



AATEA PRESIDENT'S MESSAGE

A Cooperative Effort For A Functional AATEA

Our organization will be what we make it and nothing more. What do we want it to be? How can we function? AATEA is relatively young. It has to its credit a few achievements, but many areas of concern and expectations still face us. I would like briefly to present (1) major achievements, (2) problems and areas of concern facing us and (3) courses of action on issues and problems.

The existence of AATEA has made it possible for our group to be recognized by educational organizations and agencies. This recognition has offered us the opportunity to participate with them in educational endeavors, which is of greater significance than it appears on the surface. The Distinguished Teacher Educator Award, established through the leadership of Bundy, Peterson, and others, was another achievement. Cardozier and several members are writing a book on teacher education in agriculture. Knuti, with the help of a few members, developed and distributed a brochure for recruiting prospective students. Cline and Swanson have edited the AATEA Journal. Our breakfast meeting has given us the opportunity to hear a member analyze an aspect of our program and present a challenge for the future. Through the officers we have had the opportunity to be represented and to present our position on the problems.

Areas of concern and the problems facing us are obvious. Let me enumerate a few: (1) Revised preservice teacher education programs to provide teachers for the emerging agricultural courses must be developed. (2) The inservice training of teachers for the revised and emerging agriculture courses must be studied. (3) The fifth-year teacher education programs and the masters for teachers of agriculture need further consideration. (4) The recruitment of teachers of vocational agriculture is becoming an even greater problem. (5) Funds for research in vocational (agricultural) education have given us unlimited opportunities. (6) The graduate program of studies for teacher educators, researchers, and administrators should be evaluated and revised. (7) Cooperative efforts with other branches of vocational education are needed. (8) More graduate students with high potential must be recruited. Men who can be leaders in vocational education and in other educational fields should be sought. (9) Teacher educators must continue to serve a vital role in developing sound philosophies, objectives, and methods in vocational education in agriculture. (10) We should look beyond our four walls to our leadership role in vocational education, education, professional organizations, and administrative positions. (11) Have we faced up to the problem of providing agricultural education programs in our universities for foreign students? (12) What needs to be

done and can be done to qualify college of agriculture students for their roles as leaders and changers of behavior in their many agricultural positions? (13) Few have been concerned and involved in planning and developing vocational and technical education at the 13th and 14th year. You can name other areas and problems as important as those listed above.

As we look at the above list they can and will be approached on an individual basis in the several states. But we should address ourselves to two questions: "In what areas or on what problems can we be of mutual help? "How can the members of AATEA join in a cooperative effort to work on those areas of mutual concern?" These are difficult questions to answer. We are limited in our time together at national and regional meetings. The treasury does not have funds to bring together workshop groups or committees. Yet, we must seek a way to assemble groups or join our efforts.

We need to organize our efforts. We should decide on the work to be done and how to do it. The officers have a responsibility as do the individual members. Many achievements to date have been the results of individuals taking leadership. Knowledge, ability, and leadership in AATEA is not limited to officers or a select few. All have a high potential to identify problems, enlist the support of others, and work for the common good of the profession. AATEA should provide the structure and assist in the process. Individual initiative has been demonstrated by a few, but must be demonstrated by many. If you see work that needs attention, present it to the group or its officers. If you are willing to work on a problem, say so. Committee work or a regional workshop or conference may be the best approach.

AATEA has not functioned on a regional basis to date. If the need exists, we should respond to it. The Central Regional Research Conference has asked AATEA to consider sponsoring their regional research conference. A small committee is looking into the matter and a report will be given in Miami Beach in December.

A national conference on teacher education has been considered over the past two or three years, but some uncertainty about the evolving courses and programs in vocational agriculture has postponed plans for one. Now that new courses and programs are developing, the problems in teacher education are becoming more evident. We must decide whether or not we shall have a national conference and, if so, take the leadership in the project.

I am convinced that AATEA has made a good beginning and that it is advancing our professional role. I think each of us has the will to work and make a contribution. Let us find the way to work on those problems that will advance agricultural education with credit to AATEA and to our profession.

C. W. Hill

Sign on a church: "You can't take it with you but you can send it on ahead. . . ."