

LETTER FROM AATEA PRESIDENT

Your cooperation is needed. As president of AATEA, it is my hope to continue and extend the good work of Clarence Bundy. It is a mystery to me how Clarence finds the time to do all that he does. Although I must admit that there is truth to the statement that "Everyone has the same amount of time," it seems to fly exceedingly fast here in North Carolina!

Although I have no specific platform or program to submit, several things are obviously urgent. The most important of these is that teacher educators in agriculture are desperately needed in a more active leadership role. Let's admit that this has not been the case in the past, at least in the eyes of some of the leaders in Agricultural Education. I would like to submit two pieces of evidence to support this view, and to indicate what we might be able to do about it.

No vocational education program can succeed without carefully selected and well prepared teachers. This is a function and responsibility of colleges and universities, especially land grant institutions and state universities. They are the fountain-head of the professional growth and development of teachers, supervisors, and administrators. In them reside also the primary responsibility for research and for its interpretation and dissemination. Vocational education departments in higher educational institutions must be more than a contractual relationship with State Boards for Vocational Education. Theirs is the responsibility, in large measure, for developing vocational education as a discipline worthy of the respect of all by virtue of its merit and the dignity of useful work. We earnestly hope that consideration of legislation for vocational education will take cognizance of the basic need for strong programs of teacher preparation and leadership training. (From a statement by Milo Peterson, AVA President, before the House Subcommittee on Education, April 9, 1963.)

Whereas, it is truly and frequently pointed out that the most certain condition of our time is change and,

Whereas, this applies with full force and effect to agricultural education and the socio-economic conditions within which it operates and,

Whereas, it is apparent that significant changes should be occurring in programs of Agricultural Education at the teacher preparation level and,

Whereas, there is an urgent need for special consideration of the degree and direction these changes should take and,

Whereas, this necessitates serious consideration of the present status of agricultural education programs in relation to past and future needs,

Therefore, be it resolved that the American Association of Teacher Educators in Agriculture assume, as one of its major projects in 1963, the study of the role of departments of agricultural education in the various colleges and universities during the period 1963-1973. (Resolution #8, adopted at the annual breakfast meeting of the AATEA, Milwaukee, December 5, 1962.)

In the spirit of these two documents, I pledge my efforts as your president to see what the AATEA can do to help us develop the leadership needed in these times of rapid change. In this connection, you will recall that a resolution requesting that Teacher Educators receive more consideration in the affairs of the Agricultural Section of the AVA has been passed at the last two meetings of the AATEA. I hope that we will have something specific to report on this matter at our annual meeting in Atlantic City in early December. Your suggestions will be most welcome.

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