

to the future National Councils, indicating those contacted and their reactions. It is sincerely hoped that in the years to come the increase in local chapter numbers will be fruitful.

After years of discussing the question of Junior College membership, the National Council finally has formulated an amendment to present to the delegates which should bring for all answer this question. It is hoped that this action can be considered acceptable to the Junior College and DTA.

There were some changes in the DTA Newsletter this past year. These were aimed at creating a closer association among members of all chapters. Some of our ideas were successful, others less so. One action was to print enough newsletters so that each member would receive his own copy instead of the one copy per chapter as in the past. Also we changed from ditto to offset which created a better-looking

paper especially through the use of the DTA stationery for the first page. This method of reproduction widened the scope of the Newsletter allowing for pictures, etc. where applicable. The cost remained low. For approximately \$15 per month the total membership of DTA and NACTA leaders received a copy. This price included first class postage as well. The idea of featuring one chapter each month, including a written article and pictures of the local chapter together with its history and functions was not as successful. Only two chapters participated in this venture. Perhaps the National Council in the future may arrive at a method of modification to increase closer ties and understanding among chapters.

Just what does DTA do on local campuses? This is the question some of you who do not have a chapter may be asking yourselves. To be frank and honest, some chapters do very little as far as we can

tell. But this is on the negative side and indicates by far the minority. Let us consider the positive and the vast majority. The following items are taken from the Newsletters of this past year.

1. Academic help and tutoring
2. Community service projects: hurricane aid, cattle roundup for crippled children
3. Build and maintain agricultural libraries
4. Establish scholarship funds
5. Present awards to outstanding agricultural students
6. Organize and hold contests: livestock judging, parliamentary procedure

It may be concluded that wherever a Delta Tau Alpha chapter has been established on a campus that college community has benefited from its existence.

Agricultural Education for the 1970's at State Colleges

by

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It would be extremely pretentious of me even to predict what modifications may or should take place in programs of Agricultural Education at state colleges other than Sam Houston State in Huntsville, Texas. I shall attempt only to explain the logic behind the changes (and, hopefully, advances) that our Agricultural Education program will undergo in the next few years. Perhaps our ideas may be of value to those at other institutions challenged by similar problems.

Two statements of particular significance to Agriculture appeared early in the recent REPORT OF THE TEXAS GOVERNOR'S COMMITTEE ON EDUCATION BEYOND THE HIGH SCHOOL:

"Agriculture is now scientifically oriented and requires skilled personnel in most of its operations."

"The trends toward urban and industrial dominance are destined to intensify."

These views reflected the philosophy of Administrators and the Agriculture Faculty at Sam Houston

State College as plans for the total program in Agriculture at the College during the next decade were developed.

Over one third of the employed persons in this country are engaged in some form of work stemming from Agriculture or its related fields. They are working in an industry which has doubled production volume and production efficiency in the past twenty years. Their leaders have been trained in a technology that has developed an advantageous blending of hybrids, chemical fertilizers, improved breeds, feed additives, pesticides and other advances. Further increases in trained leadership and advances in technology in Agriculture must keep pace with a national population that will exceed 200 million very soon.

The need for agricultural colleges is greater than ever. Instructional programs, however, must take new directions. Of our college graduates in Agricultural Education, less than one-half teach, while the majority now move into other agricultural positions. Banks need experts on farm loans and mortgages; and food processors need experts on how food is produced, stored, priced and marketed.

Sam Houston State College has a continuing role as a senior college to provide general training leading to baccalaureate and master degrees. Within this scope, Agriculture students must be trained for teaching, and for professional and managerial positions in those industries concerned with production, processing, and merchandising of food and natural fibers.

Several guide lines were used as plans were developed for the program in Agricultural Education at the College for the years 1965-1974. The department has a rich heritage of service to Texas. It was the first in the state to accept responsibility for training teachers as secondary school instructors in Agriculture. Through the years more than 1,650* have been qualified by Sam Houston State College. However, employment opportunities have increased dramatically in recent years for graduates trained in the business and technical phases of agriculture. Requests for off-farm professional agriculturists have increased. Management personnel for agriculturally related urban and rural businesses are in great demand. More junior college instructors of agriculture will be required.

*From data available at the Texas Education Agency.

Over the past seven years, majors in Agriculture at Sam Houston State College have increased from 342 to 567.** This represents a growth of nearly 66 percent. An increasing Agricultural enrollment at this institution has come during a period when numbers of students in many other agricultural colleges apparently have been decreasing. A growing student body would appear to be a decided asset to a forward reaching total program in Agriculture.

College Re-alignment:

Sam Houston State College has been re-aligned into six schools. They are: Applied Arts, Fine Arts, Education, Humanities, Science, and Graduate Studies. This alignment provides the administrative organization to enhance its role as a multi-purpose liberal arts and teacher training institution. The departments of Agriculture, Biology, Chemistry, Mathematics, and Physics comprise the School of Science. Instructional and research disciplines among these departments generally are complementary. Facilities and equipment located in one department may be used by another. Students enrolled in each of these departments may be expected to benefit from an increased coordination and communication developed within the school.

The Agricultural Education Program:

During the past seven years a total of 1,323* majors in Agricultural Education completed their requirements at seven teacher training institutions in Texas. Sam Houston State College qualified 302 students — more than any other institution. Almost 23% of the total degrees were earned at this College.

Sam Houston State College led also in numbers of Masters degrees in Agricultural Education from 1960-1964. Almost 44% of the total during these 5 years were earned at this College.

Major emphasis in Agricultural Education has been directed toward preparing students for teaching Vocational Agriculture in Texas high schools. Sam Houston State College ranks second in placement of students in the Vocational Agriculture program, 1959-1965. Of 352 placed, 84 (23.9%) were graduates of this institution.

There are 275 Sam Houston State College graduates among the present total (white) Vocational Agriculture instructors in Texas. They comprise 27.6 percent of this professional group.

Many graduates of the Agricultural Education program have elected to enter other professional agricultural occupations. An occupational study of such graduates from seven Texas institutions, 1959-1965, disclosed that 22.6, 22.1, 17.6, 11.9, 8.7, 6.5 and 6.6% entered Vocational Agriculture teaching, science teaching, professional agriculture, graduate study, farming or ranching and other fields, respectively.

Placement possibilities for graduates from the Department appear brighter than ever before. Faculty members are expecting an enrollment of over 1,000 Agriculture students in the years immediately ahead. They look forward to the challenge, realizing that employment opportunities in Agriculture are attractive for students well trained in various modern agricultural curricula.

The Agricultural Education Curriculum:

Three curricula in Agriculture are listed in current catalogs of the college. They are Agricultural Business, Agricultural Education and Agricultural Science. At present, department majors are divided about equally among the various courses of study.

The Agricultural Education curriculum has served in the past to prepare students for teaching Vocational agriculture. It has served also in training for agricultural occupations where a fairly general knowledge in Agricultural Science and the communications skills developed through this program are at a premium. As more students each year have elected to accept professional positions in agriculturally based industries than to teach, it appears that greater emphasis should be placed on the technological aspects of the curriculum. It is proposed that students desiring training in this area be identified with an Agricultural Science curriculum. Prospective teachers of Vocational Agriculture then would complete additional course work required for certification.

During their Freshman and Sophomore years, Agricultural Science majors will be expected to complete specified *basic* course work in Agriculture, Biology, Chemistry, English, Geography, History, Mathematics, and Physical Education. Only courses readily accepted for transfer credit at other agricultural institutions have been included in each discipline. For example, the basic course in Zoology recommend-

ed for pre-medical, pre-veterinary and science majors has been specified in the Agricultural Science curriculum.

In the Junior year, students will undertake specified *advanced level* courses in Agricultural Marketing, Agricultural Mechanics, Animal Nutrition, Crops, Genetics, Government, Micro-biology, and Soil

Course work has been designed rather rigidly in the first three years of this curriculum. It was intended to help insure that students would acquire broad and solid foundations in the major agricultural and liberal arts disciplines.

Agricultural Science majors will be free during their last year to select areas of specialization in Agricultural Technology, and Humanities or Agricultural Education. Students electing the latter course of study will follow guidelines of the State requirements for certification. The Provisional Certificate in Vocational Agriculture usually may be earned in one semester after completion of requirements for the B.S. degree.

Prospective employers of Agricultural Science graduates desire personnel proficient in leadership and communications skills. Concerted efforts are made throughout our program to help students develop these important traits. Seminars, term papers and oral examinations are used often in advanced courses. Students also are guided and supported strongly by Agriculture Department faculty members to gain extracurricular experiences in counseling, tutoring, student organizations, judging contests, campus and departmental tours, social events and others.

Modern, well planned and equipped laboratory and farm facilities will be required if the College is to compete successfully in the future for superior students and faculty members. New facilities *have* been planned for Sam Houston State College. Limitations of time do not permit me to discuss further this important aspect of our program.

Summary:

The total program in Agricultural Education at Sam Houston State College is built on a rich heritage of service to Texans. It has been unsurpassed in providing Vocational Agriculture instructors for Texas High Schools. This program is undergoing major changes in view of shifting emphases towards increasing employment opportunities for Vocational Agriculture students in off-farm agricultural occupations. The improved program is important

(Continued on Back Page)

**From data available at the Registrar's Office, Sam Houston State College.

*Compiled by Vocational Agriculture Teachers Association of Texas. Data from Prairie View A&M (58 graduates) were excluded, as placement data were not available.

and deserves continued emphasis. The total program involves superior students, curriculum, faculty and facilities joined in a forward reaching, harmonious blending of instruction, research, demonstration and public service. Administrators and the Agricultural faculty at Sam Houston State College are pledged to this end.

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