farmer educational movement with FFA members. For several years, universities, four-year colleges, community and junior colleges, and post-secondary vocational schools have made presenta-tions during the Career Night Program. This is the first time that anyone has made a pitch to the non-college bound high school agriculture students. At the left in the picture is Duane Brunkhardt, Sterling, president of the Colorado Young Farmer Educational Association. (Photo supplied by Ag. Ed. Section, Colorado Board for Commercial and Occupational Education).



How Well Did I Do? — Adult Vocational Agriculture Farm Management Program Instructor J. H. "Jake" Tschetter on the left, and Fairmont farmer class member Henry Vogel compare Vogel's 1970 farm production and costs records with those of other area farmers. The bar graph shows Vogel's rank or rating in basic management factors as compared with the average figures of farmers in the Mankato center area. Vogel on a 600 acre farm feeding beef feeder cattle and turkey meat to the extent of a half million pounds says, "I can't measure the value of this program in dollars and cents but I can now see my efficiency and profit, so I may upgrade my production from year to year by comparing annual records. For more details see page 253. (Photo by Mike Sweeney)



The instructor of the Wynn Oil Seminar illustrates the differences in viscosity of different motor oils to maintenance personnel of food canning companies. Over 100 adults participated in three fuel and lubricant seminars co-sponsored by the Wynn Oil Company and Moraine Park Technical Institute. For more details see

(Photo from Wayne Koene, Moraine Park Technical Institute,



Robert O. Harris (center) Instructor in Adult Education at Clarksville, Virginia bases the program around needs. The Division Superintendent and Director of Instruction assist Harris plan with farmers for adult classes. For more details see page 257. (Photo from Robert O. Harris)

APRIL, 1972

DOES INDIA NEED A VOCATIONAL AGRICULTURE EDUCATION SYSTEM?

Prodeep Kumar Paul Graduate Student in Agricultural Education The Pennsylvania State University



Prodeep Kumar Paul

"Education is meant to free the spirit of Man" thus wrote an ancient Sanskrit scholar of India. This thought holds true for all nations. Education assumes added importance when a majority of

the populace of a nation is dependant on a single occupation or industry. With increasing attention being directed toward assistance for developing nations, Moseman in a thought provoking book says:-

"Numberwise, the rural people of developing countries constitute a very significant proportion of the world's population. Demographers seem agreed that approximately two-thirds of the earth's population reside in developing countries. Of these inhabitants, between 60 and 80 percent live in the rural areas; thus it would seem that between two-fifths and one-half of the human population of the world can be characterized as rural people of developing countries.

In developing countries the level of formal education is low. This circumstance, perhaps more than any other, acts as a deterrent on the potential rate of development. There is uniform agreement that the greatest resource of a country is its trained human capital. Untrained human numbers may constitute both a burden and a resource . . . The levels of knowledge, skills, abilities, hopes, and aspirations of the people will dictate the rate and degree to which the country can utilize its material, geographical, institutional, and cultural resources."

This situation is mirrored in India. Approximately 80 percent of the people live in rural areas and a considerable percentage of those are engaged directly in agriculture. India has the largest cattle population in the world. Of the total geographical area of 80,750 million acres, 47 percent is under crops, 19 percent under forests and 11 percent is barren and uncultivated land. It would seem that with such an advantageous situation, increasing agricultural productivity would be a fairly simple task. But it is both complex and baffling. In Dr. A. T. Mosher's opinion:

"It is complex because so many different conditions have to be created or modified, by different persons and groups of people. It is baffling because the spirit of a people is involved also. Techniques are not enough. They have to be combined and used with intelligence, imagination, experimentation, and continuing hard work. Agricultural development is as dependant on how effectively people work together as it is on the natural resources with which they begin."

How do India's leaders view the situation and need? The former President of India, the late Dr. Zakir Hus-

"We have, in the course of our efforts, come to realize that the path of agricul-tural progress is beset with many intricate problems of a technological, social and economic character. We have also come to learn the serious inadequacy of our preparation to solve these problems, which impede the process of agricultural development. An important reason for this situation is that our agricultural research, education and extension work in the past has not been geared to the solution of the practical problems of the farmers and were rendered further ineffective by an extreme degree of compartmentalization."

This has been largely the picture, because vast numbers of India's population is underfed and malnutrition abounds. Indian cattle are among the poorest milch animals in the world, and crop yields are below optimal levels. In this aspect, would formal education solve the problem? India's rural masses have derived their education not from formal systems, but as Moseman points out:

"... from cumulative experiences of an informal nature which add up to their total life experience. This experience is largely related to the daily struggle for sufficient food for existence. Out of this struggle have evolved logical and reliable practices which have faithfully served limited purposes through the centuries . . . The persistence of such practices in the twentieth century points up the serious nature of the blockade on information, new ideas, and learning, which lack of literacy partially imposes. It also testifies again to the validity of age-old principles, such as; man is a product of his total life experience, man is a social being, and man is culturally

Few, if any efforts have been directed towards a better understanding of this dilemma.

During my studies in the USA, I have directed attention towards a practical study of the vocational agriculture education system. Simply stated, the salient features of vocational agriculture in the USA have been the recognition of educational needs in all phases and aspects of agriculture

and a thorough administrative set-up which is a model for any nation's ag ricultural system. With such an elaborate system in operation, only 30 percent of the total population which is rural is served of which just 7.5 percent are farm oriented. When examination ing the situation in India - why such an extensive contrast? Few institutions exist in India which serve the purposes of vocational agriculture.

In contrast to this depressing situation in India, one can find an elaborate system of higher education in agriculture, beginning from the college level and continuing to the graduate and doctoral level. What happens to the farm boy who cannot go beyond the secondary school level - but has a desire to pursue the agricultural profession, or the young farmer who is progressive in his outlook yet cannot spend the time and money getting a college degree? Or the father who wants to give his son a practical and remunerative education but cannot afford the college tuition? A very bleak and discouraging future awaits these people. But, ironically a better opportunity is in store for those students who will choose to go into industrially oriented vocations. For them training and education is available at all levels of capability. Even in considering such a situation, vocational and technical schools oriented towards industrial occupations have paradoxically increased only by 36 percent over a fifteen year period, whereas other institutions from elementary to higher have increased by over 100 percent.

It would seem rather paradoxical to an observer that in a country like India with such a vast potential of human capital, and a technology which is predominantly agriculture based, that there should be such grave difficulties with regard to food and that the agricultural system should be in the situation it is. Mellor feels that ag ricultural development has "been held back by lack of adequate trained manpower." I do not intend painting a gloomy picture and I strongly feel the Indian government was decided wisely

(Continued on page 262) THE AGRICULTURAL EDUCATION MAGAZINE

POSTSECONDARY TECHNICAL EDUCATION David L. Williams ministion of Agricultural Education 3; So-5;30 University of Illinois Urbana, Illinois

IN AGRICULTURE

Modern technology has caused a shift from production to service jobs in all sectors of the economy. Severe shortages of technicians in the mechanical and service areas exist side by side with today's

memployment and underemployment. The technological evolution has effected the agricultural industry in the same ways as other areas of the "world of work." New developments continually change the competencies required of workers. The agricultural producer has jurned to contracted services and kired personnel to provide him with sapplies and services needed to produce, process and market his products.

In recent years technical positions have emerged in specialized areas to give the agricultural producer and the consumer of agricultural products the advantages of modern technology. Agricultural chemical companies are seeking technicians who understand crops. soils, chemistry and fertilizer. Machinery dealers are seeking workers who understand soil cultivation, crop planting and harvesting, machinery maintenance and equipment repair who can represent them to the farmer. Food and fiber processors are seeking technicians who understand quality of product, pest control, marketing and harvesting so the importance of these factors in processing can be related to the producer of food and fiber.

The major objective set for vocational and technical education since 1917 has been clear: to prepare workers for entry into the labor force. This basic objective is valid in 1972 just as it was in 1917, but complications are magnified because of the diverse nature of the group to be served, because of the wide range of occupations available today, and because of the technical training required for many jobs. Today, unlike the training programs of 50 years ago, technical education is available at the postsecondary

Technical Education in Agriculture Postsecondary technical education is presently being offered or planned in junior colleges, technical institutes, or area vocational-technical schools in many states. In Illinois the Public Junior College Act of 1965 gave a big boost to technical education. The Act created the guidelines for the formulation of junior colleges, and stipulated that programs would include courses in occupational, semi-technical or technical fields leading directly to employment. Illinois junior colleges are frequently called community colleges. They work closely with business, labor

and other community groups in plan-

ning and conducting technical educa-

tion programs.

Technical education in agriculture is a part of many junior college curricula in Illinois. The first program was started in 1964 at Joliet Junior College with a curriculum in agricultural supplies. This year technical agriculture is a part of the curriculum of 23 junior colleges. By the fall of 1970, 1,549 students were enrolled in agriculture programs in 23 junior colleges. Programs are designed to meet the manpower needs for technically trained persons in the following occupational areas; agricultural production, agricultural mechanics, agricultural supplies and services, agricultural products, ornamental horticulture, and agricultural resources.

Programs generally include three categories of courses: specialized, supporting and beneficial. The specialized courses equip the student with technical competencies in a specialized field of agriculture. Supporting and beneficial courses provide the students with the knowledge and skills to apply agricultural competencies. Learning experiences are provided for the students in the classroom and laboratory and through cooperative on-the-job training. Teachers feel that neither oncampus instruction without on-the-job training nor on-the-job training without on-campus instruction is technical education. The two are planned together and closely coordinated to attain desired results.

Educators Utilize Business Resources Educators in Illinois have found rep-

resentatives from business and industry essential partners in planning and conducting technical education programs. Industry wants postsecondary occupational programs so they will have a reliable source of well-trained new employees. Education benefits from the cooperative arrangement by utilizing well-equipped businesses as resources for instruction. The technological change in most occupational areas is high and on-the-job training helps to prevent obsolescence in both teachers and equipment.

Described below are some of the practices and procedures common to successful junior college technical agriculture programs in Illinois. Emphasis is placed on cooperative arrangements between the colleges and businesses.

Advisory committees. Statewide and local curriculum advisory committees, made up of knowledgeable people recognized as leaders in their field are utilized in planning, conducting and evaluating postsecondary technical agriculture programs. Business representatives have been especially helpful in developing curriculum, planning supervised experience programs, serving as resource persons, and advising on the development of policies.

On-the-job training. Since postsecondary educational institutions have been charged to train persons for an array of jobs in agricultural occupations, teachers have focused sharply upon cooperative on-the-job training. The chief purpose of such training is to give students an opportunity to experience the many day-to-day activities that he will meet in an actual work situation. They have an opportunity to maintain working relations with their employer, fellow employees, and customers of the firm.

Most colleges require a period of on-the-job training for both years of the two-year curriculum. The amount of time devoted to such training is influenced by the objectives of the curriculum and facilities available at the college. The problem of "bridging the (Continued on next page)

gap" from school to work has been partially solved through on-the-job training. Some teachers have found that employment placement of graduates has been expedited by scheduling on-the-job training during the last few weeks of the two-year program. This allows the cooperating businesses the opportunity to hire students they have helped train.

Training station. Teachers realize that the effectiveness of the total program depends largely upon the variety and quality of experiences provided by the training stations. Experiences gained at the training station are expected to contribute significantly to the development of competencies which are needed by persons in the occupation for which the program is designed.

Teachers visit potential training stations to acquaint the employer with the program, and to gather information needed to make decisions about involving the firm in the training program. They collect information to supply students with an understanding of how the business is organized and operated and a description of the types of experiences the firm can provide.

Teachers assist students in selecting the agribusiness they will interview for employment as a student-learner. Careful matching of the student with training station has helped to insure challenging learning experiences for the student.

Training plans. On-the-job training is viewed as a triangle, with the student, the employer and the teacher making up the three sides. All three must function to insure success of the learning activity. Involving the students in developing their own training plan makes them think seriously about their responsibilities and the competencies they must develop to attain their occupational objective. A training plan is recognized as an individualized course outline for the student. Its aim is to communicate intent while remaining flexible enough for individualization. The student should receive a variety of experiences as well as indepth training in selected areas. The training plan should be written and a copy provided for the student, employer and college.

The employer is an important member of the planning team. He must understand how the on-the-job train-

ing relates to on-campus instruction and the objectives of the curriculum. Special effort is made by the teacher to insure that the employer will accept the student as a trainee to whom he has a commitment and not merely as a part-time worker. Some teachers are encouraging the assignment of a business adviser to each trainee as he enters the business. The business adviser is not always the supervisor the student is working under, but is an employee of the business who enjoys working with others in learning about the firm.

Teacher leadership. Teachers are key ingredients of successful technical agriculture programs in Illinois. The teacher is an instructor, supervisor and adviser to the student. He serves as a liaison person between the college and the business community. The success of cooperative on-the-job training is greatly dependent upon the efforts of the teacher. "On site" supervision should be given about once every two weeks. This means that 15-20 students would be a full load for a teacher-coordinator. Close supervision by the coordinator during regular working hours helps assure a successful start and helps solve small problems that arise. Employers and students expect teacher supervision when they have been involved in developing the training plan. Conferences that include the student, employer and the college supervisor are used to identify concerns and make alterations in training plans. Some teachers have effectively used small group seminars to help coordinate on-the-job

Teacher training. Many of the junior college instructors were trained as agricultural occupations teachers where they developed competencies in both professional education and technical agriculture. Personnel with experience in teaching and program planning have been used extensively to plan and conduct technical agriculture programs. Professionals and technicians in specialized areas of agriculture are a valuable part of the teaching team of some junior colleges. Many of these individuals have had business and industry experience which adds a desirable dimension to the teaching staff.

Universities have cooperated in the junior college movement in Illinois by providing in-service education for teachers. Special courses have been conducted to assist agriculture teachers

with program planning, teaching techniques and supervision of cooperative training programs. In an effort to keep teachers in close contact with agricultural industry, programs have been developed to provide in-service teachers with firsthand experience in agricultural business firms. These courses typically include structured on-the-iob experience and concurrent classroom instruction which focuses an analyzing experiences in terms of implications for program planning and teaching

Summary

The "world of work" in agriculture is rapidly becoming specialized, creating an increasing demand for employees with technical education. Educators must accept the challenge to supply technicians for agribusiness which encompasses both the production of agricultural products and all aspects of the off-farm industry of agriculture. Postsecondary technical education in agriculture can help bring together the skilled jobs and the job seekers. Technical agriculture programs must be designed to meet the demand for technically trained manpower in occupations requiring competencies in agriculture, The teacher must combine the resources of his school with those available in the business community in planning and conducting relevent learning activities. 🔷 🔷 🤷

(Paul-from page 260)

on using existing facilities for improve ing the vocational aspects of agriculture. Development must begin at the lowest level, at the primary and secondary school level. What needs to be done is to coordinate the different facilities available, to open a way for a person to make a respectable living through agriculture.

The title of this article posed a serious question for India — my answer is YES, India needs a system of vocas tional agriculture education to rise to its full capability as an agricultural nation and take its rightful share in raising the economy of the country.

Albert H. Moseman, Agricultural Sciences for the Developing Nations (Washington, D.C.: Publication No. 76, American Association for the Advancement of Science, 1964), p. 115, 116.
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Zakir Hussain, The Dynamic University York: Asia Publishing House, 1965), p. 188.
John W. Mellor et. al., Developing Rural India John W. Mellor et. al., Developing Rural (Plan and Practice) (New York: Cornell University Press, 1968), p. 366.

THE AGRICULTURAL EDUCATION MAGAZINE



Robert I. Florell Associate Professor Department of Agricultural Education University of Nebraska—Lincoln

TEACH ADULTS AND

STRENGTHEN YOUR PROGRAM

The importance of strong community support to the total Vocational Agriculture program in a school can not be over emphasized. If we think in terms

of a Vocational Agricultural program that includes high school, young farmer, and adult classes, then we are extending the expertise that we possess to the entire community.

According to Phipps1 community support for the Vocational Agriculture program is most important. He suggests that the best way to achieve community support is through a total Vocational Agriculture program which includes adult education. His reasoning is as

"An adult education program sponsored by a public school system will not only improve the teaching in the school system, it will also make the school the educational center of the community. If a school is the educational center of the community, it will probably be more adequately supported financially. People will support their schools if they understand what they are doing, receive some personal educational benefits from them, and become interested in their activities."

Specifically, adult education will benefit the Vocational Agriculture Program through:

1. A better day school program. To teach adult classes requires much preparation and understanding of the needs of the students. If parents and other persons in the community support you, high school students will know this and will respect you accordingly,

2. Higher priority by the superintendent and school board. One of the better ways to impress the school board as to the effectiveness of your program is to have local community leaders involved in this important school activity.

3. Increased support for the FFA organization. Awareness of the FFA will increase. It will be easier to involve the community in FFA activities if adults understand the relationship of the organization to Vocational Agri-

4. Increased participation in the offfarm agricultural occupations program. Il agri-business leaders participate in your adult classes, they will be more

likely to cooperate with you in placing students for supervised experience.

As Vocational Agriculture teachers, we have three objectives in regard to adult education:

- 1. To provide effective educational leadership for adults who are farming or who are in farm related fields.
- 2. To use adult education as a tool for strengthening the school's vocational agriculture program.

3. To use adult education as a tool for gaining community support.

To meet these objectives, we need to plan a strategy for improving our efforts in adult education. Vocational Agriculture is not usually a required course; therefore, students enroll by choice. Volunteer enrollment is usually the prerogative of adult students. Adults will not enroll if they do not feel a need for information that can be used immediately. Subject matter must be relevant and useable.

Teachers must become more knowledgeable as to the needs of the community and may also identify potential students:

1. Contact groups or individuals for advice. This group may be a formallyorganized advisory council with a constitution and by-laws, or it may be an informal group that meets only for a specific planning function. An alternative plan is to contact selected persons for advice.

2. Visit or contact parents of high school students. Individual or group visits with parents of high school students enrolled in the Vocational Agriculture program furnish a natural opportunity to invite parents to adult classes.

3. Work Cooperatively with your County Extension Agent. Some suggestions for doing this are as follows:

a. Utilize your expertise as an Ag Teacher to assist him with his

person in your classes.

c. Sponsor joint educational meetings in the school facilities, thus furthering the concept of the school as an "educational center." Extension Specialists obtained by the Extension Agent are good resource personnel for such meet-

4. Organize and promote a Young Farmers Educational Association. Young farmers who have recently been graduated from high school or college welcome the opportunity for continuing their education and seek the fellowship such an organization provides. Educators need to be cognizant of the fact that the more education a person has, the more he desires.

5. Adopt techniques to attract new adult students. One Nebraska school has a "nature's acre" demonstration which reveals the difference between open pollinated corn, raised without the use of modern agricultural practices, in contrast to using hybrid corn and modern practices.

A shop Open House that features student demonstrations as well as completed projects will also attract favorable attention.

Community support is most important for a successful Vocational Agriculture program. Vocational Agriculture with its supervised out-of-school program extends into the community. Its lifeblood depends upon the involvement of the key people in the community and the instructor's knowledge and ability to motivate high school students and adults to learn.

May we as educators be challenged to fan the sparks of interest that adult members of your community radiate. What kind of a fire can you kindle in the minds of the agricultural students in your community? And once it is kindled, can you keep it burning brightly? $\spadesuit \spadesuit \spadesuit$

programs.

1 Phipps, Lloyd J., Handbook on Agricultural Education in Public Schools, Second Edition, 1966, The Interstate Printers and Publishers, Inc.

WHY NOT A COORDINATED PROGRAMIN FARM MANAGEMENT FOR ADULT FARMERS IN YOUR STATE?

Darrell Bolz, Payette County Extension Agent, Idaho Joseph G. Cvancara, Teacher Educator, University of Idaho

Research has shown that the major problem of farming is one of adjustment to changing conditions, most of them economic. The need for farm management decisions arises out of changes on the farm and its environment, and the necessity of adjusting farm operations to these changes. Adult farmers are becoming increasingly aware of their need for education, not only in farm management, but in programs specifically organized to meet their particular needs. Adult farmers need, want, and are in the position to use more agricultural instruction.

Adult education in agriculture in the past has emphasized farm mechanics or approved practices as they apply to a variety of enterprises. This instruction continues to be a very important phase of adult instruction, but does not adequately fulfil the needs of farmers in the years ahead. Largely due to the fact that it seldom deals with the whole farm business.

Farm management instruction deals with the whole farm business and identifies itself with the real needs of farm operators. The farm mechanics phase of instruction and enterprise phase must be incorporated into the total adult farmer program with the farm management phase serving as the foundation.

The assumption can be made that farmers are in the business to make a profit. Thus it is only natural that educational priorities be assigned to factors influencing profits from farming.





Joseph G.

These can be provided most effectively to discuss the questions on the instruby providing farm management in- ment with their administrators and the struction in adult education.

In spite of the obvious necessity for basing adult farmer education on factual farm records, little recognition of farm records has been given in some

A recent study was made to determine whether an adult farm records and analysis program should be established in Idaho. The following specific objectives were used in the study of the problem:

- 1. To determine the feasibility of an adult farm records and analysis program as part of the responsibility of vocational agriculture programs in Idaho bigh schools.
- To determine the number of vocational agriculture departments in Idaho which would lend themselves to facin management adult education opportunity.
- 3. To determine the attitude of vocational agricultural instructors and school administrators toward an adult farm records and analysis program sponsored through the public high school.
- 4. To determine the attitude of vocational agricultural instructors and school administrators toward an adult farm records and analysis program sponsored through the established area vocational schools similar to the Washington program.

Data for the survey was gathered by the use of a questionnaire designed to obtain information about the present vocational agriculture department and to determine the attitude of the vocational agriculture instructor and the school administrator toward the establishment of a farm records and analysis program. The opinions of school administrators were included in the study. The agricultural instructors were asked

signatures of both respondents were requested. This procedure provided an opportunity for the administrators to become familiar with the adult fami management possibilities. The question. naire was mailed to each of the sixty. nine vocational agriculture instructors in the sixty-six vocational agriculture departments in the public high schools of Idaho. A return of 86.9 percent was obtained on the questionnaire.

In analyzing the results of the study, many interesting as well as important conclusions were evident. Those considered as most important by the writers are explained below.

Bach instructor was asked to categorize his department according to one of the following criteria:

- A Part-time agriculture in structor teaching both agus culture and academic subjects
- B Full-time agriculture instruct tor - teaching agricultural subjects only and serving needs of all students interested in agri-
- C ... Full-time agriculture instructor -- 60 or more students with possibility of an increased enrollment

The Idaho State Board for Vocation al Education has established enrollment quidelines for vocational agriculture. Departments with enrollments of 30-39 students are considered part-time employment situations for vocational agriculture instructors and those departs ments with 40-65 students are considered full-time employment. By using this criteria 16.7 percent of the vocational agriculture positions in Idaho would be part-time and 48.3 percent would be considered as full-time positions. The remaining 35 percent of the

(Continued on next page)

departments indicated enrollments of What needs to be done? over 65 students thus making them

potential two-man departments. The instructors filling positions idenuffed as part-time departments were asked whether it was attainable for them to substitute the adult farm records and analysis program on a parttime basis for their academic subjects. The results showed that 43.8% found it acceptable to their school districts to substitute the adult farmer program in place of their academic non-agriculture subject responsibilities and 56.2% found it would not be practical.

The vocational agriculture instructors identified as full time with enrollments between 40-65 stated that they favored an additional full time adult teacher in the department. When asked if it would be practical in their school districts, 70 percent responded it would he and 30 percent indicated it would not be possible. There were 81.8 percent of the agricultural instructors with enrollments of over 65 students, who stated that a program would be practical in their school districts and recommended the addition of another agriculture instructor who would teach both high school agriculture and adult farmer instruction in farm management. The remaining 18.2 percent indicated it would not be possible due to limited financial budgets.

Nearly two-thirds of the vocational agricultural instructors stated that an adult farm records and analysis program would be practical in their school districts. Of these, 38.3 per cent stated they would be interested in conducting such a program in lieu of the full high school program.

The instructors were asked to rate the agency which they thought would be most effective in promoting and coordinating an adult farm records and analysis program. Over 54 percent of the instructors believed the public high school would be the most effective agency. However, in two areas of the state there were more instructors inclined to select the area vocational school as the agency to provide the adult program. These two areas are served by area schools which would account for the selection.

In general, both the vocational agriculture instructors and school administrators showed a favorable attitude towards the adult farm records and analysis program.

- 1. The agricultural education departments in various states need to develop and offer an adult edneation course concentrating on farmi management instruction. The emphasis should be on developing teacher expertise in methods of teaching farm management to adults and the use of farm management instructional materials.
- The agricultural education department needs to coordinate its program with the agricultural economics department in their course offering in farm management dealing with fundamentals of farm economics. Coordination with other agencies such as the Agricultural Extension Service is recommended.
- . The State Director of Vocational Agriculture will need to provide additional funds for the establishment of adult farmer pro-
- Faror records can either be analyzed at area centers or through a computer center such as at Madison, Wisconsin Staff for area coordination should be provided to assist vocational agriculture teachers to the area in the establishment of adult programs in farre management.
- The record books in some states will necessitate revision in order to fit the mold of the analysis
- i. Funds for staff at all levels from federal, state, and local must be provided.

Summary

Adult farm records and analysis programs are being successfully conducted in a number of states. Minnesota, Pennsylvania, New York, Washington, Illinois, Michigan, and Wisconsin have been especially successful in making adult farm management an integral part of their plan for vocational agricultural education.

From the standpoint of results, adult education is a very important phase of vocational education in agriculture; and farm management instruction may be vocational agriculture at its best. • most helpful." (E. T. Husketh) • •

(Cassidy, from page 256)

have an outstanding speaker who is fully aware of the significance of an adult education program. On this date we have our enrollment and registration for all courses; however, we do accept anyone who later wishes to enroll. A small registration fee of \$2.00 per person is required to cover any or all courses. This money provides postage to inform each member immediately prior to each meeting of any course for which he has registered.

At the end of the year's organized class work we have a barbecue supper sponsored by the class members to climax their activities. This is an enjoyable affair. At this supper we try to have an entertaining speaker to recognize accomplishments, and to finish with a drawing for door prizes provided by various businesses whom our farmers patronize. Our classes are open to women, and many have participated in such courses as Home Grounds Improvement and our Meat Cutting and Selection classes.

A typical annual program is as fol-

General Subjects

- 1. Organizational Supper Meeting
- 2. Swine Production
 3. Wildlife Conservation
- 4. Tobacco Varieties and New Manage-
- ment Practices
 5. The Tobacco Situation (Marketing)
- 6. Latest Trends in Fertilizer Use
- 7. Farm Forest Management
- 8. Agricultural Chemicals
- 9. Combining Beef Production and To-
- bacco Farming
 10. Meat Cutting Demonstration (Econom-
- ics of Use)
 11. Soybean Production
 12. Mechanization of Tobacco Production
 13. Farm Safety
- 14. Spring Supper (Achievement)

Special Courses

Home Landscaping Farm Welding
Farm Records and Income

In conclusion I offer this comment from one of the original - and still active — members of this group:

"I think our program has been a success for three primary reasons. First, the vo-ag instructors we have are truly interested in our rural area. Secondly, our instructors have been in a position to secure people to conduct the classes who are well qualified. The third reason for our success is that the agribusiness people in our area are genuinely interested and have been

SYSTEMATIZING-ADULT FARMER EDUCATION

Leon A. Mayer University of Illinois Division of University Extension Dixon, Illinois



Leon A. Meyer

Adult farmer education in public high schools has been on the decline during the decade of the sixties. This decline in number of adult farmer courses offered and in enrollments has been most dramatic

during the previous two or three years. What kind of an explanation can be offered to account for this decline in adult farmer education? Has farming become less technical so that farmers er education. have a decreasing demand for continuing education? Obviously the opposite is true. Agriculture has become more

technical, and continuing education needs have increased. Have we perhaps fulfilled or saturated the need for adult farmer programs? I doubt that this is true, unless we have been limiting our adult farmer curriculum to repeated offerings of the same one or two courses. Probably the opposite is true — we are only scratching the surface in relation to the total need for adult farmer programs. Some agricultural educators maintain that a realistic goal for adult farmer programs would be to enroll

twenty percent of the adult farmer population of a local school district in the local adult farmer program during

each school year.

We have tended to enroll the easyto-reach group of farmers in local adult farmer programs. We have not saturated the need until we have successfully reached also the difficult to reach farmers in our school districts, especially low income farmers, who most urgently need continuing education in

Agriculture instructors report that changes in Federal-State vocational reimbursement policies for adult educa-

tion in agriculture has accounted in part for the decline of adult farmer programs in some local school districts. The effect of this reduced federal and state financial support has been especially apparent in school districts with overall financial problems. Many local school referendums have failed recently, during a period of rising education-

Increased demands placed upon the agriculture instructor to develop and coordinate non-farm agricultural occupations programs for high school students may also be partly responsible for a decreased emphasis upon adult farm-

Lack of confidence among agriculture instructors in their own ability to organize and teach highly technical agriculture courses for adult farmers may also explain some of the decline in adult farmer programs. A misconception that an expert is needed in order to teach courses to experienced adult farmers has contributed to this lack of self-confidence among instructors.

So much for the valid reasons and the excuses. Let us get on with the important question. How can we develop and conduct successful adult farmer programs in spite of some of these difficulties — assuming that we are committeed to the importance of

Obviously, we cannot afford to be inefficient in the use of our time and other scarce resources. If we are going to expend the effort and resources, we ought to do the job well. Therefore, we must be systematic in our approach to adult farmer education.

The first requirement for a systematic approach is the effective use of an advisory council for the local agriculture program. The advisory council should assist the instructor in studying needs for adult farmer education in the school district. Production statistics for

crops and livestock are good indicators of educational needs. Types of farming and major farm enterprises represented in the community point to the needs for certain kinds of adult farm programs. Persistent or serious agricultural problems in the local community, such as soil erosion, animal disease problems and crop disease or insect problems, provide a further basis for establishing the need for adult farmer education The expressed needs of farmers is also important in determining the kind of program to offer,

An advisory council should also be used to assist in the development of written policies for the total agricultural education program. These policies should spell out the responsibility, commitment, and intent of the local school district to provide appropriate adult farmer education to all who have a need for it and can profit from it.

The scheduling of adult farmer courses can be systematized. An agriculture instructor may decide that he could allocate only one night per week to the adult farmer program, Given these limitations, what scheduling arrangements will result in the maximum total adult farmer program effort?

The following guidelines might be considered in scheduling adult farmer courses: (1) Identify eight to twelve or more different courses needed, and consider this list of courses as the total, comprehensive, long-term program of adult farmer education; (2) Select from two to four courses for offering each year so that over a four or five year period, each of the courses will be scheduled at least once; (3) Offer courses in a given category in an order ly sequence, if sequence is important; (4) During any one school year, schedule only one course at a time, and complete that course before you begin another course; (5) During winter (Continued on next page)

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months, schedule several all-day meetmontain Saturdays or during Christmas holidays, especially in farm mechanics. The equivalent of two or more night meetings can be combined in one of these all-day sessions, thereby reducing the night work load; (6) Schedule

meetings in early fall, in late spring; and (7) Schedule field meetings in the summer when daylight is available for evening meetings.

After you have systematically decided upon which courses to offer and how to efficiently schedule these courses, the next step is to insure enrollment. A teacher cannot afford to devote the time to plan adult farmer courses and then not have enough people enroll in the courses. This part of the operation can be systematized also. A never-fail method of enrolling adult farmers is to organize and use a course committee for each adult course.

The following procedure should be followed in organizing and using a course committee: (1) Identify four or five persons from the group to be served, as persons who would be likely to enroll; (2) Personally contact these prospective course committee members and obtain a commitment from them to enroll in the course and to serve on the course committee; (3) Call an initial meeting of the course committee to identify course content and potential additional enrollees, and to work out procedural arrangements; (4) Arrange for each committee member to volunteer to personally contact four or five of the potential enrollees previously identified, and to report back by a specified time on the enrollments he has obtained (each enrollee should be given an enrollment card by the course committee member); (5) Before the first class meeting, the instructor should visit each enrollee to get acquainted and learn something about his home farm situation; (6) Follow this farm visit with a written meeting notice; (1) Use the course committee as hosts at the first class meeting, to greet enrollees, assist in room arrangements, and to evaluate the first class meeting.

Are you using a systematic approach in your adult farmer program? You can conduct a good adult farmer program if you organize and use your time efficiently. You'll be glad you did -the sense of accomplishment in conducting an adult farmer program will well worth the effort expended.

News and Views of NVATA



Executive Secretary, NVATA Lincoln, Nebraska

James Wall



Following is a list of NVATA Officers elected and members appointed to represent NVATA on various committees for

NATIONAL OFFICERS

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(Bishop, from page 248)

existing gap in the educational continuum. To attain its rightful place, positive efforts must be made to bring about cooperative interface.

Summary

The task of the adult education during the 70's will

be to provide appropriate education opportunities for those engaged in a dynamic society. Increased cooperation may well be the mechanism to remove many of the abrasive conditions which here-to-fore have limited the total effec. tiveness of adult education in agriculture.

Malcolm S. Knowles, The Modern Practice of Adult Education.
 James B. Allen, Phi Delta Kappan Vol. 51, No. 8, April 1970, p. 449.

(Cooper, from page 258)

To be sure, there are others; however, these articles, it would seem, give a very vivid picture of the author's feelings and concepts as related to teaching and people.

The attitude of the author towards the integrity of the individual and individual worth is brought into focus in "Clean The Window, A Critical Look At The NFA and FFA Organizations." "Ambition, A Spur to Success," March, 1956. Another such article is "Insanity Versus Stupidity," May, 1954.

Of the many poems written, I shall list only three which seem, to me, a vivid portrait of Dr. Floyd's concept of a way of life suitable to people of all walks of life; they are as follows: "The Road To Happiness," "Consecration," and "The Tide."

To say that he was a great teacher, a wise counselor, a humanitarian and a philosopher seem trite when these qualities are contrasted with the giant fruits ye shall know them." •••



Mr. C. Bourg, Manager of Agricultural Supplies and Marketing for U.S. Steel pro plaques to winners of the outstanding young teacher of agriculture award in each NVATI district. Shown L to R are: Mr. Bourg; Region I, Ed Strong, Payette, Idaho; Region II, Allen Nelson, Fort Morgan, Colorado; Region III, Lee G. Mendenhall, New Richland Minnesota; Region IV, Gary Bauer, Sunburg, Ohio; Region V, James Watson, Smithville, Tennessee; Region VI, David A. Miller, Gaithersburg, Maryland.

shadow of such an unusual benefactor. We are his debtors beyond our meager abilities to pay; however, the thousands whose way of life and deeds are praiseworthy, are eternal monuments to his life and works. We conclude, therefore, with this Biblical quotation: "By their



hidasa ndasa nda mamama ma **NEW/AAVIM OFFICERS**

Newly-elected officers for the American Association for Vocational Instructional Materials (AAVIM) are as follows: President, Clarence J. Rogers, Associate Professor, Agricultural Engineering, University of Florida; Vice President, Harlan E. Ridenour, Director, Ohio Agricultural Education Curriculum Materials Service, The Ohio State University; Secretary, J. B. Payne, Agricultural Mechanics Specialist, Teaching Materials Center, Texas A&M University; Fiscal Officer, Donald E. Wilson, Chief, Bureau of Agricultural Education, California. These officers for 1972 were elected by members of the board of Directors at their annual meeting in Memphis, Ten-

AAVIM is an interstate organization whose purpose is to develop instructional materials that meet the needs of teachers and students in 36 participating states. G. E. Henderson is Executive Director.



A class in social etiquette given by Mrs. Franklin Cook from the College of Human Development at The Pennsylvania State University was the topic of the Leadership Trainier Conference for the Pennsylvania State Association of REA Conference for the Pennsylvania State Oniversity was the topic of the Leaders At the center of the photo is George Allen, New York, National Vice President of Ffa. At the center of the photo is George Allen, New York, National Vice President of and, Miss Nancy Kozak, Director of Youth Organizations in Vocational Education is Pennsylvania.



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