E. D. Gray

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF AGRICULTURAL EDUCATION
STAFF MEETING MINUTES

June 3, 4, 5, 6, 1969
Konocti Harbor Inn
Clear Lake, California

Present

D. E. Wilson
H. H. Burlingham
K. B. Cutler
J. T. Davis
L. Dowler
O. S. Gilbertson
C. Glenn
G. A. Hutchings
E. M. Juergenson
E. J. LaSalle
R. E. Matthews
W. J. Maynard
R. H. Pedersen
W. D. Reed
J. E. Walker

Guests

Dennis Hampton
Oscar Kimmel
Jim Becket

Minutes to the last staff meeting were reviewed. There were no corrections. Additions to the agenda:

1. Project Supervision Periods
2. Serving Needs of Handicapped and Disadvantaged Students
3. Information Workshop
4. Operation of Supervisors with Districts Through VEA 68

Items a, b, c, of the agenda were assigned to Committee One of the Planning Session and Item d was assigned to Committee Two (see agenda, June 3, Bureau Staff Meeting).

State Plan

The final draft is being typed.

Summer Service Pay should be shown as "other cost of instruction" in the local plan and application in order to identify excess costs.

The interpretation of program standards from the State Plan should be discussed at the November Staff Meeting so this item should be added to the November agenda.

Ford Power Training Unit

An instructional unit should be developed and an assignment will be made to accomplish this. Mr. Pedersen says Ford Company will provide people to work with teachers in a workshop and he is to outline the correct procedures to

follow. At the November Staff Meeting Mr. R. Pender of Ford Motor Company will be invited to discuss how the program might work.

Agriculture USA Program, June 14

Each staff member should respond according to his own wishes.

MDTA MT-1s

MT-1 reports will come to supervisors so that they will be informed. Each supervisor will check how he wants to be involved. It is suggested that supervisors be fully involved.

FFA Workshop

Jerry Davis read a list of interns who should attend the FFA Workshop. Teacher educators are to notify interns of their responsibility to attend.

Sears Program

There is a need to review the Sears Foundation program with Dave Hurford. Jerry Davis will take the responsibility for scheduling and organizing such a meeting. The Relationships Committee of CATA should be coordinated with this group at the conference.

Placement

The placement list was brought up to date. It appears there are already more jobs than new teahcers available. Internships, in all likelihood, will be needed.

Designated Subjects Credential

A committee will be appointed to devise a list of subjects to be considered as majors or designated subjects under the Designated Subjects Credential.

Internships

Internships will probably be considered after July 1, 1969. However, the staff will discuss this topic at San Luis Obispo during Summer Conference.

California Vo-Ag Record Book

J. E. Walker reviewed the new California Vo-Ag Record Book. Committee One of the planning section was to review it and make recommendations for its implementation.

Agriculture Occupational Study

J. Becket reported on the possibility that no USOE funds would be available after July 1. A foundation has been contacted and he should know by June 16. The study is over half completed. So far it indicates a desire for adult education, including retraining for many. Training for jobs in agriculture mechanics is indicated, as well as a need for instruction in supervision.

Regional Supervisor Examination

A list of applicants has been developed and sent to regional supervisors. Regional supervisors should follow up on those to whom the information has been sent. A newsletter will carry the announcement with the filing date to be closed June 30. The examination will be structured and oral and it will be given the last week in July or the first week in August. Applications are available through the State Personnel Office.

Ethnic Scholarships - J. T. Davis

A list has been developed, including three junior college students. The final list includes:

Joseph Campa - Santa Maria
Warren McCoy - Cal Poly Pomona
Marvin Muella - Tracy
Larry Newsom - Merrit College
Richard Payeris - Washington, LA
Jack Richardson - Pierce

This scholarship is sponsored by the Bank of America.

Summer Conference

Mr. Burlingham reported that the Summer Conference is under control. All staff assignments have been made.

Hazardous Occupations

Hazardous Occupations will be discussed at the November meeting. Warren Reed is to be prepared to lead the discussion.

Bureau-Junior College Relationships

Ralph Matthews has the responsibility of working with Junior Colleges but Regional Supervisors should respond to inquiries for help, etc.

Project Supervision Period

Emile LaSalle pleaded that the Project Supervision Period is being lost in many schools. Administrators tend to eliminate this period from their schedule. Therefore, this item should be considered on a district plan for Voag.

Disadvantaged Youth

Warren Reed suggested the development of a list of what teachers are or could be doing in many schools to help disadvantaged youths take advantage of available funds. This item is to be further considered at the September or November meeting.

Study of Ag. Mechanics - Oscar Kimmel

Oscar Kimmel, Visiting Professor from Penn State, reported on his study of agricultural mechanics in California. Thirty schools randomly selected from both teacher education institutions were interviewed (see Appendix A).

FFA

Jerry Davis reported on the accomplishments of the California Association of FFA. (see Appendix B) One of the major thrusts in the coming year for the FFA will be in the area of public relations. A motion was made by Warren Reed that State Farmer applicants scoring less than 60 be eliminated by the Scoring Committee and that FFA and CATA support be sought for approval. An amendment was made to substitute 50 for 60 as the cutoff point. A motion to refer the above motion to the Scholarship and Award Committee, J. T. Davis-Chairman, was passed.

Jerry Davis stated that the officers' training program this fall would be held once again in Sacramento. Some aid will be provide by the State Association for those who will attend, but no travel will be provided.

APPENDIX A

The University of California, Davis
Department of Applied Behavioral Sciences

Improving The Teaching of Agricultural Mechanics

A Paper in Agricultural Education

by
Oscar A. Kimmel

Prepared for presentation at:
The Planning Session of
The Bureau of Agricultural Education
Konocti Harbor Inn
June 4, 1969

IMPROVING THE TEACHING OF AGRICULTURAL MECHANICS

Agricultural Mechanics like all the technical fields being taught in the vocational agricultural departments in our high schools must be studied and modified constantly to keep the instruction relevant to the needs of the students.

These needs change as they reflect the advancements in farm and ranch equipment and as our agricultural community adopts the innovations of mechanization.

The teachers of vocational agriculture must be prepared to meet these needs and assisted in being retrained for the changes which are constantly appearing.

An attempt was made through this study to evaluate the training which these men have received and to determine what needs to be done to improve this training at both the teacher training and the in-service levels.

To accomplish this a survey instrument was prepared. It was determined to survey graduates from the two teacher training institutions of California. Two graduates from each institutions for each year of the last five were selected at random. A selected sample of one graduate from each institution for each of the last five years was selected who was known to be teaching agricultural mechanics. This gave us ten graduates in the select sample, twenty graduates in the random sample for a total of thirty. For the purpose of this presentation I shall consider only the total sample.

It was found that ten of the total group had been on the present job for only one year and five had been on the present job since graduation or for five years.

Twelve of the total group had four years of vocational agriculture training and four years of F.F.A. while students in high school. There were nine who had had no vocational agricultural or F.F.A training.

Six of the total group were teaching only agricultural mechanics, five a combination of agricultural mechanics and other mechanics, five a combination of agricultural mechanics and other mechanics, sixteen were teaching a combination of agricultural mechanics and agricultural science, two were teaching only agriculture science and one was not teaching agriculture.

Thirteen of the total group classified themselves as good agricultural mechanics teachers, fifteen as fair and only two said they were poor.

The teachers were asked to evaluate the college courses which they had taken. A large majority of the teachers evaluated their courses as fair to excellent. There were only a few ranked "too technical" or poor.

The number of units in agricultural mechanics taken by these thirty teachers varied from six for the lowest to ninety-five for the highest. The majority had taken from twelve to sixteen units.

Twenty-eight of the total group indicated their interest in participating in in-service training either in workshops, courses or skills week in the area of agricultural mechanics. Two were not interested.

Twenty-three of the total group stated that they considered agricultural mechanics more important in the teaching of vocational agriculture today as compared with the importance which they gave to it before they started teaching. Seven said they had always considered it important therefore no change in their evaluation. None said that they considered it less important.

The practical background experience which these graduates had in the area of operation maintenance, adjustment and repair of farm machinery and equipment before starting to teach was excellent. Most of those who had not had vocational agriculture training listed considerable experience with farm equipment.

These graduates have availed themselves of the courses offered during skills week and have encouraged its continuation. They have taken a cumulative total of sixty-seven agricultural mechanics courses. Only one has not taken any courses at skills week.

Other activities ranged from working on a ranch to a full year in construction work to imporve their ability to teach agricultural mechanics.

The part of the study which can be most significant to this meeting is the list of suggestions made by these teachers to improve the teaching of agricultural mechanics. I have catalogued them under the headings: Teacher Training Staff; Bureau of Agriculture Education; Teachers of Agriculture; and School District.

I have had these reproduced so that you might have them before you for consideration as you do your planning. The Teacher Training Staff should consider the following to improve the teaching of agricultural mechanics. The following items are listed from the most important to the least important as determined by the number of teachers who listed them.

1. Courses in Agricultural Mechanics for cadets should be made more practical.

2. Acquaint cadets with the job opportunities, rewards and advancements in agricultural mechanics.

3. Provide better instructions in Jr. Colleges, Colleges and Universities in the area of agricultural mechanics.

4. Impress upon cadets that agriculture is becoming mechanized and that even those who teach the agricultural sciences must be informed in agricultural mechanics.

5. Take cadets to well mechanized farm or ranch and have manager or operator speak to them.

6. Develop lesson outlines with visual aids and references so complete that teachers can use them, with a minimum preparation to adapt them to their local situations.

7. Courses in agricultural mechanics for cadets should consist of operation, maintenance, adjustment and repair of farm machinery.

8. Require a given number of units in agricultural mechanics for all cadets.

9. Recruit more mechanized agriculture students for agricultural education.

10. Provide more summer courses in agricultural mechanics for teachers.

11. People returning from agricultural industry are good prospects for teachers of agricultural mechanics.

12. Develop visual aids for teaching basic skills.

13. Provide opportunity for cadets to schedule more agricultural mechanics courses during fourth and fifth year in their college career.

14. Advanced courses in agricultural mechanics should be offered to cadets.

15. Overcome prejudice of cadets for teaching agricultural science. Prestige is not with the agricultural mechanics teacher.

16. Students who wish to enter agricultural education should be identified earlier in their college careers so that they can schedule more agricultural mechanics courses.

17. Develop a required list of agricultural mechanics skills which each cadet must master before he is granted credentials.

18. Develop plans for construction projects which can be used in relation to agricultural science.

19. Assemble a list of sources for obtaining commercial materials and college and university bulletins and keep it up to date.

20. Update teaching aids; texts, bulletins etc.

21. Grant graduate credit for practical experience for the improvement of teaching agricultural mechanics.

22. Eliminate worthless educational courses from requirements for credentials (general education not agricultural education).

23. Provide instructors for workshops in agricultural mechanics for groups of teachers in remote areas of the state in addition to other areas.

24. Provide more material similar to that prepared by the American Association of Agricultural Engineering and Agricultural Education.

25. Have teacher of agricultural mechanics speak to cadets.

26. Encourage cadets to minor in agricultural mechanics rather than an academic subject.

27. Cadets should be taught to prepare a purchase requisition.

28. Teaching aids should be specific to one piece of farm equipment.

29. Provide graduate credit for in-service training.

30. Audio-visual films should be developed which can be coordinated with instruction.

31. Give cadets proficiency tests then encourage them to schedule courses which enable them to improve their deficiencies in agricultural mechanics.

32. Have cadets who have not had experience with farm equipment work on ranches during summers.

33. More communication between the high school and teacher training institutions.

The Bureau of Agriculture Education should consider the following to improve the teaching of agricultural mechanics. The following items are listed from the most important to the least important as determined by the number of teachers who listed them.

1. Conduct more summer workshops in agricultural mechanics to up-date teachers.

2. Help acquaint cadets with job opportunities, rewards and advancements in agricultural mechanics.

3. Encourage school districts to provide more laboratory time for agricultural mechanics.

4. Encourage school districts to keep the number of students in agricultural mechanics at fifteen or below.

5. Organize agricultural mechanics workshops for a day at a time and have teachers relieved of regular duties for that day.

6. Organize workshops in agricultural mechanics utilizing local teachers as instructors in an area in which they are skilled.

7. Organize a workshop on organizing the shop and developing an agricultural mechanics program.

8. Provide sabbaticals for teachers to work in industry for one year at a time to improve their teaching of agricultural mechanics.

9. Encourage districts to improve salaries and reduce hours. (Duties which require out of school hours)

10. Screen teachers to insure that the best qualified are teaching agricultural mechanics.

11. Develop an exchange program with other states.

12. Develop liaison with Farm Equipment Companies so that teachers can work with them on a local level.

13. Develop liaison with labor unions so that teachers can cooperate with them on local level.

14. More emphasis in agricultural mechanics during skills week.

15. In-service courses should be kept more practical.

16. Development of an agricultural mechanics curriculum.

Teachers of agriculture should consider the following to improve the teaching of agricultural mechanics. The following items are listed from the most important to the least important as determined by the number of teachers who listed them.

1. Teachers should schedule agricultural mechanics courses at Skills Week each year.

2. Teachers should schedule in-service workshops in agricultural mechanics.

3. Teachers should keep administrators informed of the importance of the agricultural mechanics program so they will feel justified in financing it.

4. Develop a diversified program in agricultural mechanics rather than just the teaching of basic skills.

5. Spot students in vocational agriculture who are interested in agricultural mechanics and encourage them to enter agricultural education.

6. Select and work with an advisory committee in the area of agricultural mechanics.

7. Conduct follow-up program with students and graduates on the job.

8. Develop "learn by doing" projects to teach skills in agricultural mechanics.

9. Maintain good community school relations.

10. Teachers should obtain on-job training in the operation of new machinery.

11. Design courses to meet needs of educationally disadvantaged.

12. Keep students informed of the marketability of the skills which they have learned in agricultural mechanics.

13. Organize programs in agricultural mechanics which meet the apprentice requirements for industry.

14. Teachers must insist on superior accomplishment.

15. High schools should offer semester lenght courses rather than full year lenght courses in agricultural mechanics.

16. Teachers should specialize within the field of agricultural mechanics.

17. Develop plans for students agricultural mechanics projects which supplement their agricultural science instruction.

18. Inform the agricultural mechanics students at the beginning of the course of the skills to be taught.

19. Farm machinery is so technical today that more time must be spent in teaching approved operation.

20. Train students for job entry level; namely; operator, maintinance, adjustment repair.

21. The agricultural mechanics teacher must have a keen interest in teaching agricultural mechanics.

School Districts should be encouraged to consider the following to improve the teaching of agricultural mechanics. The following items are listed from the most important to the least important as determined by the number of teachers who listed them.

1. Keep the number of students in agricultural mechanics laboratory at fifteen ~~or~~ in lab or below.
2. Provide more laboratory time for agricultural mechanics and teacher preparation
3. Improve salaries and reduce the hours that teachers are required to spend after school.
4. Provide standing requisitions and petty cash to supplement regular requisitions
5. Districts should provide adequate liability insurance for teachers of agricultural mechanics.
6. Provide salary schedule credit for in-service training.
7. Provide sabbaticals for teachers to work in industry for one year at a time to improve their teaching of agricultural mechanics.
8. Provide adequate facilities for teaching agricultural mechanics.

Areas in which the teachers feel the need for further training.

		Number of teachers expressing interests
1.	Agricultural Power	15
2.	Hydraulics	13
3.	Small Gas Engines	10
4.	Electricity	10
5.	Arc Welding	9
6.	Agricultural Machinery	8
7.	Structures	7
8.	Oxy-acetylene Welding	7
9.	Surveying	6
10.	Irrigation	5
11.	Heli-arc Welding	4
12.	Power transmission	3
13.	Sheet metal and cold metal	3
14.	Drafting	3
15.	Diesel Engines	3
16.	Horticultural machinery	1
17.	Electric Motors	1

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CALIFORNIA ASSOCIATION FUTURE FARMERS OF AMERICA
1968-69 ACCOMPLISHMENTS

June	State Officers Planning Session held to outline year's activities.
July	A special skills session was held that involved 18 teachers. Fifty officers participated in the Regional Officers Leadership Workshop and 21 legislators attended the luncheon. State and Regional Officers participated in Cal-Expo. An 8-minute television program was taped and released on 15 major television stations.
August	All FFA officers attended a leadership conference in Oregon. California officers were the most active group present.
September	State Executive Committee met. Nine new chapter charters were received.
October	The California Delegation to the National Convention consisted of 108 delegates including 3 girls. Fourteen American Farmers received their degrees. Gordon Tibbs received the Honorary American Farmer degree. Joe Martinez became the Pacific Region Vice President.
November	Leadership workshops were held in some sections. During the year, 14 sectional leadership conferences were held.
December	The State Officers conducted their second annual goodwill tour. They had a highly successful tour visiting 12 businesses and taking part in a television program.
January	The mid-winter executive committee was held in Sacramento and a girl's show uniform was adopted.
February	The state was more active than usual. Twenty-seven large billboards were set up, at least one in each section, for National FFA Week. A display was set up in the International Airport in San Francisco. The Senate and the Assembly made a joint resolution and the Governor made a special proclamation concerning National FFA Week. Two State Officers appeared with the Governor.
March	The Guatemala project was started. Eighty-two schools finally participated donating 173 CARE packages valued at $11 each.
April	Two hundred seventy-three State Farmer applications were processed and 263 earned the degree. Twenty-four American Farmer applications were received and 16 are being recommended for the degree.
May	Over 80 applications were made for FFA scholarships. Applications were received in all 13 areas of farm proficiency. The State Convention was successful with 680 beds being taken by delegates and participants. The awards program at the convention was excellent. Teachers and students were happy to have the State Farmer pins presented with the certificate. The state membership climbed to a new high of 14,503 members--about 1,400 of these were girls.

May (Cont.) A 15-minute television program was taped on the 29th. It showed in color slides and by interview the scope of the state program.

During the year, the State Officers attended and spoke at more than 60 parent and member banquets. Four California stories appeared in the National FFA magazine and the officers made presentations for 9 organizations and special meetings.

Bank of America sponsored a new FFA scholarship for minority groups which may have an impact on some of our future programs.

At the State Convention, new state officers were elected. They are a fine group of young men with many special talents. In the coming year, their major thrust in their visitations to chapters and meetings will be in the area of improving public relations—at every level.

JTD
5-69