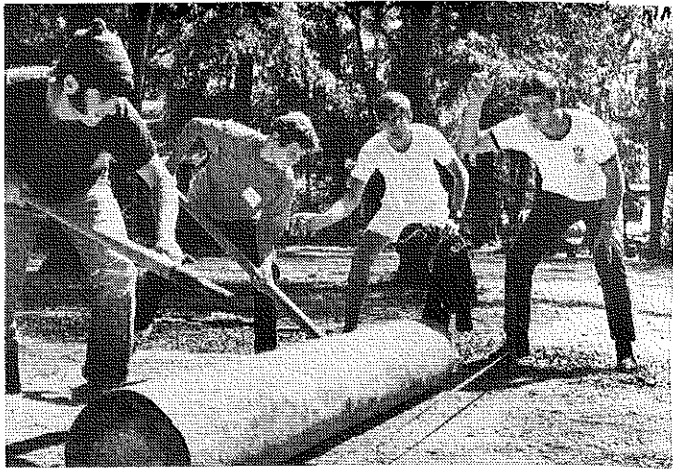
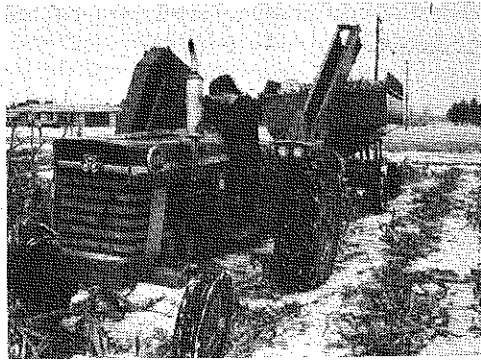


STORIES IN

PICTURES



RECREATION IS A PART OF FFA — Activities at the Florida Forestry Camp include competitive log-rolling contests. This Camp is sponsored by the Wood Utilization Industries of Florida. (Photo from F. D. McCormick, Florida Department of Education)



LEARNING IN THE LAND LABORATORY — FFA members at Grant, Michigan, develop skills through work in the land laboratory owned by the school. (Photo from Frank Bobbitt, Michigan State University, and Grant Fettig, Grant, Michigan)



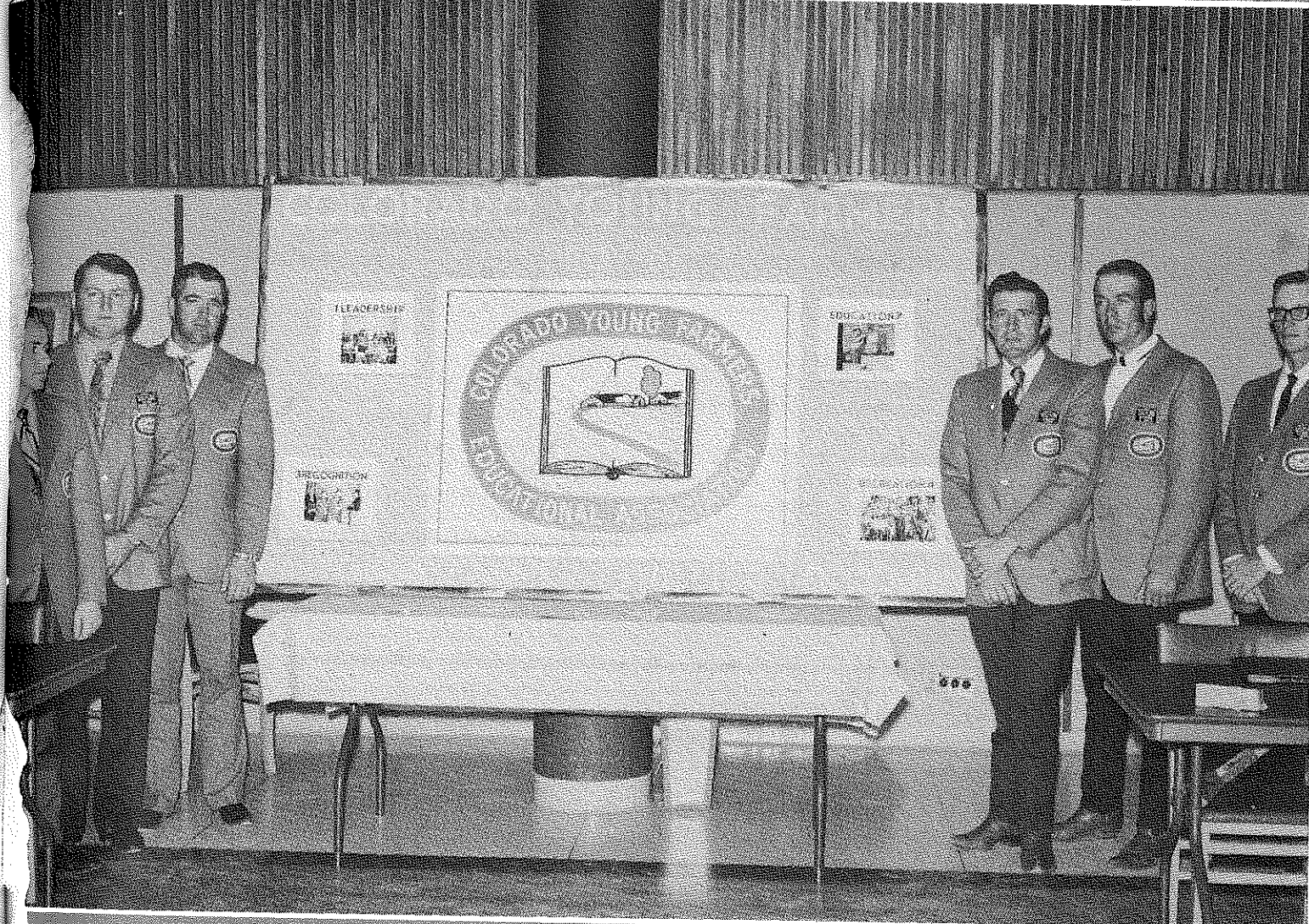
GOLDEN FFA OFFICERS — Officers at the Golden (Colorado) FFA Chapter pose in front of the Chapter "Wall of Fame," a display of award certificates and plaques. (Photo from Gary Bye, THE NATIONAL FUTURE FARMER)



LEARNING THROUGH OBSERVATION — Ron Heirman, Florida Division of Forestry, demonstrates the use of a compass to FFA members attending the Florida Forestry Camp. (Photo from F. D. McCormick, Florida Department of Education)

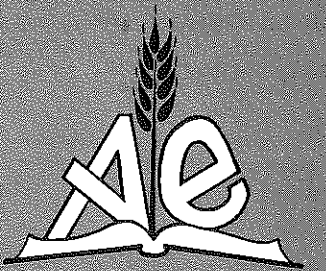


ADDING THE CHAPTER NAME — FFA members at Wynford, Ohio, are shown adding the chapter name to an FFA Week billboard. (Photo from Gary Bye, THE NATIONAL FUTURE FARMER)



Theme—Teaching Out of School Groups

Plus—Index to Volume 47 (page 35)



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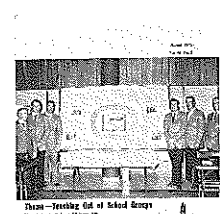
TABLE OF CONTENTS

THEME—SERVING OUT-OF-SCHOOL GROUPS

Editorials

Adult Education in Agriculture for the New Rural.....	Martin B. McMillion	27
Conducting Young and Adult Farmer Programs.....	Jay McCracken	27
Adult Program—Zero to 160 in Five Years..	P. James Faust	29
Adult Farmer Center Uses CB Radio.....	Jay L. Eudy	30
Advisory Councils for Adult Programs.....	Ray Jones	31
Farm Business Mgt. Program: What Does it Mean?.....	Gene V. Francis	32

The Role of the Vocational Agriculture Teacher in Adult Education.....	John D. Todd	34
Subject Index to Volume 47.....		35
Author Index to Volume 47.....		38
Determining the Curriculum—Universal Solution.....	Frederick J. Perlstein	39
The Activities of a Y F Chapter..	Pat Kelly and John Floyd	42
Leader in Agricultural Education: A. Webster Tenney.....	Neville Hunsicker	43
National Ag Ed Advisory Committee.....	Gerald R. Fuller	44
Impressions from Serving Out-of-School Groups.....	A. J. Paulus	45
From the Book Review Editor's Desk.....	James P. Key	47
Stories in Pictures.....	Jasper S. Lee	48



Young Farmer membership recruitment is an activity of the Colorado Young Farmer Association. The photograph shows a booth established at the site of the Colorado State FFA

Judging Contests to encourage FFA members to join the Young Farmer Association when they become eligible.

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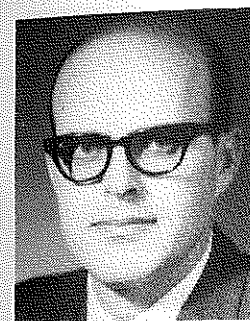
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FROM YOUR EDITOR

Martin B. McMillion

People who left the rural areas to go to the big cities are moving back to the rural areas and small towns, many of them after first escaping to the suburbs before returning. The most recent census and hundreds of articles in newspapers about people from all parts of the country plus our own observation are evidences of the migration.

Their reasons for returning can be summed up in the words "security and independence." That security and independence for most is found in the soil, in subsistence and part-time farming. All are not returnees of course; many have spent their entire lives in urban areas and know little about plants, animals, and soil. I submit that these "newcomers" or "new homesteaders" need, can profit from, and would appreciate adult education in agriculture if they knew what could be made available and knew that they were welcome.

The newcomers to rural areas have the potential for development of the community. Many are highly educated and articulate. They are young and are raising families. Once they master the wood stove and a few other basics, they will be participating in local politics, at least when their first children start to the public schools. For some areas of the country, new people will constitute the majority in

one generation, unless there is a substantial resurgence in the economy and a decrease in crime in the cities and suburban areas.

Ignoring newcomers who are working the land could be interpreted to be a form of discrimination. Their education would be more vocational than some of our other adult work—ornamental horticulture for the garden clubs, for example.

Vocational education is for helping people earn or make a living. The agricultural education of those who are living directly from the land, I believe, is vocational and a societal expenditure that can be justified.

Our clientele and the subject matter we teach them have been governed by the legislation and our definition of vocational education in agriculture. This legislation and the vocational definition limited the programs some teachers wanted to offer and broadened the program possibilities beyond what other teachers cared to fulfill. The answer to what shall be taught with public monies and to whom it shall be taught, especially in adult education in this depressed economic period, is contingent upon the amount of public good that is to be derived from the instruction? If the

(Concluded on next page)

GUEST EDITORIAL

Jay McCracken
Young Farmer Coordinator
State of Colorado



Jay McCracken

CONDUCTING YOUNG AND ADULT FARMER PROGRAMS

A complete educational program in vocational agriculture! What is it? What does it include? Where does it stop? The secondary level, day-school program has traditionally been the main emphasis in vocational agriculture. Perhaps post-secondary and adult education are as important and necessary to the success of a community vocational agriculture program as is secondary training. Serving out-of-school groups must not continue to be neglected. At the same time, we must not curtail our efforts at the secondary level in order to serve adult farmer and young farmer groups.

The first ingredient in the success of adult farmer and young farmer instructional programs is the philosophy of those who direct the program. Teachers of vocational agriculture and their school administrators must believe that they have a responsibility to out-of-school students. The vocational agriculture teacher needs to believe he can work with adults to provide the knowledge that will assist these people to maintain a competitive position in the economic

(Continued on next page)

public knows all the facts, will the public support it? Is it a justifiable societal expense? Are the returns to society worth the expense? The basis of the decision is the same as is used when we decide to continue public driver education.

Adult agricultural education for the new rural people on the land is justified in every way, by legislation, by definition, and by its potential for public good.

Trends toward a more agrarian and independent way of life should be encouraged and aided by agricultural education, because I believe that accompanying these trends

will be a return to the values which once gave America strength.

An agriculture teacher who could possibly be employed in some resettlement project of the future for refugees from our big cities could be proud of a considerable contribution to the people being resettled and to his country.

The clientele who are the subject of this editorial should be high on the list of those to be served through adult education in agriculture. Programs for the new farmers or homesteaders could be the "winning project" in "building your American community."
—MBM

CONTINUED GUEST EDITORIAL

sector of our nation. He should not be considered a technical expert in all areas of agriculture, but because of his training he is in a unique position. He is a link between those who are preparing to enter an agriculture occupation; those who are struggling to become established; and those who are successful in their chosen agricultural occupation. State education personnel, teacher trainers and the local school administration should believe that the educational system is responsible to all people in every community. Most importantly, they must believe that education is a continuous process that involves people of all ages and abilities.

After the various individuals and agencies that are involved in directing the vocational agriculture program have developed a philosophy that provides for out-of-school programs, they should outline responsibilities for implementing or strengthening these programs. Involvement of state and local advisory councils is essential in the establishment and development of quality adult farmer and young farmer programs. Similarities and differences in the learning abilities between youth and adults should be considered.

Prior to the beginning of any adult farmer and young farmer program or any other phase of vocational agriculture, the purpose of the program should be listed. Further development of program objectives can be made with advice from the vocational agriculture advisory council and adult farmer and young farmer class members.

To justify use of teacher time and resources, it is necessary to assess the need for adult farmer and young farmer programs. Again, the vocational agriculture advisory council should be involved in making this decision, and then in developing a comprehensive instructional program plan. The local instructor should remember to check requirements of the local education agency as well as state and federal educational agency regulations.

A successful adult farmer or young farmer program is dependent upon class members being able to achieve goals they have set. Methods of instruction should involve experiences, problems and objectives of class members. Wise use of good resource personnel may be an answer especially in technical subject matter. Just as in the secondary day-school program, good classroom instruction should be followed up by on-farm or on-the-job individualized instruction. This activity too often is neglected but cannot be overemphasized. The supervised agricultural experience program begun in high school should now have grown into one that provides a livelihood for the young farmer or adult farmer. Individualized assistance with specific problems is as meaningful

now as in the initial development of the agricultural experience program.

Success of any phase of the vocational agriculture program should not be "guessed at." The teacher and the vocational agriculture advisory council must make a planned effort to secure data concerning the effectiveness of the out-of-school program. These data will help to improve the program, justify its continuation and provide facts for public relations materials. A major difference between the secondary day-school and out-of-school programs is that if out-of-school students are not receiving the instruction they desire, they will most likely "drop" the program. The evaluation instruments and procedures may vary, but valid criticism and suggestions for improvement should be listed in written form. Evaluation can only be useful if it is followed by some positive form of action.

In so many instances, the lack of communication is a major source of problems. Program accomplishments and recognition of work done is dependent upon accurate and complete records. These records provide the basis for communicating the strengths, as well as problems, encountered in the local program. Keeping a copy of all reports on file in the office of the vocational agriculture department is a recommended activity.

As the number of people actively involved in agriculture has declined, the importance of effective agricultural leadership has increased. The foundations of leadership, citizenship, scholarship and cooperation developed through the Future Farmers of America organization can be further developed through a strong Young Farmer association. The Young Farmer chapter is an integral part of the vocational agriculture educational program for adults just as the FFA is a definite part of the vocational agriculture secondary curriculum. The principles of program planning for vocational agriculture should be followed in setting the structure and activities of the Young Farmer association as it is with the FFA. The association must be centered around educational purposes in the field of agriculture.

Post-secondary and adult education in agriculture is an important and integral part of every complete vocational agriculture program. Development of this philosophy; the setting of purpose and measurable objectives for the young farmer and/or adult farmer program; recognizing the need for young farmer and adult farmer instruction; comprehensive program planning; evaluation and reporting; and working with the young farmer association all lead to an effective program of instruction for serving out-of-school groups. ♦

Adult Program— Zero to 160 in Five Years



P. James Faust
Ag Instructor
Peebles, Ohio

P. James Faust

Quite often a mediocre speaker has been saved by a few pertinent questions asked by the teacher on behalf of the group.

Serving persons who are out of school is a very integral part of a total vocational agriculture program. It is not only essential to the development of an effective educational curriculum in Vocational Agriculture, but it is also an important part of the community's efforts toward total citizenry education. Adults have a variety of needs. Many have a need for upgrading their knowledge and skills in a specific agricultural occupation. Others have a desire for avocational information to supplement a hobby or some other type of part-time interest. A few have a simple need for social contact with other people. A quality program of adult education in agriculture can satisfy the needs of each of the above groups. It can also be an excellent public relations tool and means of communication among the local people.

The adult education program in vocational agriculture at Peebles High School in Adams County, Ohio has been developed to serve a variety of needs. The population of the area is basically a mixture of full-time farmers, part-time farmers, and other rural people whose occupations are related directly to agricultural production. The town of Peebles has a population of approximately 1600 persons. The high school vocational agricultural curriculum currently consists of two twelve-month production agricultural units. The enrollment is approximately 90 daytime students each year.

Five years ago there was no program of adult education in Agriculture being offered to the community. However, the need for such a program was stressed by many of the key farmers and businessmen in the area. Therefore, a series of evening classes was developed for the winter season, 1970-71. The classes met every two weeks. A variety of topics were discussed and the enrollment totalled approximately 35 persons. In the two succeeding years,

the program began to take root in the community and an adult advisory committee was called upon to assist in developing class topics and a list of resource persons. Enrollment increased to approximately 75 persons. In the fall of 1973, the advisory committee and the vocational agricultural instructors decided to expand the adult education program to include weekly class sessions from early December through early April. In addition, some special field trips and other activities were scheduled periodically throughout the year. A Young Farmer Chapter was organized to serve as a means for providing social activity, member competition in various contests, community service, and public relations. The enrollment in the adult classes increased to 120 and the YF Chapter currently has 41 paid members.

What can a teacher of vocational agriculture do to develop an effective adult education program? The following ideas seem to be effective and have
(Continued on page 33)

COMING ISSUES COMING ISSUES COMING ISSUES	
COMING ISSUES	<p>SEPTEMBER — Guidance, Counseling and Placement</p> <p>OCTOBER — International Agricultural Education</p> <p>NOVEMBER — Cooperative Education in Agriculture</p> <p>DECEMBER — Agricultural Mechanics</p> <p>JANUARY — Two-Year Post Secondary Programs in Agriculture</p>
	COMING ISSUES
	<p>FEBRUARY — Education in Agriculture — Our Past and Our Future</p> <p>MARCH — Programs in Agricultural Supply and Service</p> <p>APRIL — Career Exploration</p> <p>MAY — In-Service Education for Agriculture Instructors</p> <p>JUNE — The Summer Program</p>

Adult Farmer Center Uses CB Radio

Jay L. Eudy
Vocational Agriculture Teacher
Turkey, Texas

One of the most important parts of my Vocational Agriculture Program is the adult group. These people pay the bills and cause changes to be made in the field of agriculture. For several years I tried to bring about improvement and change in the way the farmers operated their business. The success I had was very minor. My advisory committee went along with my ideas and did all they could to help make my plan work. We finally realized that our approach was wrong. We needed to serve the adult group and not try to change them.



The farmers purchased a CB radio unit for our department in order to be in closer contact with us.

Our adult meetings would consist of the regular eight to 10 members. At that stage of the game I was fed up with adult education. Almost by accident I stumbled upon a workable solution. We needed to be of a service to the adult group. We started scheduling adult education specialists for short courses as well as regular meetings. These specialists were able to reach our adult farmers because they were recognized as specialists. Each meeting we would ask for more ideas on the type of program needed. Very shortly

our regular group had grown to 30 regular members. We have continued to invite the adult group to visit our department even during the all-day classes. We encourage them to use our facilities and make our department their headquarters when searching for any information. We don't pretend to have the answers to all their questions, but we try to keep a fairly current file on sources of information and telephone numbers. Many times the adult farmer already knows what he wants to do but he enjoys having the "ole ag teacher" confirm his decision.

This approach has caused many hours of extra work on my part but is very rewarding. Daily visits by farmers to our department averages four to six. Some stay for a very short visit while others may visit for the entire class

period. This doesn't seem to bother the all-day students and certainly gives the department a good name in the community. A well-informed adult can do many things for the department.

The adult farmers purchased a CB radio unit for our department in order to be in closer contact with us. Most of the farmers have CB units in their vehicles, so now they are readily available if we need to contact them.

We spend countless hours making color slides on the individual adult farms. The adult is much like the high school student in this respect. He enjoys seeing his farming operation on the screen at the meeting. He may say he does not want you to make the pictures but he will be there to see them when they are shown.

We have recently purchased some diesel testing equipment and a dynamometer to be used in our agricultural mechanics course. Our FFA chapter makes a small charge for the use of these items when we tune a farm tractor. The adult group has certainly taken advantage of the service. The farmer has something to brag about after his tractor has been tested, and the FFA chapter has a very good source of income. On the days that we schedule testing of tractors, we have as many as 20 visitors at one time. These adults all call the Vo-Ag Department "Our Ag. Department."



Vo-Ag teacher Jay Eudy, the author of this article, converses with young farmer Steve Guest via the C-B radio purchased for the department by the young farmer group.

One point that has caused some concern for us is our community service work. Our adult group has become so aware of the work our department does that they call on us regularly for programs at civic clubs, town meetings, celebrations and community clean-up campaigns. The latter has become so

(Continued on page 33)

Advisory Councils for Adult Programs

Ray Jones
Regional Supervisor
Knoxville, Tenn.



Ray Jones

It is best to let the class member take command of the farm visit at first. He will show you what he wants you to see, tell you what he wants you to know, and ask you what he wants to ask.

Even though it is very time consuming and requires many hours of work beyond the normal school day, serving out-of-school groups can be the most rewarding experience in which any vocational agriculture teacher can participate.

One of the common excuses most often heard among vo-ag teachers is that out-of-school groups will not participate in the activities provided for them. It has been my experience that they will participate if a few basic rules are followed.

One of the first essentials is to select, elect, and train an advisory committee that can and will work with the adult program. In selecting this advisory committee, care must be taken to include members who are evenly distributed in the service area, making sure there is a representative from each community to be served. Members of the advisory council should be of different ages so they can better represent the different groups with which they will be working. Since not all out-of-school groups will actually be engaged in productive farming, the committee should be composed of members who represent most nearly the group that the department will eventually be serving. Once the advisory committee has been selected, it is best that they be elected by the local board of education. Terms should be for a one, two, and three years duration. By doing this in the beginning, one third of the committee can be replaced each year.

Proper training for the committee members is a must. This can be best accomplished by the vo-ag teacher and be done in the classroom and by visiting other vo-ag advisory committee meetings.

After the advisory committee has been selected, elected, and trained, they are ready to help and eventually assume much of the responsibility involved in working with out-of-school groups.

A basic rule to consider in planning activities for out-of-school groups is selecting the time of year for the activities. Activities must be conducted during the time when most of the participants have the most free time. This is from the middle of October until the first of February in my area of the country. Activities of a short duration could be held at other times of the year, but they must be announced well in advance. If one wants a continuous program from one year to another it is well to remember to "start big, and end big." Do not prolong activities having poor attendance.

People who participate in adult education activities are the most active people in a community; therefore, the time of day to schedule these activities is very important. The time will vary from community to community and from group to group, but don't be afraid to start an activity late in the day. It is better to start late, and have a shorter session and have more of them than to start earlier and have longer sessions, missing some because they could not get there on time.

In teaching adult groups the subject must be chosen carefully. This is best done by the advisory committee well in advance of the scheduled meeting. By using the advisory committee, it is as-

sured that subjects of interest to the group are taught. An outline for the entire year should be presented to the whole group for their approval at the first meeting.

In teaching adult groups it is very helpful to have the lessons to be taught outlined, mimeographed, and given to each member. This outline serves only as a guide for discussion. The lesson must include discussion. One of the surest ways to kill interest is to use a lecture method for teaching adults. The class members themselves will decide what to include under each major topic. The greatest source of information is the class members themselves. Make sure that each member gets something from the meeting that can be and will be used. This will insure his attendance at the next meeting.

The teacher must be very careful not to set himself up as an authority on every item that is brought up. Neither should he always answer "I don't know," rather, let members of the group answer the questions from experiences they have had.

Follow-up is very important with adult groups. If the teacher has been at their farm or their place of business or if he is coming soon, it makes a lot of difference with the member. While at the farm or place of business, it is very important that improvements are noticed and that proper recognition for outstanding work is given. It is best to let the class member take command of the visit. He will show you what he wants you to see, tell you what he wants you to know, and ask you what he wants to ask. At this point then, the

(Concluded on page 46)

Farm Business Mgt. Program: What Does it Mean?

Gene V. Francis
Farm Business Management
Blooming Prairie, Minnesota

What is farm business management instruction? What does it really mean to the farm families it serves, the local community, the public school and to the instructor, himself? As a vo-ag teacher who has spent 16 years in the Blooming Prairie school system, all of them as a full-time adult farm management instructor, I hope to give you some insights into the long term effects of such a program.

Our present local vo-ag farm business management program began in 1959 when the school opened a position for adult farm management instruction. We began with a nucleus of about six families who had received one or two prior farm business analysis reports. Since then our numbers have grown to presently encompass 80 farm units and over 100 families. Our local veteran's farm training program also enrolls an additional 24 farm units. Since we have added five to eight new families each year, the farm units within the groups have received from 0 to 17 annual farm business analysis reports as compiled from their own Minnesota farm account book.

During the past eight years, 19 second generation partnerships have been developed in the 44 farm families who have received eight or more annual farm analysis summaries. These involve 25 young men, most of them with families of their own.

WHAT HAS THE FARM BUSINESS MANAGEMENT PROGRAM MEANT TO THE FARM FAMILIES INVOLVED?

It means:

1. Having a *sure knowledge* of their financial picture as they talk to their credit man. (Knowledge of their net worth, cash flow and enterprise analysis)

2. *Improved Earnings* that provide better living standards: a new home, children's education, travel, land and building improvements, better schools and communities.

3. A *better understanding* of the total workings of the farm business by all members of the family. Round table discussions about the farm business almost invariably involve both husband and wife, and in the case of partnerships, perhaps four to eight family members.

4. A much *better grasp* of how their business is progressing, how it compares with others, where improvements are needed and some ways and means to make the needed changes.

5. That accurate "*cost of production*" estimates can be made for each enterprise. It removes much of the guesswork when planning for reorganization or expansion.

6. That *farm partnerships* or *corporations* involving parents and sons or others can be formed within a valuable framework of reliable records of past performance.

7. The development of a "*sense of awareness*" of one's business that creates improved family attitudes, a better self-image and a desire to further improve their abilities and increase their knowledge.

8. The development of a *questioning attitude* by the farm family. To ask "how" and "why" in addition to "what."

9. More *intelligent purchasing* of equipment, facilities, and farm inputs; and a better understanding of marketing procedures.

10. An opportunity for more families



Gene Francis, Farm Business Management Instructor and the author (left), visits with members of a farming partnership in Blooming Prairie, Minnesota.

to remain an *economic farm unit*, to raise their family in a rural setting and still enjoy income levels comparable to their city cousins.

11. An opportunity to *discuss* some of the *major aspects* of their farm business with someone who is knowledgeable of their future goals, their past performance and has at hand a wealth of resource data and teaching experience.

WHAT HAS THE FARM BUSINESS MANAGEMENT PROGRAM MEANT TO THE LOCAL COMMUNITY AND THE PUBLIC SCHOOL?

It means:

1. *More business* on main street. Well-managed, profitable farm operations spend more for new equipment, facilities, and production supplies. They pay their bills promptly and can readily secure credit for remodeling, reorganization or expansion.

2. *More families* in the community, with more consumer dollars to spend for family living expenses.

3. A *larger tax base* to support schools, roads, and other public accommodations.

4. *More farm partnerships*, more homes to be built, more kids in school, and more young families that remain in the community. The parents are also more apt to remain as retirees in the community if a son and his family are operating the home farm.

(Continued on next page)

CONTINUED FARM BUSINESS MANAGEMENT

5. *Improved appearance* of farmsteads and homes. New buildings, well tiled fields and windbreaks are more apt to occur if the neighbors are doing similar things.

6. An *effective public relations* program for the local school.

WHAT HAS THE FARM BUSINESS MANAGEMENT PROGRAM MEANT TO ME, THE LOCAL INSTRUCTOR?

It means:

1. Working with families who are constantly *seeking ways* to *improve*, reorganize or enlarge their operation. Families with a positive attitude toward their business, their family and life in general.

2. *Being a catalyst*. Creating an awareness in the families with which you work, of new ideas and concepts in each phase of farming. Successful operators must evaluate and utilize the more worthwhile concepts as soon as possible.

3. *Listening carefully* to the family. Serving as a sounding board or resource person as new concepts are gathered and contemplated.

Assisting the family to evaluate the usefulness and adaptability of any practice in light of their own particular situation.

4. *Being up-to-date* and aware of many resource materials that provide basic management information that can be used by the family to formulate the most profitable plans.

5. *Taking the long view* and helping the farm family to develop the ability to see their business as a whole. Each phase of the farm business must be viewed in relationship to maximizing returns for the total operation, if greatest returns are to be experienced.

6. *Being sincere*. Your relationship with a family must be built on mutual confidence if it is to succeed and endure. A strong advance buildup of a farm management program without follow-through in practice can only result in failure of the entire program over a period of time.

7. *Being organized; yet flexible*. A high degree of organization is essential if a business management

program is to function properly. Classroom instruction and individual on-farm consultation visits must be scheduled and correlated. The on-farm instructional phase must be extremely flexible. Each farm business presents its own set of problems, unique only to that particular business and family.

8. *Making a schedule*. A very large share of the visits made to member families should be scheduled ahead of time. A scheduled visit allows the family some time for preparation. They have an opportunity to up-date account books and to assemble questions and facts on areas where they may desire assistance. They also have an opportunity to arrange their work schedule in order to give their full attention to the problems at hand.

9. A *rewarding way of earning a living*. An opportunity to *reach, teach, know* and *understand* families that few professions allow. It means an exciting, ever-changing profession, with each farm unit you visit presenting a new challenge; a different problem; another opportunity. ◆◆◆

CONTINUED CB RADIO

big that we are having a tough time living with it. The interest in our FFA chapter runs high along this line because of our B.O.A.C. program. Combined with other organizations, we have improved our community considerably but have become the headquarters for the two annual clean-up, paint-up, fix-up campaigns. We feel this work is helpful to us because we have our adults and all-day students working together on committees. This has strengthened both organizations

even though many extra hours are involved.

The adult group enjoys an educational tour as much as the all-day students. We make a trip each spring to the Southwestern Championship Tractor Pull and Agricultural Exhibit. We invite both the FFA members and the adult farmers to make the trip by bus. The adults certainly turn out for this trip, and they are a great help in keeping up with the boys. ◆◆◆

We do not feel we have all the answers but the approach we are using is working in this Texas Panhandle area. We are continually striving to improve what we have. The adult farmer knows our door is always open to him even if he has manure on his boots and a jaw full of tobacco. He can find a warm greeting and be made to feel at home in our department. Who knows, we might even be able to help him with his problem! ◆◆◆

CONTINUED ADULT PROGRAM — ZERO TO 160

been successful at Peebles:

(1) The teacher must decide in his own mind to be an enthusiastic coordinator who is willing to work with the adult community.

(2) An advisory committee of farmers, businessmen, and school personnel must meet to pool ideas concerning topics for classes, schedules, resource people, supplementary activities, and other ad-

ministrative decisions. The young farmer chapter officers should definitely be included in this committee.

(3) A series of classes should be planned to meet the needs of as many citizens as possible. The program at Peebles has used the "shot gun" approach effectively by having a different topic for each of the twenty meetings per year. However, a series of classes on

the same topic would be effective if the group of adults being served had similar needs and interests.

(4) The classes must be scheduled at a convenient time and place. The meeting times can vary according to seasons and/or time zone changes.

(5) Be sure to promote and publicize the classes. Use the radio stations, local (Continued on page 40)

The Role of the Vocational Agriculture Teacher in Adult Education

John D. Todd, Teacher Educator
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Knoxville

Adult education has become an established institution. The demands of today's society make it imperative that persons do not cease their education with the completion of a fixed number of years of formal education. Realizing the importance of continuing education, many persons are availing themselves of learning opportunities from the time adult responsibilities are assumed until retirement years. When all segments of adult education are considered, both private and public, the amount of money spent annually in these programs approaches the sum of monies spent in educating persons from kindergarten through high school.

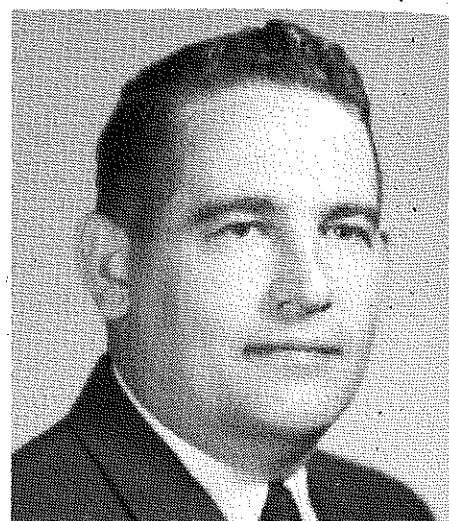
The need for adult education is not limited to any specific discipline or vocational field. The need is very urgent in agriculture. The precariousness of the world's food situation attests to the importance for extending educational opportunities in agriculture to those engaged in farming. Since these persons have means for immediately placing into practice the skills and ideas learned, the results from their involvement in adult education is very effective. The need for adult education in agriculture is further emphasized when considering that a rather minimal number of farmers are expected to produce more food from less acreage than during any other era in American agriculture.

A need can readily be established for providing adult education for farmers, but the field of agriculture encompasses more than farming. Employment in off-farm agricultural occupations far exceeds the number employed in producing agricultural products. Many of these persons need continuing education to keep abreast of changes and technological advancements in agricul-

ture. Adult education should be extended to any person employed to perform a job who needs to develop or update agricultural competencies.

There are many sources of information for adults employed in agriculture to use to keep abreast of conditions and changes in their field. Adult programs in vocational agriculture represent one of these sources. A teacher committed to serving the needs of agriculture in a local school area would include adult education activities in the total vocational agriculture program. Offering adult education to those employed in agriculture is inherent to the aims and purposes of vocational agriculture. It is the only source of information for these persons that is primarily educational in nature. The vocational agriculture teacher should assume this unique responsibility and extend services to these adults. Effort should also be expended in working cooperatively with other agencies or institutions which are striving to keep adults informed of worthy information in agriculture.

It is realized that vocational agriculture teachers are busy individuals. Conducting adult programs involves much effort. The amount of time available for conducting adult programs depends upon the existing teaching commitments, the number of hours that a person is willing to spend in performing professional duties, and the priorities that are established for different facets of the total vocational agriculture program. The opportunities for adult education exist and the teacher must decide how much commitment to make for conducting such programs. If adult education is offered for those in agriculture, the vocational agriculture teacher should assume the primary role for the endeavor.



John D. Todd

In some school systems an adult director is employed and all adult education is supervised or coordinated by this person. In this situation, adult programs in agriculture could easily become a separate entity to the total vocational agriculture program. This practice is more prevalent in school systems which offer a diversity of adult programs where coordination is considered important. There is probably some merit to such an arrangement where the busy schedule of a vocational agriculture teacher is considered. There are also many advantages to maintaining adult education as part of the total vocational agriculture program. If such a situation did exist where adult education was not a part of the vocational agriculture program, effort should be made to utilize the expertise of the vocational agriculture teacher in conducting the adult program.

There are many activities essential for conducting an effective adult program in agriculture. The vocational agriculture teacher should assume some role in performing these activities. In some instances the teacher will be the primary person involved with these tasks; in other instances the role may be that of a coordinator or supervisor. The vocational agriculture teacher should assume an important role in performing some or all of the following activities in conducting adult programs:

1. Determine the need and priorities for adult programs in agriculture. Some of this responsibility can be accomplished through an advisory council but will require obtaining
- (Concluded on page 41)

The Agricultural Education Magazine



SUBJECT INDEX

INDEX TO VOLUME 47 (July 1974 - June 1975)

ADULT EDUCATION

- Reviving Interest in Adult Education, J. C. Atherton and J. C. Simmons.....September
- The Computer Is Farm Machinery, Jerry W. Berg.....September
- Include: Adult Education in the Annual Program, J. C. Atherton.....January
- Agri-Development: Program for Rural Disadvantaged Adults, Cléus Fontaine.....May

AGRICULTURAL LEADERS

- Leaders in Ag Ed — Past and Present, Clarence Bundy.....April
- Leader in Agricultural Education: Mark Nichols, Elvin Downs.....April
- Leader in Agricultural Education: Carsie Hammonds, Harold Binkley.....May
- Leader in Agricultural Education: Warren Weiler, James Dougan.....June

AGRICULTURAL MECHANICS

- Agricultural-Industrial Equipment Course, Donald D. Dilgard.....September
- In-service Training for the Ford 4000, C. O. Jacobs.....October
- Sprayer Calibration Demonstrator, James H. Whitaker.....October
- Ag Mechanics Education Gets a Boost from Operation, PFI, Jasper S. Lee and Raymond Brown.....April

ARTICULATION

- Too Articulated?, Martin B. McMillion.....September
- The Secondary Area Vocational Center Has a Place if — Allan L. Utech.....September
- Problems of Changing From a Local School Program to an Area School Program, James F. Pew.....September
- Articulation — A Must Between Junior and Senior High Schools, Daniel A. Shenk.....September
- School Organization and Articulation, Marilyn Hahn.....September
- A Link in Vocational Education, Gerald Iverson.....September
- Curriculum Organization and Articulation in Vocational Education, Curtis L. Nelson and Ken Ingvalson.....September
- Fitting Vo-Ag into the School Organization, Guy E. Cain.....October

ASSISTANTSHIPS AND FELLOWSHIPS

- Assistantships and Fellowships in Agricultural Education, Paul Peterson.....February

BOOK REVIEWS

- The Advance of American Cooperative Enterprise: 1920-1945, by Joseph G. Knapp. Reviewed by George A. Hubka.....July
- Agricultural Geography by John R. Tarrant. Reviewed by Richard Rogers.....August
- Maize Rough Dwarf — A Planthopper Virus Disease Affecting Maize, Rice, Small Grain and Grasses by Isaac Harpaz. Reviewed by William H. Hamilton.....August
- Red Rock Country by Donald L. Baars. Reviewed by Larry E. Miller.....August
- Approved Practices in Pasture Management by Malcolm M. McVicker. Reviewed by Paul R. Aldrich.....August
- Wildlife Ecology: An Analytical Approach by Aaron N. Moen. Reviewed by Rodney W. Tulloch.....August

- Farm Field Machinery by Marshall F. Finner. Reviewed by W. Edward Shipley.....September
- Diseases of Crop Plants by J. H. Western. Reviewed by Gary E. Briers.....September
- Russian Agriculture: A Geographical Approach by Leslie Symons. Reviewed by M. Dean Trivette.....September
- How to Write and Use Behavioral Objectives in Vocational Education Programs by Paul E. Hemp. Reviewed by Larry E. Miller.....September
- The Sun's Birthday by John Pearson. Reviewed by Paul R. Aldrich.....September
- Economics of American Agriculture by Walter W. Wilcox, Willard W. Cochran, and Robert W. Herdt. Reviewed by Howard I. Downer.....October
- Principles of Dairy Science by G. H. Schmidt and L. D. Van Vleck. Reviewed by James J. Kastenek.....October
- Anatomy and Physiology of Farm Animals by R. D. Frandson. Reviewed by A. Alan Penn.....December
- Fundamentals of Machine Operation: Agricultural Machinery Safety by Faculty and Staff, Agricultural Engineering Department of Michigan State University. Reviewed by Verlin L. Hart.....January
- Approved Practices in Raising & Handling Horses by Donald E. Ulmer and Elwood M. Juergenson. Reviewed by William H. Adams, Jr.....January
- Law for the Veterinarian and Livestock Owner by H. W. Hannah and Donald F. Storm. Reviewed by Ralph Stuekerjuergen.....January
- Environmental Conservation Education by The Conservation Education Association. Reviewed by Gary Bambauer.....February
- How To Eat Better and Spend Less, A Complete Guide to Vegetable Gardening by Eddy Rice. Reviewed by Roger Engstrom.....February
- Educators Guide to Free Films, edited by Mary Foley Horkheimer and John C. Diffor. Reviewed by David G. Craig.....March
- Agriculture Waste Management: Problems, Processes, and Approaches by Raymond C. Loehr. Reviewed by Virgil Koppes.....March
- Dairy Cattle Breeds by Raymond B. Becker. Reviewed by John Turpin.....March
- World Protein Resources by Allen Jones. Reviewed by Holly K. Emmons.....April
- Fundamentals of Machine Operation: Tractors by Donald E. Borgman, Everette Hainline and Melvin E. Long. Reviewed by Charley J. Jones.....April
- Farm Accounting and Business Analysis by Sidney C. James and Everett Stoneberg. Reviewed by John T. Starling.....May
- Principles of Post-Secondary Vocational Education by Angelo C. Gillie, Sr. Reviewed by William B. Richardson.....May
- The Sugar Cane by A. C. Barnes. Reviewed by Alfred R. Clarke.....May



Index to Volume 47 (July 1974-June 1975)

BOOKS TO BE REVIEWED

Books to be Reviewed, James P. Key.....August, October

CAREER EDUCATION

Career Education in Owatonna Schools, Donald Barber.....December
 Career Education: Which Job for You?, LaVar Godfrey.....December
 Career Education Helps Vo-Ag Get Start in City Schools,
 Jim Knight.....December
 Teaching Agricultural Outdoor Programs in an Urban Setting,
 Charles J. D. Tillman.....January

CURRICULUM DEVELOPMENT

Florida Project Agriculture — Basis for Improving
 Instruction, J. Glenn Morrill.....July

ELEMENTARY PROGRAMS

Agriculture in Elementary School: A Challenge,
 John R. Crunkilton.....January

ENVIRONMENTAL EDUCATION

Natural Resource Education — Problems and Potential,
 Rodney W. Tulloch.....February
 Environmental Protection — Addition or Division?,
 Howard I. Downer.....February
 Education for Work and Leisure, Thomas Marron.....February
 Natural Resources and Environmental Careers in Our
 Vo-Ag Program, Jewell Collier.....February
 Planning a Natural Resource Program for a Local Ag
 Department, Lee Wilnot and Rodney Tulloch.....February
 The Natural Resources Management Option in Virginia,
 Glenn Anderson.....February
 A Paradise for Natural Resource Education,
 Norman J. Sadler.....February
 A Natural Resource Management Program,
 David D. DeJarnette.....February
 Natural Resources in Vo-Ag, Lee Coumbs.....March

EVALUATION

Attaining Performance Objectives in a Meats Unit,
 James LeCureux.....July
 Do Objectives Confuse You?, Harold R. Matteson.....July
 The Role of Program Evaluation in Program Planning,
 Donald E. Elson.....July
 Is Your Vocational Agriculture Program Adequate?,
 James J. Albracht.....July
 Data Collection: A Must for Post-Secondary Education,
 Lawrence H. Erpelding.....July
 Information — A Critical Element in Evaluation and Planning,
 J. Dale Oliver.....July
 A Follow-up of Technical College Graduates, Anthony Kuznik.....July
 Choice of Tests in Evaluation, Jay P. Grimes.....April

GUIDANCE AND COUNSELING

Does Ag Interest Mean Ag Enrollment?, Samuel M. Curtis.....July
 Exploratory Teaching for Ethical Guidance, Larry Miller.....August
 Should I Take French, Physics, or Vocational Agriculture?,
 William Hamilton and Allen Goecker.....October
 Nigerian Agriculture Students Have Poor Image of
 Agriculture, John U. Okorie.....October

HIGH SCHOOL PROGRAMS

An Urban Agriculture Program, Parker V. Foster.....July
 Using Horticulture as Therapy in Public Institutions,
 George Newell and Roy D. Dillon.....August
 An Additional Facility — An FFA Project,
 Mohamad W. Khan.....September
 A Strategy for Establishing a School-based Job
 Placement Program, Jimmy G. Cheek.....September
 Horticulture at Deming, Washington, Grace Munte.....October
 Agricultural Education and OSHA, Ronald A. Brown.....October
 Vocational Horticulture in Cleveland After Thirteen Years,
 Peter J. Wotowiec.....January
 Agriculture Comes to the City, Boyce Miller.....January
 Horticulture and the FFA, Clifford L. Nelson.....January
 Agriculture-Horticulture Programs in Virginia Beach,
 Elgia L. Easter.....January

INDEX

Index to Volume 46 (July 1973-June 1974).....August

INTERNATIONAL AGRICULTURE

The Neglect of Vocational Agriculture in Eastern Nigeria,
 John U. Okorie.....February

LEADERSHIP

An Extra Dimension, Benton K. Bristol.....September

MANPOWER NEEDS — EMPLOYMENT OPPORTUNITIES

Using Occupational by Industry Census Data in Program
 Planning, Glenn Z. Stevens.....July

PHILOSOPHY AND OBJECTIVES

Whose Needs?, Martin B. McMillion.....July
 Agribusiness Definition Challenged, Martin B. McMillion.....August
 Who's Piloting the Ship?, Earl H. Knebel.....August
 Teacher Educator Advisory Council Members Selected
 at Random — A Success Story, Alfred H. Krebs.....July
 Teaching for Change in Attitude, David L. Howell.....November

POLICY AND PROGRAM DEVELOPMENT

Organized Planning: A Model, Clayton P. Omvig and
 Steven J. Gyuro.....July
 Governance System of Spoon River College,
 Carl J. McCausland.....September
 A Little Forethought is Needed, J. C. Atherton.....March

POST-SECONDARY PROGRAMS

Agriculture and Associate Degree Programs,
 LaVern A. Freeh.....November
 The Concept of Technical Education in Agriculture,
 Harlan Hasslen.....March

PROFESSIONAL

Unifying the Newer Segments of the Profession,
 Martin B. McMillion.....November
 What Professional Organization Should I Join?,
 Cayce Scarborough.....November
 A Young Teacher's Views on Professionalism, Joe B. Hall
 and Curtis Overcash.....November
 A Survey of Salaries and Working Conditions of
 Ag Teachers in the United States, Gary D. Hill and
 James P. Key.....November
 Performance Objectives for Agriculture Teachers,
 Rick Zimmerman and Mike Nordstrom.....November
 Our Goose Is Not Cooked, Donald B. Locke.....November
 Membership in NVATA — Asset or Liability, Sam Stenzel.....November
 Teacher Becomes Believer in Supervision, Warren M. Green.....November
 Why Teachers Quit, Keith E. Mattox.....December
 Virgil Telfer's Career Benefits Three Generations,
 reprinted from *The Hoosier Farmer*, August 1974.....March

PROGRAMS FOR PERSONS WITH SPECIAL NEEDS

Time for the Unconcerned, J. C. Atherton.....October
 The Case for Students with Special Needs,
 Samuel M. Curtis.....May
 Serving Disadvantaged and Handicapped — Not New,
 J. C. Barrett.....May
 Teaching the Disadvantaged and Handicapped,
 William Woehler.....May
 Working with the Handicapped, Robert Cicchetti.....May
 Mainstreaming Disadvantaged and Handicapped Students,
 Frank Bobbitt.....May
 Handicapped and the Law, James H. Daniels and
 Robert W. Walker.....May
 Teaching Vocational Agriculture on the Pagogo Indian
 Reservation, Harley A. Cox.....May
 Vocational Horticulture at the Ohio School for the Deaf,
 L. H. Newcomb and Jim Heilman.....May
 Psychosocial Environmental Influences on Programs for
 Low Income Urban Youth, J. John Harris III and
 Susan E. Perkins.....May
 Teaching the Culturally Different, Clifford G. Hansen.....May
 School-Operated Factory for the Disadvantaged,
 Chester Gauper.....May
 Horticulture for the Mentally Handicapped,
 Samuel D. Allen.....June

PUBLIC RELATIONS

Planning and Alumni Support Contributed to FFA Chapter
 Success, Sam Taylor.....August
 An American Farmer Success Story, Don Weston and
 Charles Knight.....October
 Community Involvement: A Must, R. G. Hansen.....November
 Aggies, the PR Wizards, Martin B. McMillion.....April
 Tell the Story, Don N. McDowell.....April
 Creative Imagery—Useful But Not Necessary, Jim R. Turnbough.....April
 Developing a Public Relations Program, David K. Mellor.....April
 Recruitment Requires an Informed Public, Leon Boucher.....April
 First, Have Something to Publicize, William P. Power.....April
 Publicize American Farmers, J. C. Simmons.....April
 Principles of Public Relations, James P. Clouse.....April
 Reaching Your Public, Alfred J. Mannebach and
 Barbara V. Lownds.....April
 Tips on Writing News Articles, Shannon White.....April

RESEARCH

Full-Year Internship vs Fifth Year Program,
 Robert J. Winterbourne.....August
 Horticultural Mechanics Competencies, W. Edward Shipley and
 Paul E. Hemp.....August
 Study Plus Employment Equals Higher Earnings,
 George W. Forgey.....October
 Principals' Perceptions of the Vocational Agriculture Program,
 Jack L. Brimm and John Cooper.....November
 Nigeria: Factors Affecting Secondary School Agricultural
 Science Teachers, John U. Okorie.....November
 Environmental Factors Influence Instruction,
 Winfrey Clark and Forrest Bear.....January
 Important Competencies in Agricultural Resource Workers,
 Douglas Bishop and Max L. Amberson.....February
 Additional Competency Development: A Challenge for Teacher
 Education, James F. Shill and Herbert M. Handley.....March
 Curricular Interests of Disadvantaged and Non-Disadvantaged
 James Albracht.....May

SCHOOL-COMMUNITY RELATIONS

The Vo-Ag Department — A Viable Force in Community
 Development, George M. Dunsmore.....November
 Community Resources Can Be Teacher Helpers,
 David W. Williams.....March
 Resource Persons—Opportunity and Challenge,
 Maynard J. Iverson.....March
 Community Relations—A Tool in Your Program's Success,
 Scott Redington.....April
 Using Horticultural Resources in Washington, D.C.,
 Lynda A. Walker.....June

STUDENT ORGANIZATIONS

Successful FFA Banquets, Glenn Petrick and John F. Thompson.....August
 Citrus—The Money Fruit, J. Richard Franklin.....September

SUMMER PROGRAMS

Summer Programs, Herbert Schumann.....March
 Extended Service—Forgive Us for We Know Not What
 They Do, Gilbert Guiler.....June

SUPERVISED OCCUPATIONAL EXPERIENCE

Vo-Ag and Loans From the Bank, A. Terry Steed.....November
 The School Farm in 1975, Martin B. McMillion.....January
 Agricultural Career Education in the City of New York,
 George Chrein.....January
 Vocational Agricultural Brightens Future of Big City Students,
 William E. Denshaw.....January
 Effective Occupational Experiences for Students Enhance
 Learning, J. David McCracken.....February

TEACHER EDUCATION

Evaluation of Beginning Agricultural Education Teachers,
 Keith E. Fiscus.....July
 So That's What Teacher Educators Do!, Elmer L. Cooper.....August
 Remember Your Student Teaching? Larry Rost.....August
 A Seminar for Cooperating Teachers in Kansas,
 Howard R. Bradley.....September
 Operation ROVAT, Bill Richardson and Larry Rost.....November
 Internships in Nonfarm Agriculture for Prospective Teachers,
 Charles W. Smith.....February
 An Adequate Curriculum in Preparing Teachers of Vo-Ag
 Has Many Features, Ralph E. Bender and L. H. Newcomb.....April

TEACHING METHODS AND TECHNOLOGY

Teaching Aids and Teacher Aides, Martin B. McMillion.....October
 Personalized Occupational Education, Gayle W. Wright.....October
 Increased Learning: The Goal of Instructional Technology,
 Jasper S. Lee.....October
 Tape That Expert, Jeffrey Owings.....October
 Learning Resources Center—Instructional Support for Faculty,
 Jack Lindner.....October
 Extend Your School to the Community and the University,
 Clifford L. Nelson and A. J. Klavon.....October
 Mastery Learning: Fact or Fiction?, Raymond Garner.....December
 Improving Teaching and Learning, L. H. Newcomb.....December
 The Forgotten Interest Approach, Gary E. Moore.....December
 Improving Introductory Instruction, Nathan Moore and
 Chester Crandell.....December
 Teaching for a Change in Attitude: Values Clarification,
 William B. Dreischmeier.....December
 Agricultural Mechanics Teaching Simplified, David R. Grim.....December
 Improving Learning Through FFA Awards Program,
 Robert A. Seefelt.....December
 A Model for Expanding Areas of Learning,
 Alfred J. Mannebach.....December
 Improving Teaching Skills, Douglas Bishop.....December
 Motivating Students Who Are Learning Manipulative Skills,
 Dwight Kindschy.....December
 Really Teaching Vo-Ag, Shubel D. Owen.....December
 Integrating Community Development with Innovative Teaching,
 George E. Emmerich.....January
 Use Enrolled Resource Persons, Martin B. McMillion.....March
 Selecting Teaching Methods and Materials, Arthur L. Berkey.....March
 Utilizing New Audiovisual Resources, Glen Miller.....March
 Using the Total Agricultural Resources of the Community
 in Teaching, Harold Binkley.....March
 The Library—An Ag Teaching Resource, Linda Phillips.....March
 Single-Concept Sound Films Reinforce Learning Skills,
 Clinton Jacobs.....March
 Suggestions for Teaching Disadvantaged and Handicapped,
 Willie J. Walls.....May

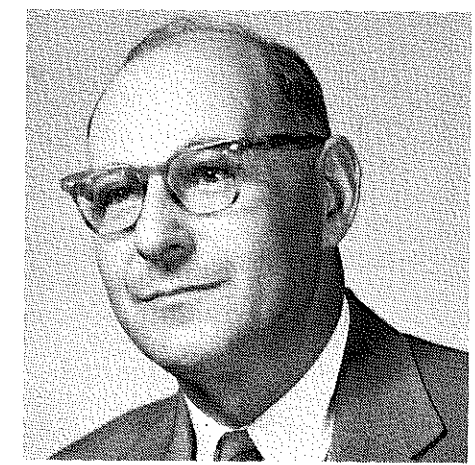
WOMEN AND VO-AG

Opinions of Texas Vocational Directors on Employing Women
 Vo-Ag Teachers, Herman D. Brown.....August
 Women and Vocational Agriculture, Martin B. McMillion.....June
 Women — The Untapped Resource, Elissa Walters.....June
 Why So Few? Don Knotts and Rose Knotts.....June
 Vocational Agriculture Programs—Emphasis on Female
 Interests, Charles Curry.....June
 Should We Encourage Women to Enter Ag. Ed.?,
 Carl L. Reynolds and Robert L. Walker.....June
 Some Myths About Women Agriculture Teachers, Ted Gregg,
 Dennis Hampton, and E. M. Juergenson.....June
 Women in Agriculture in a Two-year College, Anthony Kuznik.....June
 Don't Exclude Women from Ag. Teaching, Mary L. Stapper.....June
 Overcoming Prejudices, Jo Ellen Seaman.....June
 Women and Agriculture—A Two-year College Student's View,
 Pat Gorman.....June
 Court in Session, Louise Worm and Gail Sanders.....June
 Inspiration's the Solution, Debora Kren.....June
 Women in Urban Agribusiness, Don C. Leibelt.....June

AUTHOR INDEX

Adams, William H. Jr.	167	Garner, Raymond	123	Moore, Nathan	128
Albracht, James J.	11, 254	Gauper, Chester	260	Morrill, J. Glenn	20
Aldrich, Paul R.	47, 71	Godfrey, LaVar	134	Muenste, Grace	90
Allen, Samuel D.	287	Goecker, Allan	84	Nelson, Clifford L.	80, 156
Amberson, Max L.	179	Gorman, Pat	280	Nelson, Curtis L.	57
Anderson, Glenn	178	Green, Warren M.	110	Newcomb, L. H.	125, 236, 253
Atherton, J. C.	65, 87, 159, 202	Gregg, Ted	273	Newell, George	33
Bambauer, Gary	191	Grim, David R.	130	Nordstrom, Mike	105
Barber, Donald	133	Grimes, Jay P.	233	Okorie, John U.	86, 114, 188
Barrett, J. C.	244	Guiler, Gilbert	286	Oliver, J. Dale	15
Bear, Forrest	164	Gyuro, Steven S.	5	Omrig, Clayton P.	5
Bender, Ralph E.	236	Hahn, Marlyn	55	Overcash, Curtis	101
Berkey, Arthur L.	199	Hall, Joe B.	101	Owens, Shubel D.	142
Berg, Jerry W.	66	Hamilton, William H.	47, 84	Owings, Jeffrey	78
Binkley, Harold	203, 258	Hampton, Dennis	273	Penn, Alan A.	143
Bishop, Douglas	137, 179	Handley, Herbert M.	212	Perkins, Susan E.	256
Bobbitt, Frank	250	Hansen, Clifford G.	257	Peterson, Paul	190
Boucher, Leon	225	Hansen, R. G.	106	Petrick, Glenn	42
Bradley, Howard R.	69	Harris, J. John III	256	Pew, James F.	53
Briers, Gary E.	71	Hart, Verlin L.	167	Phillips, Linda	205
Brimm, Jack L.	104	Hasslen, Harlan	210	Power, William P.	226
Bristol, Benton K.	59	Heilman, Jim	253	Redington, Scott	228
Brown, Herman D.	36	Hemp, Paul E.	44	Reynolds, Carl L.	272
Brown, Raymond	221	Hill, Gary D.	103	Richardson, Bill	107, 263
Brown, Ronald A.	89	Howell, David L.	111	Rogers, Richard	47
Bundy, Clarence	234	Hubka, George A.	16	Rost, Larry	41, 107
Cain, Guy E.	85	Ingvalson, Ken	57	Sadler, Norman J.	181
Cheek, Jimmy G.	63	Iverson, Gerald	56	Sanders, Gail	281
Chrein, George	149	Iverson, Maynard J.	197	Scarborough, Cayce	99
Cicchetti, Robert	247	Jacobs, Clinton O.	81, 207	Schumann, Herbert	214
Clark, Winfrey	164	Jones, Charley J.	239	Seaman, Jo Ellen	279
Clarke, Alfred R.	263	Juergenson, E. M.	273	Seefeldt, Robert A.	131
Clouse, James P.	229	Kahn, Mohamad W.	62	Shenk, Daniel A.	54
Colliver, Jewell	175	Kastanek, James J.	95	Shill, James F.	212
Cooper, Elmer L.	35	Key, James	46, 95, 103	Shiple, W. Edward	44, 71
Cooper, John	104	Kindschy, Dwight	139	Simmons, J. C.	65, 227
Coumbs, Lee	209	Klavon, A. J.	80	Smith, Charles W.	186
Cox, Harley A.	252	Knebel, Earl H.	27	Stapper, Mary L.	277
Craig, David G.	215	Knight, Charles	94	Starling, John T.	263
Crandell, Chester	128	Knight, Jim	135	Steed, A. Terry	118
Crankilton, John R.	162	Knotts, Don	269	Stenzel, Sam	108
Curry, Charles	270	Knotts, Rose	269	Stevens, Glenn Z.	3
Curtis, Samuel M.	18, 243	Koppes, Virgil	215	Stuekerjuergen, Ralph	167
Daniels, James H.	251	Krebs, Alfred H.	30	Taylor, Sam	43
DeJarnette, David D.	184	Kren, Debora	284	Thompson, John F.	42
Densham, William E.	151	Kuznik, Anthony	17, 275	Tillman, Charles J. D.	160
Dilgard, Donald D.	68	LeCureux, James	7	Trivette, M. Dean	71
Dillon, Roy D.	33	Lee, Jasper S.	77, 168, 192, 216, 221, 240, 264, 288	Tulloch, Rodney W.	47, 171, 176
Dougan, James	283	Leibelt, Don C.	285	Turnbough, Jim R.	223
Douglas, Richard	24, 48, 72, 96, 120	Lindner, Jack	79	Turpin, John	215
Downer, Howard I.	95, 172	Locke, Donald B.	113	Utech, Allan L.	51
Downs, Elvin	235	Lownds, Barbara V.	230	Walker, Lynda	278
Dreischmeier, William B.	129	Mannebach, Alfred J.	132, 230	Walker, Robert W.	251, 272
Dunsmore, George M.	112	Matteson, Harold R.	9	Walls, Willie J.	261
Easter, Elgia L.	157	Mattox, Keith E.	140	Walters, Elissa	267
Elson, Donald E.	10	Marron, Thomas	173	Weston, Don	94
Emmerich, George E.	161	Mellor, David K.	224	Whitaker, James H.	83
Emmons, Holly K.	239	McCausland, Carl J.	60	White, Shannon	232
Engstrom, Roger	191	McCracken, J. David	182	Williams, David W.	195
Erpelding, Lawrence H.	13	McDowell, Don N.	219	Wilmot, Lee	176
Fiscus, Keith E.	22	McMillion, Martin B.	3, 27, 51, 75, 99, 144, 147, 195, 219, 267	Winterbourne, Robert J.	29
Fontaine, Cletus	248	Miller, Boyce	154	Woehler, William	245
Forgey, George W.	92	Miller, Glen	201	Worm, Louise	281
Foster, Parker V.	12	Miller, Larry	32, 47, 71	Wotowiec, Peter J.	153
Franklin, J. Richard	70	Moore, Gary E.	127	Wright, Gayle W.	75
Freeh, LaVern A.	116			Zimmerman, Rick	105

Determining the Curriculum— Universal Solution



Frederick J. Perlstein
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Let us presume that you have to write a curriculum for a vo-ag program of out-of-school groups. There is really no one suitable pattern you may follow. You have to go by the interests of the group because out-of-school groups are willing to learn *only* what they want to learn. Replace the administrative rigidity with more genuine communication between teacher and student. No one-way transmission of instruction will work. Consider yourself a center of inquiry.

Four distinct situations where a completely different approach to curriculum development had to be taken are described below.

1. A long time ago, from 1924 to 1933, I taught horticultural apprentices sent into the vocational technical school in Dortmund, Westfalia, Germany. Boys and girls who preferred a trade to a college education left school at the age of fourteen and became apprentices with a state recognized electrician, carpenter, plumber or horticultural grower. The law required them to attend vocational school twice a week for the duration of their apprenticeship. Over the decades the curriculum was revised from time to time. The teachers held an academic master's degree and most were well trained to teach. Student discipline and morale was good and there was rarely a problem of any magnitude.

In 1933, when the cruel and brutal Hitler regime destroyed an independent and rather efficient school system and made it a tool of racial Hitler tyranny, the Nazis denied "non-Aryans," i.e. most Jewish children and adults an education. They expelled them from the federal school system. In response, the German-Jewish congregations immediately established pri-

vate schools for children age six to fourteen. For older teenagers and young men and women agricultural training centers were established mostly on larger farms throughout Germany. Training in farm work qualified these groups to obtain an emigration visa to a foreign country willing to accept them as farmers and farm workers.

In setting up a curriculum for these groups, I had to take into consideration that these groups must emigrate after a year's training. As their destination after this time was unknown there was a problem. Should they be trained for the Scandinavian countries, for the Near East or for Latin America? What should be the substance of the curriculum as farming towards the North-pole drastically differs from farming towards the tropical areas?

Most important was to make them live agriculture as a "style of life." I emphasized manual skills: digging, plowing, planting, pruning, wood cutting, hand-milking, etc. The girls and some boys were trained in cooking, baking bread, and other home domestic activities. There were classes every night and Saturdays. Besides cultural subjects (to lift their spirits above Hitler's horrors), they were taught fundamentals in soil science, plant growing, plant cultures, etc. It proved later on that it was beneficial that they learned how to do these things. I went on short trips to foreign countries to acquaint myself with their type of agriculture. If they used specific hand tools, I took them back to the groups and had them work with them. An example is a type of heavy hoe used for irrigation ditches in orange plantations.

2. In the Spring of 1939 I came to the U.S.A. and worked as a plant breeder for nine months. Then once

again I was back in agricultural education. My assignment was to build an agricultural settlement in the Dominican Republic for thousands of European refugees arriving from various European countries. They were uprooted people from all walks of life; very few of them had worked the soil in Europe. I was confronted again with establishing a specific curriculum. The motto for these first groups of colonists had to be "Learning by Doing!" In spite of the fact that initially they had nowhere else to go, it was still quite a task to instruct mostly non-farmers about sub-tropical soil, different climate, growing tropical vegetables and fruits and keeping cows, horses and chickens. All this I had to do in an environment strange to both them and me.

The immigrants were mostly rugged individuals and every family's goal was to have a house for themselves. I choose the type of house the U.S. government had built in the Panama Zone as it was most suitable for the Dominican Republic. The colonists participated in the construction of their homes. Every family got enough land and animals for sustenance; but for income, I started commercial plantations. The settlers were paid by the hours they put into their cooperative enterprises. Of course, one of the first buildings was a schoolhouse with a community center. Teaching started with instructions on "Cooperatives" and how to live properly in a sub-tropical climate.

3. Returning to the U.S.A. in 1940, I settled on a farm in South Jersey and soon became affiliated with the giant

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farm operation of Seabrook Farms. I was mainly in charge of field inspection and pest control on 42,000 acres of vegetables. My vocational teaching there might instead be called "programming" of field workers and other employees. This "programming" improved their skills and efficiency in performing their particular tasks. For instance the group working with six duster planes and some groundsprayers had to be taught safety in handling pesticides. The tractor drivers of 103 tractors had to be instructed in maintenance of farm machinery and mechanics and the men in the field had to be shown the best cultural practices and skilled in timely and efficient harvesting routines.

4. My last nineteen years of vocational agriculture teaching was with the adult program of the Atlantic County Vocational School in Southern New Jersey. I held classes once a week for ten to fourteen weeks during the winter season followed by field instruction and visitations during the growing season. The regular farm visits and personal instructions in the field was an integral part of successful classroom teaching of farm production. They determined the topics for the series of weekly sessions for the following winter season.

Attendance was always good and grew with the years. I never sat before empty benches. My last course in commercial vegetable production was attended by fifty-nine active vegetable growers. This helps prove that rapid changes in agricultural production as a result of technological developments necessitate a greater interdependency between vo-ag education and the world of work.

In curriculum development for vo-ag adult classes, I have successfully applied the concepts of Dr. C. G. Larson of

Utah State University. Masterly defined in his research about adult learners and the teaching-learning process in adults, he feels *adult motivation* is primarily based on factors such as the need to do a better job, the need to upgrade job skills and the need for fulfillment of personal capacities. Looking at the *modifications of attitudes*, Dr. Larson points out that since adult learning is based on past experiences, they learn faster and more than children. However, the higher anxiety level, as their adult dignity might be at stake, requires a non-competitive atmosphere. In Dr. Larson's words, "Teachers who add stress through demands on competition may be defeating their own purpose."

Furthermore, the research mentions that adults slow down in reaction time as they mature. They may also have some physical handicaps like impaired hearing, heart diseases or hypertension. Problems in unlearning improper methods and restructuring some of their values under supporting instruction have also been found by Dr. Larson's research. Thus, the observation that "adults work best in cooperative, non-competitive and non-evaluative settings" has been clarified. All this is quite important to remember when dealing with out-of-school groups.

I have found in my experience it is quite important that topics be inter-related when teaching out-of-school groups. Farm activities and the vo-ag instructions should deal with topical and useful subjects. Sensitive awareness of new events facing the farmers is crucial, and they should be dealt with immediately in the classroom. Examples of such events follow:

In 1963, *Silent Spring* by Rachael Carson was released and aroused the general public's concern with the en-

vironment and food problems. Her challenge had to be met and dealt with. In 1964 it was the new Farm Assessment Act. In 1965 farmers had to file an affidavit with the N.J. Division of Water Policy & Supply in Trenton, N.J. This called for farmer's instruction on the purpose, values and water rights found in N.J. Water Laws 181 & 375. In June 1970, fields in our area were seriously damaged by air pollution. Topics like "Air Pollution Damage and Their Legal Implications," "Distinguishing Air Pollution from Plant Diseases," etc. or "Pesticide Application Damage," had to be presented. In October 1972, the new pesticide law was enacted requiring a lot of instructions. "The Government Regulation of Pesticide Safety," the "LD 50" and "The Do's and Don'ts" were all topics presented in the classroom. Then came the impact of former President Nixon's "price control," the fertilizer scarcity and price increases, and many other topics affecting the grower's farm operations.

All over our daily papers and magazines we read about the "Success Story" of American Agriculture, and rightfully so. It is based on advanced technology and resourceful flexibility of the American farmer. But, very rarely do you read of the important part of the vo-ag teacher, who is teaching the know-how and is protecting the farmers against failure and misdirection in an ever faster moving world. It is true that most of the American people have come to the conclusion that a few years of education confined only to youth is not enough. But I like to see the fact mentioned a little more that our service to out-of-school groups is greatly interrelated and inseparable with the American Success Story in Agriculture.

CONTINUED ADULT PROGRAM — ZERO TO 160

newspapers, and personal contact to announce future meetings and topics. In addition, use the same media for follow-up of special events.

(6) Have refreshments after each meeting. Adults enjoy the chance to eat and visit with each other after the class has adjourned. Some recreation may be desired.

(7) Include the spouses of the members in as many activities as possible.

Perhaps the local FHA or FFA chapter could provide baby sitting service during the meetings. Have at least one family night or other kind of family activity each year.

(8) Don't hesitate to use businesses or companies as resources and sources of food or refreshments. The largest adult meeting ever held at Peebles was one at which a seed company presented a complete dinner following a class on

the subject of basic agronomy. However, *do not* permit extensive advertising by dealers or resource people. It kills the class and will destroy the effectiveness of the session.

(9) Be certain the resource persons are qualified and capable of presenting a class that is meaningful. As the coordinator, the vo-ag instructor should always be prepared to ask questions that
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research data from adults and agricultural businesses in the community.

2. Receive administrative approval to conduct adult programs. This would involve making arrangements to use facilities and equipment, obtaining custodial service, and making agreements relative to the time and expense involved with teaching and supervising adults.
3. Complete the necessary applications, forms, and records necessary for organizing and conducting an adult program. These reports probably would be required by local and state supervisors.
4. Select and work with course committees to plan individual courses. This would require select jobs or units to teach based upon the needs of the adults to be enrolled, establishing course objectives, setting up enrollment procedures, and determining the cost for enrollees.
5. Enlist persons to enroll in the different courses. This responsibility could be shared with the course committee.
6. Schedule classes by arranging for the date, time, and place.

7. Arrange for instructors and resource persons. In some instances the vocational agriculture teacher may be the principal instructor for the class. In others, the teacher may be the coordinator where special instructors are contracted to teach classes.
8. Publicize the adult program. This would consist of announcing the date, time, class to be offered at a specific place, cost, and the enrollment procedure. Radio, newspapers, TV, circulars, letters, personal contacts, and other forms of media could be used in publicizing adult classes.
9. Prepare or review teaching plans used in giving instruction.
10. Make orientation and supervisory visits to enrollees to learn of the situation, employment needs, results of the instruction being given, and to help with problems being encountered.
11. Plan supplementary classroom teaching activities to furnish additional experiences. This could consist of field trips, use of resource persons, instructional materials, individualized instruction, or others.
12. Evaluate the program and indi-

vidual courses or activities.

Conclusion

There is a need for adult education in agriculture. Conducting an effective adult program involves many activities. If the adult program is to be a part of the total vocational agriculture program, the vocational agriculture teacher must assume some degree of responsibility for these activities. If the adult program is conducted by someone not affiliated with vocational agriculture, it would be to the advantage of those concerned to utilize the expertise of the vocational agriculture teacher to see that the necessary activities are effectively conducted. The vocational agriculture teacher has a very important role in seeing that an adult program is conducted for those with needs in the broad field of agriculture. Whether we can produce, process, and distribute food for the ever-increasing population of the world may depend upon how well we can keep those engaged in farming and performing other occupations in agriculture informed about the changes and technological advancements in agriculture. Adult education is our last resort to reach most of those engaged in such a strategic endeavor.

CONTINUED ADULT PROGRAMS — ZERO TO 160

will stimulate good discussion at the proper time. Quite often a mediocre speaker has been saved by a few pertinent questions asked by the teacher on behalf of the group. Encourage group discussion to get everyone involved. People like to go away from a class with a feeling that they have personally received something useful.

(10) Plan effective field trips to places of interest for the members. Tours of the Ohio State Farm Science Review, the Select Sires A.I. facilities, a meat processing plant, a tobacco processing plant, and various modern farms have been excellent supplements to the Peebles program.

(11) Take the program to the people. Do not hesitate to present a class to a garden club, Lions Club, Rotary Club, or other community group. It is an effective means of educating people who would possibly never be reached by the school in any other way. It is

also an effective public relations tool for the vo-ag department. Classes on the importance of agriculture, meat and food products pricing, garden mulching and fertility, etc. have proven to be excellent topics.

(12) Do not hesitate to use your local FFA members. They can help with contests, field trips, and other aspects of the adult program. Both parties benefit.

(13) Be sure to develop some kind of competitive event for the adults, especially if you have a YF chapter. An annual crop show, a crop yield contest for corn, soybeans, and wheat, and other special contests have stimulated extensive interest at Peebles. However, be sure to develop a complete list of rules before each event to prevent any problems. Adults have a need to participate in competition and such activity can be used effectively if properly administered.

(14) Be certain to provide adequate personal contact at the members' homes as part of the adult program follow-up. It is essential that the adults feel you are personally interested in their activity, and on-farm visitation is the most effective means of showing you care. A follow-up of the classroom teaching can be the most valuable part of the entire program if properly conducted.

These points can help you develop a productive program of adult education in agriculture. The most important person, however, is the vocational agriculture instructor. The program will be as effective as the instructor makes it. Determination and a feeling of desire to be of service will make the program grow. The reward is a feeling of accomplishment and knowledge that the vocational agriculture department has served the community well.

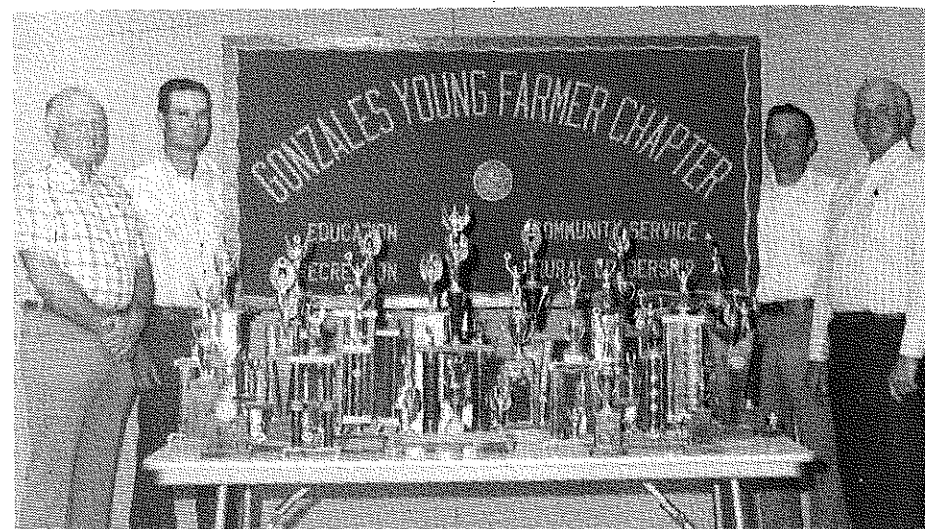
The Activities of a YF Chapter

Pat Kelly and John Floyd
Local Advisors
Gonzales, Texas YF Chapter

As the community of Gonzales anticipates its most significant historical celebration to date, its Sesquicentennial, one of its most vital and active organizations, The Gonzales Young Farmer Chapter, will mark its 20th anniversary. This organization is fortunate to have several unique features which have contributed to its success through the years.

Interest and support of the Gonzales Chapter have been, and continue to be, nurtured by our agrarian community of almost 7,000. Membership rose to 123 in 1974, with 115 members having paid already this year. Gonzaleans have been warmly endorsed at the state level, having had a state officer for eight years and a state president two years. State officers in Texas are elected to serve a two-year term, and they are eligible to become state president during the second year. We also have had an area Young Farmer officer every year, four being area presidents. Our members range in age from twenty to seventy. Only members less than 35 years of age can hold office, which is in keeping with the rules that are set up in the Texas YF Constitution. Dues are \$5.00 per year.

Our chapter has also been very active in the National Young Farmer Institute. Calvin Baker, past state president, was general chairman of the second Institute that met in Dallas in 1968. He has attended all but one Institute which was missed because of family illness. Baker has been instrumental in setting up a local fund to help pay expenses of members to the National YF Institute. This year eight members and their wives attended the Institute, with the Chapter providing \$300.00 expense money. The same amount of money has already been set aside for the 1976 Institute. Sixteen members and wives attended the State Young Farmer Convention in Fort Worth this year, and 20 members and wives at-



Calvin Baker, past State President; J. B. Lester and Buddy Lester, past State officers; and James Knadel, past State President, look over some of the trophies the Gonzales Young Farmer Chapter has received in their 20 years of operation.

tended the Area Young Farmer Convention.

Throughout its history, the Young Farmer Chapter has received staunch support from the Gonzales Independent School District Board and its administrators. We are allotted funds to pay expenses for five programs each year. These monies include \$18.00 per diem and 16¢ per mile. Superintendent Fred A. Havel, Jr. said, in endorsing the Young Farmer Chapter, "The Board of Trustees and Administration of Gonzales Independent School District give strong support to the vocational agriculture program because of its importance to our agricultural economy."

Other major supporters of our activities are the Gonzales Bank and the First National Bank. The Gonzales Bank pays all expenses at our awards barbecue in the summer, while the First National Bank of Gonzales provides our FFA Father-Son/Daughter Awards Banquet in the spring. They have both readily provided us these luxuries for many years.

Variety in program planning has been one of the keys to our successful operation. The programs are planned a year in advance, soon after the new officers take office in September. At an officer's meeting, topics for each month are selected and a member is put in charge of that program. Since this member knows well in advance of his responsibility, we enjoy exceptionally interesting programs. We confirm the program with the speaker prior to the meeting and make arrangements for any audiovisual equipment needed. We've never failed to have a program at each meeting in our 20-year history, and we feel that, in itself, is unique.

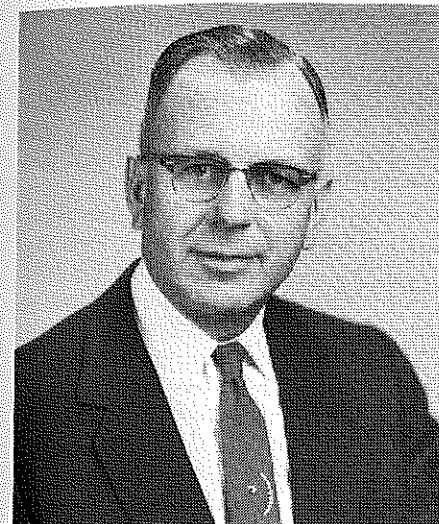
In our program planning for the year, we try to include special projects and short courses which we deem beneficial to our membership. Last summer we sponsored two evening classes in beef cattle pregnancy testing. The first night we had a lecture and demonstration with reproductive tracts obtained from a local slaughtering plant. The second night, we worked with

(Concluded on page 46)

Leader in Agricultural Education:

A. WEBSTER TENNEY

By H. N. Hunsicker*



"An idea man," "an engaging conversationalist," "enthusiastic," "liked people and got them involved," "great promoter," "an effective administrator." According to his friends and associates these were just a few of the traits that distinguished Dr. A. Webster (Web) Tenney in his career as a leader in vocational agriculture education and the FFA.

Born at Ten Mile, West Virginia, Dr. Tenney attended public schools in Buckhannon, West Virginia, then moved to Florida where he received a B.S. Degree in Agricultural Education from the University of Florida. In 1933 he received an M.S. Degree at The Ohio State University. Later he studied at Cornell and finally received his Doctor of Education Degree from New York University in 1951.

Although his first teaching job was as an elementary school teacher at Leonard Run, West Virginia, Tenney soon returned to agriculture. In 1930 he moved to Florida where he married Ruth Cox of Lakeland and accepted a position in the vocational agriculture department at Plant City, Florida. After two years in Plant City, the Tenneys moved to DeLand, Florida, where he taught vocational agriculture for two additional years.

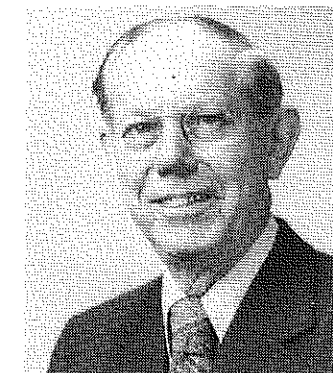
Experience and success as a vocational agriculture teacher led to a position as a Professor of Agricultural Education at the University of Florida in Gainesville. After two years there, Tenney joined the State Agricultural Education Staff and moved to Tallahassee.

But the move that was to have the most impact on vocational agriculture and the FFA was one he made in 1943 when he accepted a position as Program Specialist in Agricultural Education in the U.S. Office of Education. With that position Tenney also became Executive Secretary of the Future Farmers of America — a position he held until 1957.

The period 1943-1957 was one of growth and change for the FFA and Webster Tenney left his mark on many of the innovations that developed over the 14-year period. In addition to helping establish the successful FFA Supply Service, Dr. Tenney was instrumental in organizing and implementing The National FFA Foundation, and *The National FUTURE FARMER Magazine*. Even today the National FFA Convention bears the imprint of many innovative ideas implemented by Dr. Tenney in the 1940's and 50's.

The following is a partial list of achievements that had the most significant impact on the FFA organization:

- Organized the Future Farmers Supply Service.
- Helped revitalize and expand the national FFA program.
- Reorganized the national convention and added pageants, national band and chorus, and expanded



Neville Hunsicker

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member participation in the convention.

- Expanded greatly the use of national FFA officers.
- Developed a relationship program with business and industry for FFA by launching an annual "Good Will Tour" by national officers.
- Assisted Dr. W. T. Spanton, the National FFA Advisor, in organizing the National FFA Foundation.
- Assisted in obtaining a Federal Charter for the FFA in 1950.
- Helped plan, promote and launch *The National FUTURE FARMER Magazine*. Wrote two issues of "Future Farmers In Action" which were forerunners of the National FFA Magazine.
- Promoted successfully the participation of the FFA in international affairs. Launched first exchange program with Young Farmers of Great Britain and with Future Farmers of Japan. Coordinated the FFA Peace Corps Project in West Pakistan and cooperated with similar youth programs in many other nations.
- Provided national leadership in the merging of the New Farmers of America (NFA) into the Future Farmers of America.
- Provided national leadership in the broadening of agricultural education programs. Obtained the cooperation of the president of AVA in appointing a national committee to modernize the "Objectives of Agricultural Education" to serve the entire field of agriculture.
- Wrote two books on FFA, "Programs for Future Farmer Chapter Meetings" and "Practical Activities for the FFA." Served as co-author of "Methods in Teaching in Vocational Agriculture" which

(Concluded on page 47)

NATIONAL AG ED ADVISORY COMMITTEE

Gerald R. Fuller
Secretary to the Committee
National Ag. Ed. Adv. Committee
and Vermont Teacher Educator

A committee composed of representatives of twenty-three key segments of agriculture plus the major sectors of Agricultural Education makes up the National Advisory Committee to the Agricultural Education Division of the American Vocational Association, chaired by Dr. Walter Jacoby. This National Advisory Committee is focusing its attention on the total breadth of Agricultural Education in the United States. In its consulting capacity to the Agricultural Education Division of AVA, the committee has a direct link with teachers, supervisors, teacher educators, the FFA, the Young Farmer Education Institute, and the American Vocational Association. Through its consulting role, the committee also has an outreach to the United States Congress and the U.S. Office of Education.

STATUS OF AGRICULTURAL EDUCATION

Today may be a far more significant time for Agricultural Education than we realize, as indicated from the minutes of the committee meetings. The entire field of agriculture has become a significant and respected part of the national and world economy. As stated by Donald N. McDowell,¹ "This is a Golden Age, a new era, a prime time for agriculture. But, are we ready?"

Enrollment in Agricultural Education in high schools is increasing. Membership in the FFA is expanding. Enrollment in post-secondary and collegiate level agricultural programs is moving upward. Even though these statistics are positive indicators of strength, Agricultural Education faces many serious problems.

A number of challenges to the health and welfare of Agricultural Education have been identified during committee

¹Donald N. McDowell is the Executive Director of the National FFA Foundation Sponsoring Committee, and a member of the National Advisory Council on Vocational Education.

discussions. Among the problems most frequently mentioned were:

1. the attitude within sectors of our society toward Agricultural Education. Attention should be given to developing more positive attitudes within (a) the total educational establishment at the local, state and national levels, and (b) the public in general.
2. adequate funding for Agricultural Education. Special attention needs to be given to the development of the forthcoming Federal vocational education legislation to assure that adequate funding of essential aspects of Agricultural Education will occur at all levels.
3. inadequate supply of qualified teachers. Both the preparation of adequate numbers of well qualified teachers of agriculture, and their retention in the teaching profession are critical problem areas.
4. agricultural education program materials and guidelines. To provide a coordinated nationwide thrust, the profession needs to develop a philosophy and guidelines which it can agree upon and support.
5. maintenance and development of Agricultural Education-agricultural industry relationships. Agricultural industries and organizations are ready, willing, and able to provide a wide variety of support to the Agricultural Education program if the needs are made known.
6. preparation for farming and in-service education for those already established. The delivery of adequate continuing education to young and adult farmers needs special attention.

A NEED EXISTS

The minutes of the meetings clearly show that members of the committee

recognize the importance of Agricultural Education. It is the only public school program specifically designed for boys and girls who wish to enter a career in agriculture. Post-secondary and collegiate program graduates are prime candidates for employment. These are the youth and adults who will be served by, or employed by the agricultural businesses, industries, organizations and agencies.

Agricultural Education has the reputation as being a leader in Vocational Education. However, there are indications the profession may tend to be naive and perhaps a little too self-satisfied. Over the past few years the profession appears to have accepted the status quo. Business and industry has had only minor inputs into the Agricultural Education policy and program development.

Today, Agricultural Education and agricultural business and industry must join forces. Each needs the other if progress is to be made. Positive action must be taken jointly, and quickly. The National Advisory Committee for Agricultural Education is providing the leadership from the non-education sector.

THE ACTION

The committee is taking action. Members of the committee are categorizing the major problems and concerns expressed to them by the agricultural education profession, they are preparing a statement of support for Agricultural Education, and they are developing a rationale for maintaining an identity for Agricultural Education. The agenda for an April meeting in Washington, D.C. include meetings with key leaders of Congress, the U.S. Office of Education, and the American Vocational Association.

A CHALLENGE

The National Advisory Committee for Agricultural Education will be effective as long as the profession provides the necessary support. The committee cannot be expected to do work which is rightfully the responsibility of the profession. The committee must receive adequate inputs from the profession's leaders, and the activities of the committee must be communicated to the members of the profession by its leaders. This is a challenge to the leadership in Agricultural Education. The challenge must be met quickly, and adequately. ◆◆◆

IMPRESSIONS FROM SERVING OUT-OF-SCHOOL GROUPS

Dr. A. J. Paulus
Professor Emeritus, Agricultural
Education
The University of Tennessee,
Knoxville

Guide Lines

From teaching adults out of school
Past leaders learned this simple rule,
"To insure time and money spent
Just start and stop with their intent."

AJP

Working with out-of-school groups from Boy Scouts to Senior Citizens over a period of some fifty years has been a pleasant experience and left many impressions. These are my impressions, or one might say, suggestions to those who may wish to try them out.

1. *Begin and End With the Learners.* Begin with the learners to find out what sort of help they are ready to accept and end with a change in their practice which they find more satisfying. These people are in business and have know-how which they want to improve.

2. *Keep Undertakings Understandable and Possible.* Joint planning and outside technical help as needed usually insures a sensible selection. Start only what you can finish, or have reason to think you can.

3. *Keep all Eyes on the Objective.* When several people are working together it is quite possible for different ones to get different ideas of what they had set out to accomplish. This can happen both between and within classes. Within the class a discussion may turn into a two-party conversation which others present may not be able to hear nor to consider in order at that time. It is equally discouraging to attend a class when little or no thought is given to what has gone before nor to what is to follow. The wise leader will set up the agreed upon target where all may see and retain their aim.

In the most effective classes I have observed, supervised or conducted, the agenda was posted as items or questions which were checked off as completed. This had the double advantage of providing a focal point to guide discussion and a common interest in completing the list. Looking ahead at the close of a class or a personal visit usually prevents a lapse between classes.

4. *Have a Definite Message for Every Lesson.* Whenever an adult goes to the trouble of attending a meeting he ex-

pects to get something worth the effort. This is how he decides whether or not to be back the next time. Even if a problem or part of it has to be carried over it needs to be given a fresh approach with a value of its own.

This impression of need for definiteness became real to me in South Carolina where a trainee was not permitted to teach a class without a rehearsal in which he proved his acquaintance with the related facts.

In Tennessee field courses, the technical phase was taught by a member of the College of Agriculture while one of our staff would help the teachers divide it into jobs and then to develop a plan which identified the messages to carry to their all-day students and adult farmers. This procedure began with a request from the teachers.

5. *Seek Special Help as Needed.* It is far better to bring in help now and then than to limit the undertaking to what the teacher can handle. This is particularly true in some technical areas. Even when a specialist is needed the teacher can serve a real purpose by helping to identify the problem and how to go about finding a solution. However, don't do it too often or you will weaken your leadership. Or, as one familiar with such operation said, "Don't turn over your class, or you'll lose it."

6. *Look After the Individual.* Even though all members of a group may be working on a common problem and

studying the same data, there will still be cases calling for individual help before they will feel ready to take action on problems which are important to them.

This point was well illustrated while working with trainees at Clemson, South Carolina. When they made a home visit they would carry a copy of the problems and the tables used at the previous class. During the visit they would clear up any lack of understanding during the class.

Some individuals need little direction. While teaching at St. Thomas College, Scranton, Pennsylvania, I helped a student select three basic texts and decide on a procedure. Two months later he came back with the history of education on a roll of brown wrapping paper a yard wide and some sixty feet long. "For me," he said, "that was the best way to learn what has been happening in education."

7. *Guide Discussion by Feeding in Pertinent Facts.* The story has been told of two old maids who were arguing a point when a third party offered some facts. "No thanks," they said, "that would end the argument." Too often so-called discussions go on and on when a few fresh facts would close the case and set the stage for dealing with other pressing problems. As mentioned in four above, this lack of definite message has caused many an adult to skip a later meeting which could have been most helpful to him.

During my work in Tennessee and South Carolina, it was common practice to list the problems on the chalkboard. After comparing their own experiences the teacher would present factual data. They could then draw their own conclusions. Often one or more would tell the group what he intended to do about it.

Discussions play a vital role in adult learning; but coming in cold and talk-

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ing from the top of the head is little help to those who are there for information but get only discouragement for trying to get it in that way.

8. *Weave in Bits of Enjoyment.* Most groups who stay together for any length of time include one or two persons who add enough humor to keep everybody awake for fear he might miss something. This brings about participation and heightens readiness to learn. It also extends helpfulness in everyday living beyond the lesson.

9. *Keep Growing With Those You Serve.* Once we stop growing we soon stop leading. It is well to remember that you cannot push something that is going faster than you are. Bringing in help to meet a particular situation can easily prove stimulating to a teach-

er and give him a new start.

10. *Use Retirement as a Springboard to Another Round of Service.* Look around at people you know and see what is happening to them after they retire. Do they hide their professional lamp "under a bushel" or do they continue to use it in helping others find their way? It has been my observation that many who call it quits find much to worry about and soon are laid away. On the other hand, those who welcome the opportunity for greater choice in their use of time and energy seem to have little trouble in finding use for their talents in the service of others. The lessening of pressure and competition seem to bring about renewed energy and peace of mind in greater abundance than ever before.

My opening came in religious education. Time and again I have been impressed with the similarity between teaching vocational agriculture and teaching religion. Each is a way of life and finds its real use when put into practice. For the last seven years, I have served as coordinator for a weekly program serving 200 children and 60-70 parents. Fortunately, my wife has recently retired from teaching and is working with me.

I still have a special interest in poems dealing with life around us and frequently enjoy sharing them with my friends. Most of the 140 which I have written since retirement are a tribute to some individual or group. For the record—I am now well along in my twelfth year since retiring at age 70.

CONTINUED ACTIVITIES OF A YF CHAPTER

cows provided by the Luling Foundation Farm. This past January we offered a four-night short course on improved grasses.

Family barbecues rank high on the list of favorites of our membership. We take advantage of the expert cooks in our organization and the fellowship enjoyed by our members by incorporating them into special programs. At one such family barbecue last summer, Bobby Joe Furlow, State Young Farmer Vice-President from O'Donnell, presented a wildlife program, using live rattlesnakes in his presentation. Needless to say, adults and children alike were most attentive.

The chapter publishes a monthly newsletter just prior to our regular meeting on the fourth Thursday of each month. The newsletter contains highlights of chapter activities and upcoming plans, in which we are careful to include as many names of our people as possible.

The Gonzales Young Farmer Chap-

ter has been actively involved in our community for many years. We've built a show barn, sponsored a big barbecue at the annual "Come and Take It" celebration, and presented special awards at the local FFA-4-H Club Stock Show, to name a few.

In 1971, the Young Farmer Chapter, with Calvin Baker as chairman, raised \$20,000 to build a show barn for use by the FFA and 4-H Clubs. The barn, an all-steel 50' x 200' structure, contains a show ring and bleachers.

Our Sesquicentennial celebration this October will draw thousands of visitors to our community. Among the activities for the ten days of festivities will be a trail ride, dances, parades, art shows, crafts show, various historical tours, a rodeo, antique show, and many more activities. The annual barbecue that we sponsor will serve many of these visitors in the city park, as we will prepare for approximately 1,000 people.

The Young Farmer Chapter presents

grooming plaques in each division in the annual FFA-4-H Club Stock Show. In November, we celebrate with a Thanksgiving Supper and Auction at which time we auction various homemade foods and home grown articles that have been donated. We raised \$1,000 for the Show Barn at our 1972 Supper and Auction.

The Gonzales Chapter's trophy case is full of trophies won in various contests through the years. We have been successful competitors at area and state levels, entering the following contests: Outstanding Chapter, Public Relations, Star Young Farmer, Agri-businessman, Radio and T.V., and Associate Member. Locally, an annual awards banquet is held every summer at which time plaques with the Young Farmer medallion are presented for: Star Young Farmer, Distinguished Service Award, Star Agri-businessman, Honorary Membership Award, Associate Membership Award, and FFA Award.

Strong leadership has been the crux of our success. Our most active member, Calvin Baker, has served in offices at the local, area, state, and national levels, and as president or chairman at each level. His eager direction has contributed significantly to our program both in our Chapter and the community of Gonzales.

CONTINUED ADVISORY COUNCILS

visitor is in a position to make suggestions that will more than likely be used.

Out-of-school groups appreciate the extra effort given to help them in their chosen occupation. The results of work-

ing with this group can be seen from day to day. It does take a lot of time and hard work, but the satisfaction from a year's work is not complete until one has worked with one or more out-of-school groups.

was used at the University of Florida.

In 1956 at the request of the U.S. Department of State, he visited the agricultural high schools and universities in Japan and attended the national convention of the Future Farmers of Japan. In January 1964 he represented the United States in Paris at a conference on agricultural education which was attended by representatives of 20 nations. In 1965 at the request of the Peace Corps, he visited volunteers in West Pakistan and conferred with national leaders of vocational education in Thailand, the Philippines and Japan.

Friends and close associates who know Dr. Tenney well and worked closely with him in vocational agriculture and the FFA, think of him as a dynamic leader. "He was a master in delegating responsibility," says Wilson Carnes, who was Editor of *The National FUTURE FARMER Magazine* under Dr. Tenney.

Others remember Tenney as a gregarious man who likes people and always had fun in his work. "In the sum-

mer Dr. Tenney often gathered employees at the FFA Center together for a noontime picnic or an evening ice cream social," recalls Ed Hawkins, Administrative Director of the FFA Organization who was then Manager of the Supply Service.

Paul Gray, the current FFA Executive Secretary, remembers Dr. Tenney for his innovations in the National FFA Convention. "You've got to have more than business," was one of Tenney's beliefs, commented Dr. Gray. "That is how we got started with entertainment by FFA members and professionals. In addition to the Band and Chorus, Tenney introduced pageants to the Convention."

Dr. Tenney resigned his FFA Executive Secretary position in 1957 to devote full time as Central Regional Program Specialist. In 1960 he took a year's leave of absence from the U.S. Office of Education to organize the National Agricultural Hall of Fame, at Bonner Springs, Kansas, returning to Washington in 1961 to become Chief, Agricultural Education, and National FFA Advisor—a position he held until 1964 when he became Chief of the Service Branch in the Division of Voca-

tional and Technical Education. While his new duties extended to a broader vocational direction over the next ten years, Dr. Tenney continued his interest in vocational agriculture and the FFA. In 1971-1973 he assumed a position with the International Labor Organization of the United Nations in Jamaica.

Now retired from Government Service and living at 5223 Cape Leyte Drive, Sarasota, Florida, he has been recognized on a number of occasions for his services to vocational education and the FFA. He was presented the Honorary American Farmer Degree in 1944 and received the FFA's VIP Citation in 1973.

The Tenneys have two children and five grandchildren. Webster, Jr. resides in Richmond, Virginia, and daughter Carolyn, Mrs. C. C. Hines, and family live in San Bernardino, California.

Dr. Tenney continues his close ties with education as a guest professor and lecturer and currently is writing a "Fifty Year History of the FFA." When Web is not involved in family or vocational education affairs, he may usually be located on a nearby golf course.

From the Book Review Editor's Desk . . .

BOOKS TO BE REVIEWED

- FUNDAMENTALS OF NUCLEAR SCIENCE; By P. N. Tiwari; Halsted Press (1974)
- AGRICULTURE AND THE INDUSTRIAL REVOLUTION; By E. L. Jones; Halsted Press (1975)
- THE GREEN REVOLUTION IN INDIA: A Perspective; By Bandhudas Sen; Halsted Press (1975)
- THE SCIENCE OF PROVIDING MILK FOR MAN; By John R. Campbell and Robert T. Marshall; McGraw-Hill Book Company (1975)
- A GEOGRAPHY OF WORLD ECONOMY, Second Edition; By Hans Boesch; Halsted Press (1974)
- NATURAL RESOURCES MEASUREMENTS, Second Edition; By Thomas Eugene Avery; McGraw-Hill Book Company (1975)
- THE MERCK VETERINARY MANUAL, Fourth Edition; Edited by O. H. Siegmund; Merck & Co., Inc. (1973)
- PHYSICAL EDAPHOLOGY; By Sterling A. Taylor; W. H. Freeman and Company (1973)
- PLANT GROWTH AND DEVELOPMENT, Second Edition; By A. Carl Leopold and Paul E. Kriedemann; McGraw-Hill Book Company (1975)
- COOPERATIVE ENTERPRISE: The Little People's Chance in a World of Bigness; By Jerry Voorhis; The Interstate Printers & Publishers, Inc. (1975)

- RANGE MANAGEMENT, Third Edition; By Laurence Stoddart, Arthur Smith and Thadis Box; McGraw-Hill Book Company (1975)
- EVERYTHING YOU WANTED TO KNOW ABOUT FARM MANAGEMENT CONTESTS, BUT DIDN'T KNOW WHERE TO LOOK; By K. C. Schneeberger and D. D. Osburn; AGECO, Inc.
- INDIVIDUALIZING VOCATIONAL AND TECHNICAL INSTRUCTION; By David J. Pucel and William C. Knaak; Charles E. Merrill Publishing Co. (1975)

If you feel qualified to review one of these books and desire to do so, write the Book Review Editor and he will send the book for review. Once reviewed, the book becomes the property of the reviewer.—James P. Key, Book Review Editor, Agricultural Education Department, Oklahoma State University, Stillwater, Oklahoma 74074

STORIES IN PICTURES

by
Jasper
S.
Lee



GRAIN GRADING WORKSHOP — Grain grading was the subject of a workshop for grain elevator personnel at Waterloo, Iowa. The workshop was sponsored by Hawkeye Technical Institute. (Photo from Harold Crawford, Iowa State University and Virgil Christensen, Hawkeye Technical Institute)

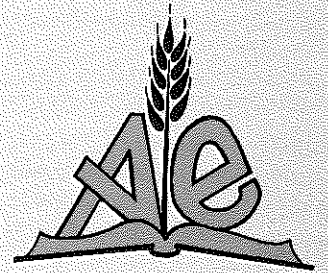
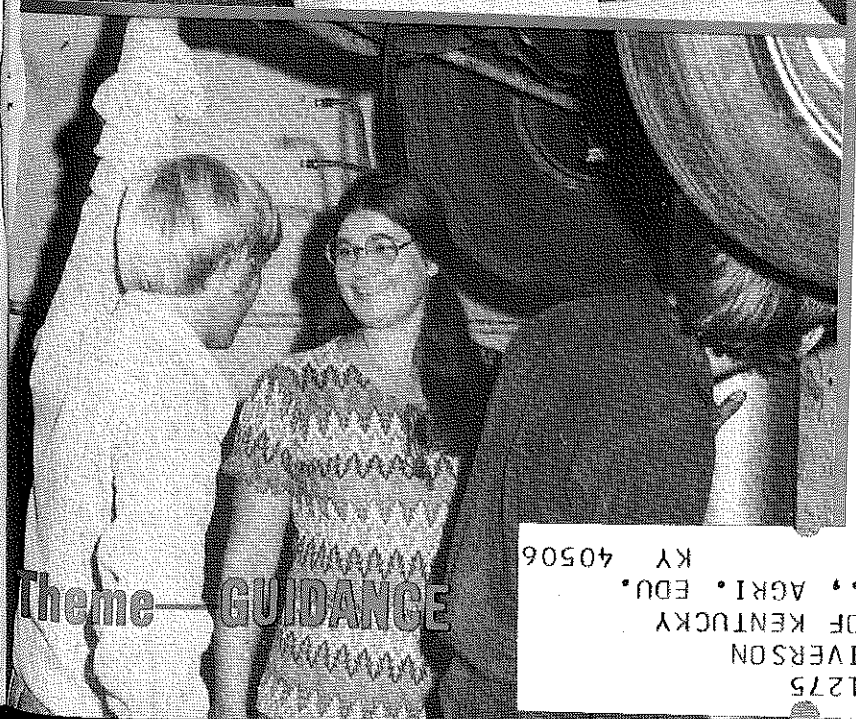


INDUSTRY TOURS ARE EDUCATIONAL — Weiner (Arkansas) FFA members and adults are shown following a tour through the Parts Distribution Center of the International Harvester Company in Memphis, Tennessee. R. P. Stockstead (center, kneeling) is manager of the Center and conducted the tour through the facility. (Photo from Unice Latimer, Arkansas Department of Education)

YOUNG FARMERS STUDY ELECTRICAL WIRING — Rockingham County (Virginia) Young Farmers are shown as they receive certificates from Art Mitchell, Coordinator of Student-Job Placement at Massanutten Vocational-Technical Center, at the conclusion of a farm electrical wiring class. The class received 15 hours of instruction in electrical wiring. (Photo from Glenn Anderson, Virginia Department of Education)



YOUNG FARMER STUDIES NEW BREED — Young Farmer, Gary Bond of Washington Parish, Louisiana, is shown looking over his herd of half-Chianiana and half-Holstein cattle. Bond began experimenting with the Chianiana breed as an alternative to expanding his dairy herd. (Photo from J. C. Atherton and Don Weston, Louisiana)



**AGRICULTURAL
EDUCATION**

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