

INDIVIDUAL INSTRUCTION FOR EMPLOYEES OF COMMERCIAL FERTILIZER
DISTRIBUTION AND COMBINE MAINTENANCE AND ADJUSTMENT
AT THE VALLEY HEIGHTS HIGH SCHOOL

by

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Chapter 1

INTRODUCTION

The National Vocational Act of 1917 provided a program of training for persons fourteen years of age or older who were engaged in or preparing to engage in production agriculture. This act was later enlarged by the National Vocational Education Act of 1963, to provide training for agricultural related occupations. In 1964, a Committee of the American Vocational Association revised the major objectives of vocational and technical education to include a program of training to develop agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture.¹

One of the major programs of training growing out of the 1963 National Vocational Education Act was training in agricultural related occupations. With the advent of this training program, new educational media had to be developed and teaching techniques and materials had to be considered concurrently with the development of instructional materials.

This study was concerned with Commercial Fertilizer Distribution and Combine Maintenance and Adjustment. Curriculum materials in these areas were not available for individualized instruction. Vocational

¹Joint Committee of the U.S. Office of Education and the American Vocational Association, Objectives for Vocational and Technical Education in Agriculture (Washington, D.C.,: United States Department of Health, Education, and Welfare, 1966), pp. 5-6.

objectives of junior and senior high school students in vocational agriculture vary and lend themselves to independent study. Materials for individualized instruction in Commercial Fertilizer Distribution and Combine Maintenance and Adjustment were developed for use in this study.

Materials for the instruction of other agricultural related occupations were being developed in other regions of the country. Juergenson of California indicated the National Vocational Education Act of 1963 created funds to develop many instructional materials, especially in agriculture. He further indicated that some excellent materials were developed and ordered by many schools, but never used.²

Warmbrod reported instructional material developed in agriculture varied from traditional student reference materials to innovations such as programmed instruction, single-concept film loops, and audio-tutorial systems. He further stated that many efforts were built around the concept of individualizing education. Warmbrod's report concerned a study of the learning and retention rates of individualized study programs. The study centered on the assumption that for most efficient learning, students must progress in areas of study at their own rate and speed.³

If agricultural related occupations programs were to meet the objectives of vocational and technical education, they must utilize the most effective educational techniques available in the development

²E. M. Juergenson, "Instructional Materials and the Teacher," The Agricultural Education Magazine, (May, 1968), 243.

³J. Robert Warmbrod, "Appropriate Uses of Methods and Materials," The Agricultural Education Magazine, (May, 1968), 243-244.