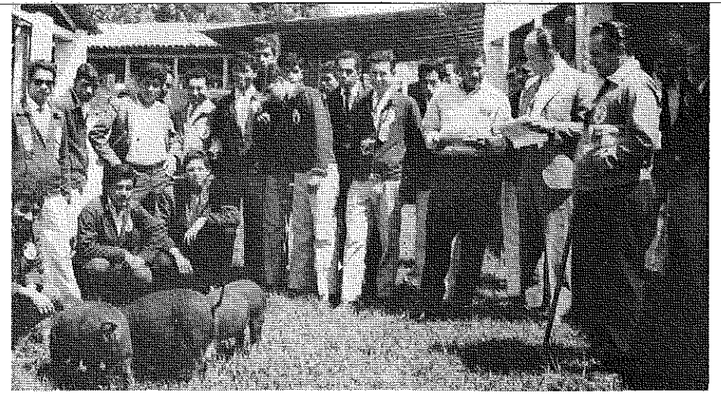
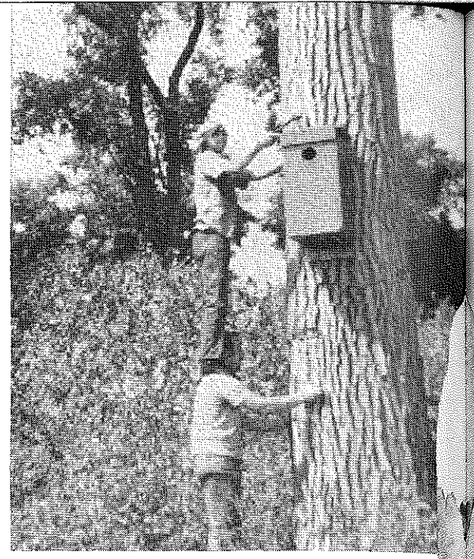


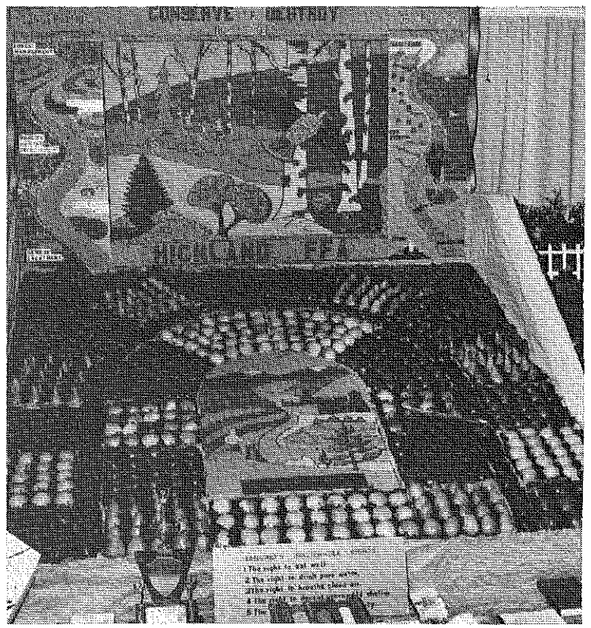
Youth Involved Through Competition — Future Farmers of Colombia judging swine at the National Convention of Future Farmers of Colombia at the Agricultural School of Valsalice. (Photo from Mr. Lennie Gamage, Manager, International Programs, Future Farmers Association).

Stories in Pictures



Youth Involved in Wildlife Conservation. The Sanborn, Minnesota FFA Chapter built wooden "Duck Boxes" as one of its Projects. The Chapter checks the boxes in the spring to see how many ducks inhabit the boxes. FFA Advisor, Tony Machtemes holds FFA member, Kurt Jensen (the kind of support most advisors are willing to give). (Photo from Tony Machtemes).

by Richard Douglass

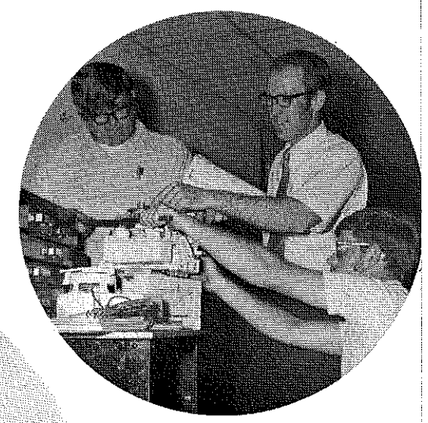


Youth Involved in Preparing Exhibits. Roy Hallstrom uses the annual Horticultural Booth as an excellent teaching tool. Enthusiastic competition exists between the Highland Chapter and the 12 other Chapters in the Yakima Valley of Central Washington. The themes are kept simple and usually show what the FFA does or stands for, what is taught in Vo-Ag, techniques needed to produce quality produce, the importance of agriculture, the necessity for preserving a livable environment, or procedures for conserving natural resources. Benefits to each chapter are good public relations. Members really examine the produce of the area and begin to think about how they can improve the quality. Those in charge of some part of the booth develop executive ability. (Photo by Roy Hallstrom, Cowiche, Washington).

Youth Involved in Eye-Opening Study Tours. A recent study-tour to Europe didn't make 15 Kansas FFA members experts on European affairs, but it was a real eye opener. They found things happening and decisions being made that had a bearing on Kansas Agriculture 6,000 miles away. They talked with a member of a local west German Young Farmer organization. Local chapters are organized in a practical and businesslike manner, often by special areas of interest, such as vineyards and winemaking. Chapters are organized for those interested in beef production or in small grain crops as was the young farmer interviewed. (Photo from Earl Wineinger, Ass't Supervisor, Agricultural Education, Topeka, Kansas).

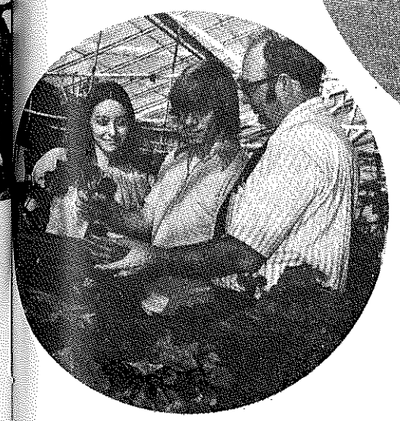
Agricultural Education

Volume 45 May, 1973 Number 11



SUPERVISED

AGRICULTURAL EXPERIENCE



PROGRAMS

Theme—

CAREER EDUCATION:

The
Agricultural Education
Magazine

EDPRESS Vol. 45 May, 1973 No. 11

TABLE OF CONTENTS

THEME—CAREER EDUCATION: SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS
Editorials
The Experience Program Makes Your Instruction Vocational ..... Roy D. Dillon 243
ACT Now! ..... Cayce Scarborough 243
Teach Combine Operation In The Field ..... Warren L. Reed 244
Are Supervised Occupational Experience Programs Really That Important? ..... Roland L. Peterson and M. G. McCreight 245
Themes For Future Issues 246
Released School Time—Its Use and Abuse ..... Martin B. McMillion 247
An Ag Teacher's View: The Effectiveness Of Supervised Farming Programs ..... Jack Nowels 248
Using Para-Professionals In Vocational Education ..... Keith Carlson 249
Are You Accountable For Your Summer Program? .. Howard R. Bradley 250
Cooperative Agriculture Education In A Total Urban Situation—New Orleans ..... J. C. Simmons 251
Career Education: Supervised Agricultural Experience Programs ..... Arthur L. Eicken 252
Retirement Luncheon And Reception 253
Supervised Occupational Experience: Modern And Comprehensive ..... T. R. Miller 254
Relationships Among Factors Associated With Occupational Experience Programs ..... John D. Todd and Lloyd J. Phipps 255
Cooperative Vocational Education In Conservation ..... Dale A. Law 256
Related Instruction For NonFarm Agricultural Occupations Experience Programs ..... David L. Williams 257
Where Do We Go From Here? ..... Marlin Seeman 258
Teachers Respond To The Educationally Disadvantaged Samuel M. Curtis, Susan McFadden, and Taylor Byrd, Jr. 259
Co-Op Education For The Educationally Disadvantaged ..... Ardell H. Passehl 260
Confidence Value Of Local Study ..... Larry H. Coltrane 261
Harold Parady Named Executive Director 261
Book Reviews 263
Howard Turner Named AAVIM Editor 263
Stories In Pictures 264

This publication is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at the Lawhead Press, Inc., 900 East State Street, Athens, Ohio 45701.

SUBSCRIPTION PRICE: $3 per year. Foreign subscriptions $4. Student subscriptions in groups (one address), $1 for October-May. Single copies and back issues 50 cents. In submitting subscriptions, designate **new** or **renewal** and address including ZIP code. Send all subscriptions and requests for back issues to Harlan E. Ridenour, Business Manager, AGRICULTURAL EDUCATION MAGAZINE, Box 3843, Columbus, Ohio 43214.

Second-class postage paid at Athens, Ohio.

Send articles and pictures to the Editor or to the appropriate Special Editor.

COVER PHOTO

Supervised Experience Programs can be as exciting as the creative instructor can design. Ohio, for example has provided pictures to represent in-depth programs conducted mostly at Area Vocational High Schools consisting of 4½ hours per day of laboratory and related instruction and placement for supervised occupational experience in an agricultural business or industry for a part of a year. Teachers in all of these programs but one have had business experience in the area in which they are training students. A majority of students enrolled in programs pictured have had an Ag I and II program in their home high schools before coming to the Area Vocational School. UPPER LEFT —Determining acidity level of certain food products is a part of the 4½ hours per day laboratory and related instruction for students in food processing. Students are placed in food processing industries between the junior and senior years of high school training at the Area Vocational School. Senior students specialize during the senior year in such food processing areas such as meat, milk, canning, quality control, etc. UPPER

(Concluded on page 246)

Editorials

From Your Editor . . .

THE EXPERIENCE PROGRAM MAKES YOUR INSTRUCTION VOCATIONAL

Roy D. Dillon

The philosophy behind the career preparation programs which are being conducted and are emerging in school systems across our nation says that in order for a young person to be adequately prepared to perform well in an entry level job, that actual occupational experience is needed. Vocational education, as a vital component of these career education programs, must include the opportunity for the student to apply attitudes, concepts, conclusions, approved practices and skills discussed or demonstrated, in a simulated or real-life occupational setting. It is this "practice setting," whether at or away from the school, that forces the student to plan, practice, and experience the daily tasks of a worker.

The best time for the student to correct job adjustment and performance errors is while he is still in school; while he is probably under partial or full support of parents, and does not have the financial or personal responsibilities that he will likely have later. If he does change his mind about his job interests, job station and/or school curricula, the burden is easier for him to adjust to at the younger age.

During the awareness stage (usually elementary school), the experience program should utilize resource people, role playing, field trips, and media experience, in building positive attitudes and concepts. The middle phase (junior high) should include exploring of occupations through seeing, asking, feeling, hearing, and "alongside the worker" experiences, but not performance. In the high school occupational experience program, as an extension of organized instruction, the student follows his training plan in demonstrating the human relations and performance competencies planned for that job.

Make your vocational agriculture program truly "vocational." Later articles describe how this job can be done.

Guest Editorial . . .

ACT NOW!

Cayce Scarborough
North Carolina State University

Cayce Scarborough

Should cooperative training be a part of every vocational agriculture program?

YES!

The purpose of this article is to give support to this viewpoint.

Work and Learn

ACT — *Agricultural Cooperative Training* — offers each student the opportunity to get needed work experience. The training station is a real-life situation. No simulation needed here. The student becomes an active participant in a modern agricultural business, industry or agency. This experience together with related study adds up to an ideal learning situation.

To Earn

ACT offers each student an opportunity to earn some money through his own efforts. In modern society these opportunities are not readily available for many young people. **ACT** program helps stop the trend of growing up with no work and compensation for a job well done. The **ACT** student can give a modern version to the old FFA song: "Earn-ing While Learn-ing, Brings Pros-per-i-ty"!

Self-Concept

ACT helps each student develop a better or more accurate self-image. He sees himself in a real-life work situation. How do I like to work? Do I enjoy work? Dread it? Do I want to do my share of the dirty work? How well

(Concluded on page 246)

Warren L. Reed
Vocational Agriculture Instructor
Crestview High School
Convoy, Ohio

TEACH COMBINE OPERATION IN THE FIELD

Warren L Reed

Hey! I'll take on all comers in a self-propelled combine operators contest. What's this — I think I hear a chorus of voices. Oh yes, as they become more audible I can distinguish them as agriculture teachers' voices, and now the sound is an almost deafening rising crescendo of voices that is saying, "Oh No! Not another contest, not another F.F.A. contest!" Well, you are right. It isn't another contest, just a screwy introduction to an Ag. Ed. magazine article. However, had I been challenged by such a statement several years ago I might just have entered my students in such a contest feeling quite confident that they would probably win it or at least do very well. After all, my production agriculture students are almost 100 per cent from farm situations, many from large commercial crop farms in northwest Ohio and isn't this the country where as long as 10 to 15 years ago that the self-propelled combine was the greatest status symbol that a farmer could have? So, why shouldn't I be confident? In addition to all this, I had been in this community about 20 years and I surely knew what my students were capable of doing. But alas, my recent evaluation of the facts has revealed that my students might not have fared so well in such a contest. In fact they probably would have done very poorly unless other vocational agriculture students who entered such a contest were equally unprepared for operating self-propelled combines.

The results of a survey conducted by Jim Moorman, the Agriculture Mechanics teacher here at Crestview and myself, revealed that regardless of my 20 years of experience, I was wrong about the amount of time that my production agriculture students had spent on the home farms or otherwise, in operating self-propelled combines. In fact, neither of us could believe the lack of experience indicated, and here we were both teaching the care, repair, maintenance and operation of self-propelled combines. The obvious question was, what can we do about this lack of experience?

We first went over our young and adult farmer membership list and began to select farmers who we felt would make good teachers of student operators. Secondly, we contacted these farmers and asked them if they would be interested in performing such a service. The following was our goal; to get every junior and senior production agriculture and agriculture mechanics student on at least 2 different makes of combines while combining soybeans and at least 2 different makes of combines while combining corn. Our objective on the minimum period of time was 3 class periods with more time spent if possible. Next we developed 2 lists: first, a list of farmers who said they would be cooperating, supervising combine instructors and the make and model of machine they would be instructing; secondly, a list of our students and what make and model of combine they had experience with, if any. Then during combine season a series of telephone calls were made daily during the early morning or noon hour to find out when or where a certain farmer instructor would be operating, and if he could use students in the afternoon of that particular day. Some of our students have 3 periods for the vocational agriculture class and for those with only 2 periods we tried to team up a study hall, lunch period or after school time to meet the minimum time period. Occasionally we even asked that a student be excused from another class for a particular day. We provided prior instruction on the parts, functions and adjustments of combines in general. We asked the farmer to take enough time to rather quickly mention more of the main adjustments and operating characteristics of his machine and specifically to tell and/or demonstrate the little "tricks of the trade" and the idiosyncrasies of his particular make of combine. We asked the farmer instructor to teach the student in the operation of this combine and then turn the controls over to the the student for the operation of the combine with, of course, the farmer instructor close by his side.

> We used selected young and adult farmers as laboratory teachers of student combine operators.

Now you ask what was our evaluation of this pilot program? Were there advantages and disadvantages? The answer to both questions was yes. First, we were very favorably impressed, in general, with the farmers' cooperation, the eagerness and the high quality of the instruction that they offered. Mainly we found that they made, in our opinions, excellent teachers and seemed to take a high degree of pride and accept the responsibility seriously for making an educational contribution to these young vocational agriculture students.

Next you ask aren't there some risks involved? The answer is yes. There are also risks involved when we place our young high school students in a driver training car for driving training instruction, and there are risks involved when student pilots are in training. You, of course, know the answer and yet we don't want to discontinue these training programs. Why should we expect that there would not be risks involved in our combine operators program. The important thing is to try to reduce these risks to a minimum by all possible methods. First, I would recommend that you consult with legal counsel in your locality and state to find out the liability status and ways of protection available in the case of either student injuries and/or property damage resulting from this training program. Secondly, when you select the farmers involved you should screen them to see if they could be properly protected as your legal counsel has advised you. Perhaps you would want a written statement signed by the farmer instructor concerning the liabilities that he is assuming in this program and the protection which he has.

We here at Crestview think this program has great merit. Perhaps you would want to explore its possibility for your situation and also try a similar pilot program. ◆◆◆

ARE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS REALLY THAT IMPORTANT?

Roland L. Peterson

Roland L. Peterson
Teacher Education
University of Minnesota

M. G. McCreight
Teacher Education
University of Nebraska

M. G. McCreight

"Our enrollment in agriculture is really increasing!" "In fact over the past couple of years it has doubled!" "Do all of your students have an occupational experience program?" "No, but that is impossible with semester courses and besides I don't think it is very practical for every student to have a project!" "I really don't see anything very sacred about an experience program!" "Students seem to get along just fine without farming programs and I really don't worry about making farm visits." "Say, what can I do, my superintendent is really questioning my summer employent?"

Have you ever heard or participated in such a conversation in vocational agriculture circles lately? Yes, considerable changes have occurred in vocational agriculture and in the eyes of some agricultural educators apparently a supervised occupational experience program has become an obsolete item in vocational agriculture. If not obsolete, at least a supervised occupational experience program apparently does not have a high priority with some educators.

Why are we finding ourselves in this situation? Could it be that teacher educators have not instilled the philosophy of the role of a supervised occupational experience program in relation to vocational agriculture? Could it be that some state supervisors, vocational agriculture teachers or supervising teachers did not believe in experience programs or insist that every student have them and consequently supervisory visits and experience programs both have slipped away?

It is possible that students coming into the vocational agriculture programs today have a much wider range of goals and interests and consequently the traditional type of occupational experience programs are not always appropriate.

> A Supervised Experience Program:
>
> 1. Is an extension of classroom instruction for farm, ranch, or off-farm agricultural occupations.
> 2. Encourages use of approved practices.
> 3. Promotes closer cooperation and relationships between agribusiness and teacher.
> 4. Informs teacher about situations of students.
> 5. Makes effective teaching in a real life situation.
> 6. Helps students see a need for relevance of instruction.

One of the first requirements of an agricultural educator, is to have real dedication and commitment to a supervised occupational experience program for **every** student. The "heart and backbone" of a **vocational** agriculture curriculum is the supervised occupational experience programs. It has been stated that education is vocational when it is taught in relation to actual work and observation of specific occupations. From these actual work and observation experiences come the problems for class discussion. Without occupational experience programs, vocational agriculture will likely evolve to a "bookish mere classroom only experience" with abstract applications. The integral relationship of the FFA awards programs to the occupational experience program will also be lost. The valuable year-round instructional program is also lost without supervised occupational experience programs.

Consequently, occupational experience programs are the real key for making vocational agriculture vocational. A supervised occupational experience program should be required of every student enrolled in a truly vocational agriculture course.

After observing and listening to ideas generated by teachers, supervisors and teacher educators in various states, it seems that a number of ideas are possible solutions to the occupational experience program dilemma facing some teachers. For example, Jim Simmons, Vo-Ag Supervisor, Omaha, Nebraska Public Schools uses exploratory observations effectively in agriculture programs in the metropolitan area. Mr. Don Erickson, State Supervisor of North Dakota, uses a term called "occupational skills" for the traditional "supplementary jobs or skills."

What are some possible supervised occupational experience programs that can provide alternatives for every student enrolled?

Supervised Exploratory Programs

This program has three phases. In the first phase, *all* students are required to *interview* a number of employers and employees in agribusiness firms during the year. The students will visit these individuals on the job and observe employment first hand. The second phase, requires *all* students to have at least one *home improvement project.* The third phase, requires *all* students to complete a certain number of *occupational skills.* These skills may be production or agribusiness in nature. Parents, friends or businessmen may be held partially responsible for teaching these skills. A record book has been developed expressly for this program by the vocational agriculture teaching staff in Omaha. This program is for any student beginning his experience in vo-

(Concluded on next page)

(Peterson & McCreight—from page 245)
cational agriculture who lives on a farm or in a rural or urban area and cannot develop a supervised farming program.

Supervised Farming or Ranching Programs

This is the very traditional program which also has three phases. Since production is still the heart of agricultural competency, every student that has access to production resources should be encouraged to develop a farming program. The three phases involved are *enterprise or production projects, farm and ranch or home improvement projects,* and *occupational skills.* This type of program can be developed in the junior high and expanded each year through senior high school and every state has a record book system. This type of program is still excellent agribusiness preparation. You never hear any agribusiness employers say that a farm background is not important. In fact, it is considered a valuable asset by most employers.

Supervised Laboratory Programs

This program can be the second step for students who began in the exploratory program. Again, this type of experience program has three phases. The laboratory phase may consist of organized experiences planned by the student and teacher. These experiences may involve *production on a school farm or in a greenhouse.* It may also involve *planned experiences in the shop* such as farm machinery set-up. (These experiences would occur outside of normal classroom and shop activities.) The other phases of the program would involve *home improvement projects* and *occupational skills.*

Supervised Farm Placement Programs

This program can provide occupational experiences for students living on small farms or in rural and urban areas. Generally, these students have a real desire for farm experience but have limited opportunities to develop competencies in the production phases of agriculture. Certainly labor restrictions have regulated the manner in which students may be used, however, proper planning by the teacher can provide excellent experiences for students. The three phases of this type of program are the *placement of students on farms* (which incidently could be handled as a cooperative type of program), *home improvement projects* (on either the student's home or farmer-employer's farm), and *occupational skills.* This type of experience program is applicable to students at all grade levels and can be particularly meaningful for senior high students.

Supervised Cooperative Agribusiness Programs

This program provides for the culmination of experiences for the students who have participated in the exploratory and laboratory programs as well as the students with farming programs who desire a broadened experience in their senior year. In this program students may be on released time from school or may work after school or during the summer months in agricultural-oriented business firms.

With these five options available for students, it is possible for *every* student to have a supervised occupational experience program. Appropriate record books are available for each type of program. The FFA degree and awards programs blend in with each type of program. Problems encountered by student in working or observing provide a real basis for classroom discussion. Yes, supervised occupational experience programs are really *that* important to a dynamic *vocational* agriculture program. ◆◆◆

(ACT NOW!*—Scarborough—from page 243)*
do I get along with other workers? The Manager? How do I feel about my pay in relation to my work? What will I do with the money I make? These are some of the questions that face the ACT student. If he is encouraged to face such questions, he will have a more accurate self-image, an extremely important factor in finding a career.

Key to Career Education

ACT program is an important part of a Career Education program. A cooperative training program bridges the gap between formal schooling and placement for full-time employment. Or, the ACT experience helps the individual student decide that he needs more work experience or more education or a combination of these in finding his own career.

Right On

Finally, the ACT program guarantees an up-to-date modern vocational agricultural program. As part of an on-going agricultural business, industry or agency, vocational agriculture cannot be a thing of the past. This means that the teacher must also be a part of this modern on-going agricultural operation.

Should cooperative training be a part of every vocational agriculture program? The answer seems clear. **Yes.**

Themes For Future Issues

August — Career Education: For More Effective Teacher Education and Supervision
September — Career Education: Articulation Among Local, Area and State Programs
October — Career Education: Upgrading Adults
November — NVATA Silver Anniversary Issue
December — Career Education: Accountability In Evaluation
The 1974 Themes—Coming Next Month

(Cover Pictures—from page 242)

RIGHT—The servicing and overhaul of small engines is taught in the junior year of the area vocational high school program of agriculture-industrial mechanics and in horticultural equipment. Students learn overhaul procedure and trouble shooting techniques. These small engines provide the basis for teaching principles of internal combustion engines. CENTER—Vo-Ag teacher visits production agriculture student's home and supervises the occupational experience program including corn, soybeans, and beef enterprise. The visit includes a conference with the parents and a review of a partnership agreement, as well as a review of record books. LOWER LEFT—These horticulture students at Greene Joint Vocational School are doing follow up work by making cuttings of geraniums following the teachers demonstration. Once they have learned proper procedure, they will work to develop speed so they are ready for spring and summer placement between the junior and senior years and then jobs in industry. Some of these students will continue their laboratory experience in the school greenhouse during the summer months. LOWER RIGHT—Keeping proper records of care, feeding, and general health are a part of the schools training program at Montgomery Co. Area Vocational High School. Classes enroll both boys and girls and work with many sizes and kinds of animals from large dogs to small mice. The instructor, Al Penn, says, "Girls are seldom afraid of mice, and they do not hesitate to clean pens since that is a part of many jobs in small animal care." (All photos by Leslie F. Crabbe, Area Supervisor, Ohio Department of Education)

RELEASED SCHOOL TIME— ITS USE AND ABUSE

Martin B. McMillion
Teacher Education
Virginia Polytechnic Institute and State University

M. B. McMillion

The amount of released school time should depend upon (a) student characteristics and situation, (b) ability of the school to improve those characteristics and situations, (c) appropriateness and quality of the school program, and (d) the appropriateness and quality of the training agency.

No longer does released school time refer only to the excused absences given to a farmer's son during the planting and harvesting rush. Acceptance of the cooperative education model and its half-day of released school time by agriculture has been quick and with little prior study and evaluation. Initially, and until 1963, cooperative education was by legislation a part-time program requiring that as much time be spent on the job as in school. The practice of providing one-half day of released school time still persists as the dominant pattern in the other vocational services and is becoming common in agriculture, even though the law requiring released school time was changed before agricultural education could legally place students in off-farm agricultural occupations. We cannot continue to follow blindly a pattern established to conform to a 1936 law* that is no longer in effect.

A school that still assumes every student has to spend a half-day on the job in order to be in a cooperative education program builds in a type of rigidity which either limits the program to a particular kind of student or does a disservice to students who are forced into the mold. A greater amount of released school time is most appropriate for the student who would prefer total release. Cooperative education should adopt no single scheme for student release. Flexibility in the amount of released time which fits the individual student situation is needed.

The interest, attitude, motivation, and occupational objective of the student are characteristics that should influence the amount of released time permitted. Likewise, financial situations of students may override other factors and necessitate more released school time. Another situation that requires consideration is the use of the family business as the training agency.

The school should, of course, not accept the students' present characteristics or situation as permanent and should endeavor to improve the attitude of students and make them aware, to the extent possible, of other options. Special programs and more counseling are limited by funds, facilities, and personnel. Limited school resources cause many of our schools to be less valuable to students than they should be, especially to the educationally disadvantaged. School programs vary in their quality and relevance, but so do available training stations. A comparison must be made of what can be gained by the student in a given hour at the school and at the available training station and a decision made concerning released school time on that basis.

Some specific questions and answers concerning released school time follow:

1. **My students from farms feel they should get some time off, too. Should they?**
   The excused absence to work at home during a few days a year should be handled as it always as been. Released school time to go home to the farm or other agri-business is largely dependent upon the student's degree of establishment in the business. His ownership and the prospects for a future in the business determine whether or not released school time is advisable. Again, the question of which place can the time be better spent to further his objective must be answered. The farming program model can warrant released school time, but the cooperative education model with the family business as training station seldom warrants released school time. The student probably has already participated in most learning activities in the family business by age sixteen to eighteen, and if he has not, released school time will likely not increase the student's curiosity or the interest of his relative in providing a more challenging training plan.
2. **Should a student with a sizable farming program of his own get a fixed amount of released time every day of the year or semester?**
   No, the jobs to be done on a farm vary with the seasons of the year, the weather, and other factors; and the decision for released time should be made on a weekly or even a daily basis. If the only job the young man had for the afternoon was plowing and the weather did not permit it, he could study corn growing at school instead of loafing at home or in town. A weekly schedule of tasks to be performed at home and a sign-out sheet in the teacher's office has worked well for the teachers at Montevideo, Minnesota. The Montevideo school has a committee and an elaborate policy statement for making decisions about released time for students to conduct their own farming programs.
3. **Is released time appropriate for students to gain experience on farms of others?**
   The decision to release students for farm placement is not different from the decision for the regular business placement. However, for most students, farm-placement would be a background experience for farmer-service occupations rather than preparation for the occupation of farming.
4. **If a student is placed after school and all day on Saturday, do you think he should have some free time during the school day for personal business?**
   This situation is more applicable to students who are placed as clerks in shopping centers and discount department stores than to the students placed in agricultural businesses. It is true that students need time to get a haircut, take clothes to the cleaners, service their automobile, rest, and prepare for work. A limited amount of released time, approved on an individual basis, is certainly appropriate.
5. **Should the student with greater intelligence and ability have less released school time?**
   Not necessarily. Generally a student having greater ability would want to enroll in more courses in school, but all students with high ability do not have the same academic inclination. High-ability students should and do select, even after careful consideration, occupations that require less academic background and provide a more direct route to employment. Much caution should be used in advising a student concerning the best use of his time. The same student who admires his teacher and counselor while in high school for permitting more released time may **not** think so highly of them after he has been out of school ten years. Teachers and others who advise students in the use of their time will be forever accountable to their students.

The amount of released school time used, if any, in cooperative education depends upon the individual student and his situation. Flexibility in the use of released school time is necessary to serve several kinds of students well. ◆

*George-Dean Act of 1936 which provided for only part-time and evening classes.

AN AG TEACHER'S VIEW: The Effectiveness Of Supervised Farming Programs

Jack Nowels
Vocational Agriculture Instructor
Loudonville, Ohio

Jack Nowels

Production agriculture is still the basic core of vocational agriculture, and a strong supervised occupational experience program is still a fundamental ingredient of a successful production agriculture program.

Have you observed the student's ears perk up when you refer to his projects in a classroom situation? Have you noted his increased interest as you use one of his projects as a guide in problem solving teaching? Have you marveled at his accelerated enthusiasm after a timely visit to his farm? Have you watched his eager effort to scan the project comparison sheets posted on the bulletin board to see how his efficiency factors stacked up against other students with similar projects?

Undoubtedly you have seen all of these displays of genuine interest brought about by a good supervised occupational experience program. They are indicative of a vibrant vocational agriculture program at work. Let's face it, we have an ideal teaching situation if we take advantage of this natural farming program incentive.

Our students are proud to be associated with the farming profession. They believe in agriculture and command a dignity and respect in their school and community. A sincere dedication to the ideals outlined in the original FFA Creed by E. M. Tiffany are necessary for accomplishment. Contrary to the pattern that some of our state staff members advocate, our chapter still refers to our state FFA degree winners as *state farmers*.

Each year some of our chapter officers and I conduct a one-hour orientation program for the eighth graders before they sign up for freshmen year classes. Interested students are then visited during the summer months when I discuss our program with the parents and the student.

Students in our vocational agriculture department must carry a minimum of two production projects and three improvement projects per student. Our department averages 3.8 production projects and 3.2 improvement projects per student this year. In my 25 years of teaching vocational agriculture, (21 years here at Loudonville) this requirement has always been met readily by interested students regardless of whether they live on a farm or in town.

One hundred per cent of our membership has always exhibited projects at our Ashland County Fair and our local Loudonville Fair. We have also maintained a good exhibition record at the Ohio State Fair. We consider the exhibiting of projects at the fair to be an excellent educational process.

Nearly all of our students have 100 per cent ownership of their production projects. We emphasize this arrangement in our project book agreements.

I aim to visit students' home farms frequently, and discuss current production developments. On these visits I also take many pictures of students with their projects. These pictures are useful in classroom presentations and also for projecting at our annual parent-son banquet. Frequency of visits to students is based on their varying needs.

Our department has a very high percentage of its graduates entering farming, the Ohio State University's College of Agriculture, and allied agricultural occupations. Many graduates of the department testify that vocational agriculture was the high school course that best prepared them for the future regardless of their eventual occupation. The responsibility of managing their own farming program with its accompanying record keeping; the self-confidence developed through FFA leadership activities; the close working relationship between the student, parents, and vocational agriculture teacher; and the practical application of English, mathematics, biological sciences, and behavioral sciences were cited by these students as being extremely rewarding facets of their high school career education.

The pride and accomplishment of owning and managing a profit making enterprise builds good contributors to society.

We try to explore careers through actual participation. Judging contests are an excellent means of generating enthusiasm among students. They have an opportunity to become competent in a certain agricultural judging enterprise and this association many times leads them to probe further into the career possibilities in that field of endeavor. We have always entered teams in all district and state judging events. The judging competition is the culmination of a student's competency compared with other students that year. Our judging is on a voluntary basis. Students make their judging preparations outside of class time. Individual desire and effort are the keys to accomplishment.

For over twenty years our department has been an Ohio State University agricultural education teacher training center. Student teachers like to teach career orientation lessons. Their fresh contribution to our existing career orientation pattern is always exhilarating.

It is my frank opinion that the joint vocational school concept in Ohio is certainly not going to enhance the quality of our state's supervised agricultural experience programs. The local school with its 4 year program of vocational agriculture and its local vocational agriculture teacher has an intimacy and common purpose that cannot be attained by specialized skill school concepts in a rural community.

Let's continue to help build strong, competent rural citizens through supervised agricultural experience programs.

USING PARA-PROFESSIONALS IN VOCATIONAL EDUCATION

Keith Carlson
Agribusiness Instructor
Belmond, Iowa

Keith Carlson

"May I come over to the Ag Mechanics laboratory next period?" "The welders are all busy now!" — The question hurt, but the answer is even more disturbing. "No, I have class in the classroom that period." A sad situation, made even sadder because it is repeated countless times in vocational agribusiness programs all over Iowa. But why? There must be a better way—and Belmond is searching for this better way.

As Belmond's vocational agribusiness instructor, I have become a coordinator as well as the agriculture teacher. Here's how we have organized our program. Robert Kalkwarf, a progressive farmer with a knack for mechanics and students, was hired for three days per week to create an "open lab" in the ag-mechanics laboratory. A high school custodian, Luther Proeger, volunteered to give instruction in horticulture. In addition, a tutor, Mrs. Tana Boyington, was hired for the entire high school and she regularly attended classes to provide help for the students. She was also available for additional assistance on an individual student basis.

All of this has changed the vo-ag instructor's role. He serves as an advisor for his students as well as their teacher. The open ag-mechanics laboratory and horticulture program has freed the instructor of many of the typical schedule restraints. Several schedule twists have been initiated.

First is a weekly staff meeting during which the three instructors plan the activities for the coming weeks.

Second, almost one half of the vo-ag instructor's time is devoted to conferences with individual students. The student's plans, accomplishments, and evaluations are all reviewed during this time. Each student has ten minutes per week reserved for these conferences. Additional conference time is available if needed.

The third change that has occurred is an added emphasis on individual learning. The student's Occupational Experience Program becomes more important. The Occupational Experience Program may be on his home farm, a cooperative employment program downtown, or any other place that fits the student's needs. The Occupational Experience Program provides a very practical career orientation to almost every unit that a student studies.

Para-professional assistance enables the agriculture teacher to give more individual attention to students, and for added emphasis on individual learning.

Another new twist to the vo-ag class schedule is a weekly 20 minute period when all five vocational agribusiness classes meet together for large group instruction. Schedule plans are announced, FFA activities are planned, and student motivation is encouraged for all classes at the same time.

A variety of learning approaches are being used. Continuous progress activities are emphasized. Almost all of the student's efforts are reviewed by an evaluator selected by the student. Then the student assigns a grade to the project or may just give it a pass or fail designation. Tests are used, but never as the sole determinate of the student's grade. Over one-half of the student's grade is based on his activities at home or on the job as the student is encouraged to apply his knowledge, not just accumulate it. A conscientious effort is made to prevent the student from being compared with other students during the grading of a student's program. Non-competitive grading requires that conferences be held with the vocational agribusiness instructor.

The agriculture mechanics laboratory is kept "open" for at least one hour after school and one hour before school under this plan by Mr. Kalkwarf on Tuesdays, Thursdays, and Fridays.

A typical ag-mechanics program for the week might include a small group activity, field trip or movie on either Monday or Wednesday. These two days are also reserved for small group discussions, classroom meetings, and class motivation. Tuesday, Thursday, and Friday the student may come to class as often as he wishes, which, counting the hours before and after school, may be four hours each day. The main requirement is that he shall not interfere in any way with the learning of other students. The lab time is treated as an honor to be used or he/she may be asked to leave (fired?).

The horticulture program is even less structured. No credit was provided in 1970-72 school years and there were no scheduled class meetings. But the crop and soils laboratory had students in it every day. Students have run all kinds of experiments from hydroponics to fertilizer trials. Last spring $75.00 worth of tomato plants were sold to area residents by participating students. Para-professional Luther Proeger also taught one of the Agriculture evening school programs this past winter. Adults from the Belmond school district attended the six night school classes on horticultural and home landscaping topics.

The funds required for this program have been minimal: less than $1200 for the entire year. Mr. Kalkwarf was paid $3.00 per hour for his work in the ag-mechanics laboratory. The school paid miscellaneous costs such as physical and state certification fees. Mr. Proeger served as an unpaid volunteer for his assistance with high school students interested in horticulture. He did receive $160.00 for the adult class and for his expenses. ◆◆◆

Anyone desiring additional information or forms used in the Belmond vo-ag program is encouraged to write the author, Keith Carlson, Agribusiness Instructor, Belmond, Iowa 50421

ARE YOU ACCOUNTABLE FOR YOUR SUMMER PROGRAM?

Howard R. Bradley
Adult and Occupational Education
Kansas State University
Manhattan, Kansas

H. R. Bradley

In most states the vocational agriculture teacher is hired either on an eleven or twelve months contract. This policy is the result of the 1917 Smith-Hughes Act, which placed emphasis on the vocational agriculture teacher making home supervised visits to observe the student's "project program." The emphasis was for the teacher to have a close working relationship with the boy and his parents. The two or three additional summer months employment allowed the teacher time to make these visits to what we now call supervised work experience programs.

What about 1973? Are vocational agriculture teachers accountable for the extra months employment that other teachers may not have? Is the original intent of the Act passed fifty-five years ago outmoded in these years of transition? The original intent of the Smith-Hughes Act was to provide a program which included more than pure academic theory. The founders of the bill believed that a good program justified additional time to meet the objectives set forth in the Act.

In Kansas the superintendents of schools are asking the state supervisory staff, the teacher educators, or the vocational agriculture teachers these questions: (1) How do you justify the hiring of a vocational agriculture teacher on an eleven months basis? (2) There are so few farm students enrolled — is there any need for a teacher to be on eleven months employment? (3) There are no students in the secondary school in the summer —why eleven months employment? (4) Do you think that vocational agriculture teacher work load justifies him being paid for eleven months?

Some of the vocational agriculture teachers are taking a critical look at the summer program. They are asking themselves why such a successful concept is being questioned by school administrators and boards of education. Is there some validity that the existing conditions may be reason enough for administrative concern for the following reasons? (1) school districts are being hard pressed for funds and superintendents see a possible way to save 1,500 to 2,000 dollars; (2) the formula used for reimbursement to schools in our state allows only few points for summer programs and therefore little incentive in dollars for a strong summer program; (3) some teachers do a minimum amount of work in the summer months to justify the salary; (4) some teachers do an inadequate job of officially reporting their program to their school administration.

Some vocational agriculture teachers are taking a critical look at their summer program, asking themselves why such a successful concept is being questioned by school administrators and boards of education.

A former study of Kansas vocational agriculture teachers indicated that the summer program should be divided into the following areas with an approximate percentage of time allotted as follows: (1) planning for the school year, 30%; (2) supervising work experience programs, 18%; (3) professional improvement, 18%; (4) Future Farmers of America activities, 10%; (5) out-of-school agriculture programs, 9%; (6) school and community services, 8%; (7) publicity, 5%; (8) reports and records, 2%.

A study completed in July, 1972 by Dan Blackledge for his master's degree requirements asked Kansas vocational agriculture teachers the number of visits they made to each student's home. This study revealed that 24% of the teachers made only one home visit per year, with an average for all the teachers of 2.35 home visits. If one were to say this is how it really is in Kansas in 1972, it is evident that Kansas teachers average 1⅓ student's home visits during a nine month regular school term and one during the summer months. This study tends to coincide with the previous study, which indicated only 18% of their summer time was spent in supervising work experience programs. It also indicates an attitude on the part of teachers to minimize the importance of supervised work experience.

Do the vocational agriculture teachers themselves need to take a look at their summer programs to see if students' needs and interests are being met? Is it possible that they will find teachers who are not accountable: (1) to the administrator for bi-monthly or monthly written report of their summer program; (2) for a specific time for vacations and/or agribusiness activities; (3) for designating a specific office time during each week at the school building; and (4) for the actual length of time in summer courses at the teacher education center.

Vocational agriculture teachers cannot solve the matter of state reimbursement formula, but an aggressive attitude toward the importance of summer programs in the transition period communicated to those responsible for the formula for reimbursement might well solve this concern of administrators. The question still exists, how can the summer program continue to receive the strong support that the program enjoys during the regular nine months school year? It is my observation that the teacher who organizes his summer program like he does the rest of the school year, having conferences with the school personnel, mapping out the direction to follow in cooperation with his advisory council, keeping the administrators informed by bi-monthly reports, and carrying on an aggressive accountable summer program is not being questioned by school administrators for the merit of the program. This individual is involved with urban and rural people in his up-to-date progressive program. He is meeting the needs of the individual student and communicating with the total community. ◆

COOPERATIVE AGRICULTURE EDUCATION IN A TOTAL URBAN SITUATION — *New Orleans*

J. C. Simmons
Area Supervisor, Louisiana

The Vocational Agriculture program at Booker T. Washington High School in New Orleans is devoted primarily to teaching Ornamental Horticulture. The Orleans Parish School Board in cooperation with Louisiana State Department of Education has provided excellent facilities, equipment, and supplies for the program. This is a multiple teacher department and the instructors are doing an excellent job in training these students in the many skills necessary in working with plants. The departments has as one of its projects the landscaping of the school campus. This not only enhances the appearance of the school grounds but also provides training for the students. Greenhouses are located on the campus.

Although these facilities provide training for the students, the teachers concluded that an extension of the program was necessary in order that the students could receive additional practical experiences. The Vocational Agricultural Section of the Louisiana State Department of Education in cooperation with the State Board of Education initiated the Cooperative Agriculture Education (CAE) Program. Junior and Senior students are eligible to enroll in this program. They attend classes during the morning and are released in the afternoons to work and receive on-the-job training in an approved training station. These students work a minimum of fifteen hours per week and receive two additional units of school credit.

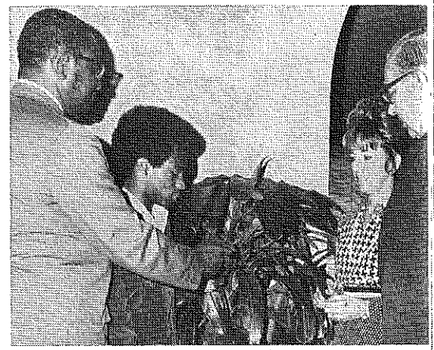
Mrs. Jaunell Lane, Executive Housekeeper for The Royal Orleans Hotel, observes Benny Campbell, a Vocational Agriculture student at Booker T. Washington High School and a trainee in the Cooperative Agriculture Education (CAE) Program, as he examines one of the plants on the roof of the Hotel.

The Vocational Agriculture teachers at Booker T. Washington decided this was an opportunity for them to provide the additional learning experiences they felt were needed by these students.

The Coordinator of the program immediately began making contacts with various businesses where these students might be placed for on-the-job training. Several students were placed in nurseries and florist shops. However, the most innovative idea he came upon was the possibility of placing CAE trainees in some of the fine hotels in New Orleans. Being located in the deep south, these hotels have always maintained plants throughout their establishment, much to the delight and pleasure of their many tourists and guests who come from many foreign countries and from all over the United States. Mr. Jordan discovered that the management of many of these hotels and motels were very interested in seeing that their ornamentals were properly maintained and he placed several students in these establishments.

Among those cooperating in the program is The Royal Orleans Hotel located in the famous old French Quarters of New Orleans.

Benny Campbell, a senior at Booker T. Washington High School, was selected to be placed at The Royal Orleans. He is fortunate to be under the supervision of Mrs. Jaunell Lane, Executive Housekeeper for the hotel. Mrs. Lane is no stranger to the Vocational Agriculture program and the FFA. A native of Texas, Mrs. Lane has five brothers who are former Vocational Agriculture students and members of the FFA. She is very knowledgeable of the program.



Benny Campbell, vocational agriculture student at Booker T. Washington High School in New Orleans and a trainee in the Cooperative Agriculture Education (CAE) Program, listens intently as his vocational agriculture teacher, Sidney Jordan, left, and Coordinator of the CAE Program at Booker T. Washington discusses some of his responsibilities in caring for the ornamental plants at The Royal Orleans Hotel. Observing are Mrs. Jaunell Lane, Executive Housekeeper at The Royal Orleans, and William G. Young, Supervisor with the Orleans Parish School Board.

After attending his regularly scheduled classes at Booker T. Washington, Benny reports to the hotel for work each afternoon and works an average of four hours.

Plants of many different varieties are located throughout the hotel. Included in these locations are the entrance, lobby, lounge, and the several patios for which the hotels in New Orleans are famous. Benny's work includes a variety of duties which have to do with the maintenance of these plants. This includes watering, fertilizing, potting, pruning, dusting and cleaning the plants, insect and disease control, etc.

(Concluded on page 254)

CAREER EDUCATION:
Supervised Agricultural Experience Programs

Arthur L. Eicken
Instructor and Coordinator
Agricultural and Diversified Occupations
Carrollton, Illinois High School


Arthur L. Eicken

The success of any supervised experience program at any age or educational level depends very much upon the philosophy of those charged with supervising the vocational experience programs. The philosophy is based on a person's understanding of the significance of the words in the title of this article especially the words supervision, experiences, and programs as they relate to the learning processes.

Despite what one finds in publications today the use of vocational education too often becomes an elusive term with connotations of dimunitive intellectual worth and associated with labor as contrasted with cultural (academic) education and with its contrasting connotations with leisure, contemplative knowledge, and spiritual activity. While there exists a dicotomy between academic and vocational education, career education concepts do tend to minimize these differences.

An accepted concept (steadfastly held by the author throughout his career in education) is that education through occupations combines within itself more of the factors contributive to learning than any other method. Individuals training through an occupation have an end in view, goals are sought, instincts and habits are called into play; accomplishments can be felt since they do not require a lifetime to attain; activities do not become capricious or routine; understanding is in terms of doing things and understanding how they are accomplished. Understanding, by its very nature, is related to action and there becomes a humane dimension to vocationalism. Students gain new information on the one hand and the discovery of its meaning to them on the other. Vocational education does and should address itself to the pragmatic, moral, and theoretical aspects of life.

Supervised agricultural experience programs in the context of what has just been stated concerning an educational philosophy thus becomes vibrant and meaningful. Supervised agricultural experience programs must relate directly to those physical and mental skills needed for the individual to function in a productive way in our society, which is usually expressed in the profit and loss motive in our business oriented society. Financial remunerations are part of the end result. Supervised agricultural experience programs must emphasize the how of something so that agricultural trades or skills emerge to meet individual needs. Curriculum produced skills must be closely associated with employment skills expressed in production agriculture or related agricultural businesses. This philosophy must be a scintillating endeavor for anyone involved with an agricultural experience program in their role as an educator and definitely a must if any meaningful supervision of programs is to be attained.

Supervised experience programs in agriculture should be so instituted that they contain behavioral skills which are not preoccupied with the simplest and most primitive aspects of education. These programs serve many of the occupational needs of individuals, professional as well as business and mechanical labor. They must include the development of an individual's artistic capacity, scientific ability, effective citizenship, and a realization of moral aspects of life.

A philosophy can find meaningful expression in life activities as I give it meaning to every individual in my classroom, which includes the conventional school classrooms, a land laboratory, agricultural businesses, and many farms in our community. Students generally accept with pride the concept I espouse, namely that agriculture is a business and they must approach it as such. Agriculture becomes a relevant educational process in producing a service, producing a product, or improving the environment.

Agricultural Experience Programs vs. Projects

With so many presen' day concepts of vocational education not clearly defined in the mind of educators there must be a distinction between *projects* and *programs*. Projects usually are less inclusive than experience programs in developing individual abilities. Projects are of short duration, have few or no major goals, and lack continuity. For example, a project which involves collecting weeds for identification for classroom credit is quite a different educational learning device than producing flowers in a greenhouse, which would involve the student in budgeting, purchasing, producing, processing, and involvement of the student with the public in many of these processes, and eventual sale resulting in a profit or loss. The latter becomes a *PROGRAM*. The student becomes involved in many more of the learning processes since the involvement is more comprehensive and extends over a greater length of time. Therefore, the extent of the individual's development is much greater than through the project approach to vocational education.

Programs contain many facets of which projects are a part. Programs involve continuity and extend over the entire year and longer. They provide a dimension which enables students to plan more comprehensive activities on the basis of how a business operates. Projects are an end in themselves while programs can be built upon for future commitments. They thus contribute to the humanistic development of the individual, a dimension not possible in so called projects per se.

As educators, we must be primarily concerned with the development of the total individual, commensurate with his potential, rather than with routine performances of skills per se.

Supervision vs. Supervision

Two main kinds of supervision exist today in agricultural experience programs, namely paper supervision, a pseudosupervisory educational process, and the more desirable one which is actual planned visits involving the educator with the individual at a particular agricultural business, at a land laboratory, on a farm, or at a home of urban students. The latter type is the most effective in the educational process since it brings together those learning activities involving the student and the instructor. Being an educator, the instructor has the expertise necessary to coordinate all the learning activities visually present that the student is involved with so that an evaluation of the student's progress can be made as well as instructing him, on the basis of the evaluation, how to proceed in further growth. Also, this type of supervision provides the instructor with an opportunity to coordinate classroom activities with actual agricultural business or agricultural production activities and also to develop a desirable public relationship between the school and the community.

Implementing A Supervised Agricultural Experience Program

Based upon the author's lifetime experience, exhaustive study, and observation, there are a number of essentials which make a successful agricultural supervised experience program educationally functional:

1. **Adequate instructional supervisional time, time and more time.**
2. **Adequately defined instructional agricultural business oriented objectives.**
3. **Adequately defined student agricultural business objectives (understood by the student)**
4. **A purpose for each supervisory call with strong instructional implications.**
5. **Leave a plan of action for the student to follow until the next supervisory call.**
6. **A rapport with cooperating agricultural business and parents of students with experience programs in production or agricultural business.**
7. **A business agreement and training plan cooperatively developed by the agricultural business trainer and (or) the parent of production agriculture students.**
8. **A cooperative evaluation process with all those involved with the student's experience program.**
9. **A maintained detailed system of business records kept by students showing progressive occupational planning, progress, and an expression of profit or loss, or clearly defined environmental improvement accomplishments.**
10. **Academic credit commensurate with the training programs.**

The author has many different forms to leave with students during a supervisory visitation, so they may know how to proceed in acquiring new experiences and progress in their experience programs. These supervisory plans will provide a mutually agreed plan for the instructor and student for the next supervisory visit for further planning and evaluation.

Keep your supervisory plan simple. Detailed plans complicate your call in that they involve too much time talking and explaining and not enough observing and planning actual learning situations. Also, the student and trainer (in this instance, perhaps the parent) will not have the attention span necessary to fully comprehend your intended objectives.

An example of a cooperative supervisory evaluation form for agriculture business training programs is that exemplified by form shown as Figure 1. The evaluation is confidential and is provided each grading period by the instructor during a supervisory call and mailed to him at a specified date. This form also provides a good door-opener for supervisory visitations by the instructor.

FIGURE 1
AGRICULTURAL BUSINESS
EMPLOYMENT-TRAINING EVALUATION

Students Name _____ Date report due _____
Agricultural Business _____ Occupational Title _____
Department in which student is working _____
Days Tardy_____ _____ Days Absent_____ _____
Excused Unexcused Excused Unexcused

Rate this student in the following areas:

	Excellent	Above Average	Average	Below Average	Unsatisfactory
1. Punctuality					
2. Initiative					
3. Personal appearance					
4. Dependability					
5. Accepts criticism (Constructive)					
6. Cooperation with others					
7. Keeps busy (where applicable)					
8. General interest and enthusiasm					
9. Involvement in the technical phases of the business					
10. Progress toward his occupational title					
11. Other					

AS HIS EMPLOYER:

1. Does the student have available technical information concerning the details of the area in which the student is employed? _____
2. What technical information or training in the agriculture department of the high school should the instructor provide more of? _____

GENERAL COMMENTS:

Rated by: _____
Supervisor or employer

_____ _____
High School Instructor Date

Remember, the key to good educational programs is the instructor, and the key to a good supervised agricultural experience program is the instructor. For an instructor to be effective as an educator it is most important that he have the understanding and cooperation of the school system and the community.

Education through occupations! It's the best! The only limiting factor is that we do not have enough of it in our educational systems. ◆◆◆

Copies of the forms mentioned may be obtained by writing to the author.


Willard H. Wolf


Ralph J. Woodin

RETIREMENT LUNCHEON AND RECEPTION

The retirement of Willard H. Wolf and Ralph J. Woodin from the Department of Agricultural Education, The Ohio State University, is being observed on Saturday, May 19th. A luncheon is being planned for 12 o'clock noon at the Fawcett Center for Tomorrow on the OSU campus, followed by a reception. Friends and associates who may want to participate in the program or contribute to the recognition and scholarship fund, should contact Gilbert S. Guiler, Chairman of the Arrangements Committee, Department of Agricultural Education.

Doctors Wolf and Woodin will be terminating a total of 90 years of service to education in Ohio. ◆◆◆

SUPERVISED OCCUPATIONAL EXPERIENCE:
Modern And Comprehensive

T. R. Miller
Teacher Education
North Carolina State University

T. R. Miller

In a professional world seeking and expecting change as a sign of progress, what valuable modifications have been developed for vocational agriculture?

In North Carolina, a modern concept of supervised occupational experience promises more and better opportunities for enrollees to gain appropriate and realistic experiences in agriculture.

It is doubly important today, as agricultural education is extended to include some instruction within the elementary and middle grades, to have a comprehensive experiential concept. Likewise, as agriculture is included in community colleges, it should develop with a concept of occupational experience sufficiently broad to meet the needs of their students.

What kind of a concept of supervised practice could meet all these challenges? In North Carolina, two elements have added to the well-known concept of supervised farming programs, ie., *Exploratory experiences* and *Occupational work experience in off-farm business.*

The North Carolina version of occupational work experience in agriculture might be listed as a hybrid. It includes the provision for students to be employed on a job. It also accepts on-the-job experiences gained *without* released school time, such as might be secured after school hours, on weekends and during vacations including the summer time. However, the employment should be a job which can be related to agriculture.

The concept of agricultural experience should be broad enough to meet the needs of all students enrolled in elementary, junior high, secondary school, and community colleges.

The second characteristic which makes the N.C. concept unique is the provision for Exploratory Experience, which some authorities classify as "general education" work experiences. These are defined as short-time, informal visits on the job with a worker to provide a more realistic basis for career choices. The assumption is that the sights, sounds, smells, tastes, touches and other impressions acquired on such visits does improve the validity of the career choice basis of the student.

Exploratory experiences should be especially useful at the middle school and lower high school grade levels. Students may be assisted by field trips to gain these but individuals should also be encouraged to supplement this effort. For the younger pupils, parents or other adults will need to be involved in the task.

There should be no slighting of the supervised farming program opportunities for occupational experience. The student needs to learn to use all appropriate activities available to advance his career development. Further, the sub-concept of "Home improvement projects" within supervised farming is equally valuable as occupational experience for students entering any occupation. Even the aspect of "supplementary practices" could provide occupational experiences important to many students.

In conclusion, the most important reason for the development of the N.C. Concept of Supervised Occupational Experiences in Agriculture is to present to the student as broad an array of experiential opportunities as possible. With this "big picture" before them, students are free to develop individual programs of occupational experiences which may exceed even the teachers' expectations. ◆◆◆

(Cooperative Education In An Urban Situation, *Simmons—from page 254)*

His vocational agriculture teacher makes periodic supervisory visits to advise and assist with the proper care of the plants. In addition, the hotel maintains the periodic assistance of a local florist with whom Benny works and from whom he is receiving additional valuable training.

Benny is well pleased with his work for which he is being paid in addition to receiving training in the career which he plans to enter upon completing high school. He is one of eleven children and states that the financial aspect of his work is much needed.

Asked to comment on the program and the student under her supervision, Mrs. Lane stated, "We are happy to cooperate with the school in this type program. We feel fortunate in having a student of Benny's type working with us here at The Royal Orleans. He is very cooperative and it is quite obvious that he has received excellent instruction in his high school program which has prepared him to work with our plants here at the hotel. I have had comments from other hotel people to the effect that our plants last longer than those in their hotels. I give the credit for this to Benny and his work."

Benny enjoys his work, but perhaps the most interesting phase of his job is answering the many questions asked by the visitors and tourists who are curious about the plants. The most common inquiry relates to the name of the different varieties, and it is indeed pleasing to note that as a result of the training he has and is receiving in the Vocational Agriculture Department of his high school and the additional training being received on the job enables him to properly identify these plants. This is very impressive to these visitors.

This program has the full cooperation of the Orleans Parish School Board Office. One of the supervisors with the Orleans Parish School Board has worked closely with the Vocational Agriculture Department at Booker T. Washington High School and is very enthusiastic toward the program. He comments that this type training has the full cooperation of the Orleans Parish School Board and that there is much interest in expanding the program. ◆◆◆

RELATIONSHIPS AMONG FACTORS ASSOCIATED WITH OCCUPATIONAL EXPERIENCE PROGRAMS

John D. Todd

John D. Todd, Associate Professor
Vocational-Technical Education
The University of Tennessee

and

Lloyd J. Phipps
Professor and Chairman
Vocational and Technical Education
University of Illinois

Lloyd J. Phipps

Occupational experiences to orient and help prepare persons for employment in today's world of work are traditional with programs in vocational education. These experiences afforded vocational pupils are one of the unique characteristics of programs to help persons attain occupational goals.

There is much concern today toward expanding and up-grading vocational programs. Much concern is also being given to implementing career education into our educational system. If these tasks are to be accomplished, consideration must be given to the values and influences of the different types of occupational experiences since they occupy such an important role in vocational education. Consideration must also be given to the relationships that exist among other factors associated with occupational experience programs.

A study was recently conducted to determine the relationships of factors associated with occupational experience programs.[1] The study was conducted to determine the differences and relationships that existed relative to job satisfaction, attitude toward preparation for the world of work, and the change in school attendance and achievement between two comparable semesters.

Procedure

Ten vocational programs were randomly selected from each of the five vocational fields. These programs were selected from a total of 1,036 vocational programs being conducted in Tennessee: 119 in distributive education, 40 in occupational home economics, 446 in trade and industrial education, 262 in vocational agriculture, and 169 in vocational office education. Five pupils were randomly selected from each of 10 programs in the five fields. This involved a sample comprising 250 pupils.

These pupils responded to a 28-item attitudinal inventory relative to their attitudes toward preparation for the world of work and indicated job satisfaction relating to their occupational experience, according to the Hoppock Job Satisfaction Blank. School attendance and achievement records for the fall semester of their senior year were compared to a comparable semester before receiving any occupational experience.

The pupils were grouped according to their occupational experiences into cooperative, school laboratory, self-employment, and school laboratory-cooperative patterns.[2]

Findings and Conclusion

1. **Pupils who had received different occupational experiences did not differ significantly in relation to school achievement and attendance, job satisfaction, and attitude toward preparation for the world of work. Differences did exist with six attitudinal statements that dealt primarily with relevancy of courses toward preparing for employment, making occupational choices, and value of youth club work. Pupils who had obtained cooperative experiences gave the most unfavorable responses to five of these statements and differed significantly from responses of pupils in most of the other patterns for occupational experiences. Pupils who had obtained occupational experiences through a self-employment pattern gave the most favorable response to four of the statements including the one relative to the value of youth club work. It should be noted that self-employment experiences are components of many programs in vocational agriculture.**
2. **There was a significant correlation between job satisfaction and attitude toward preparation for the world of work. These two variables were also significantly correlated for pupils who had obtained cooperative and school laboratory occupational experiences.**
3. **There were many significant differences among job satisfaction, school attendance, and attitude toward preparation for the world of work according to pupils grouped by their enrollment in different vocational fields. These differences did not follow a consistent pattern, but vocational office education and agricultural pupils had the best over-all attitude toward their preparation for the world of work, and there were no significant differences between any of the vocational fields, except distributive education, in job satisfaction. Distributive education pupils gave the most undesired response relating to job satisfaction. Vocational agriculture pupils did show the least improvement in attendance record between the two comparable semesters and it was significantly different from the other vocational fields.**
4. **Pupils who resided in large metropolitan areas had a more unfavorable attitude toward preparation for the world of work than those who lived in smaller communities. Their difference in attitude was significant. All of the agricultural pupils included in the study lived in the smaller communities.**
5. **Pupils grouped according to their occupational objectives did not differ significantly in relation to any of the variables tested in the study.**
6. **The female pupils differed significantly from the males in their improvement in attendance and they also had a more favorable attitude toward preparation for the world of work.**
7. **Pupils enrolled in their first year in vocational education did not have as favorable an attitude toward preparing for the world of work as those who had been enrolled for two, three, or four years. This difference was significant. It should be noted that most of the agricultural pupils in the study were enrolled in vocational agriculture for three or four years.**

Summary

The findings of this study revealed that there were distinct differences among factors associated with occupational experience programs of vocational pupils. These differences should be considered when planning or improving vocational programs. More research and thought should be given as to why these differences existed. If the factors lend themselves to an improvement of the situation, more effort should be expended toward bringing about the desired changes.

(Concluded on page 256)

COOPERATIVE VOCATIONAL EDUCATION IN CONSERVATION

Dale A. Law
Agriculture Occupations Instructor
Rushville High School
Rushville, Illinois

Dale A. Law

"On-the-job" instruction and "learning-by-doing" have been hallmarks of vocational education in agriculture and the FFA since their beginnings. Normally, this brings to mind mechanical skills and the learning of trades, but at Rushville High School, we have tried to expand this concept into the area of conservation and environmental education. The primary means of doing so has been through the formation of a Junior Board of Directors for the Schuyler County Soil and Water Conservation District.

The Junior Board was formed with a two-fold purpose in mind—first, to assist the parent board of the Soil and Water Conservation District in developing and implementing a conservation plan for the county and secondly, to provide members of the Junior Board with first hand experience in working with a public board and observing its functions and duties. In order to accomplish its purpose, the Junior Board adopted the following objectives into its constitution and by-laws:

1. **To help create a public awareness of the need to follow good conservation practices.**
2. **To help create an interest in conservation and our environment among the school children of the county.**
3. **To encourage individuals to train for a career in conservation.**
4. **To encourage good conservation practices on the rural land of the county.**
5. **To help provide leadership in making the general public aware of the need to protect our environment.**
6. **To present new ideas and suggestions to the parent board concerning conservation.**

The parent board is sharing its responsibilities of leadership in conservation with this group of young men with the hope that it will result in new ideas and approaches to this task. It will provide training in leadership and better prepare them for the day when they must take the full responsibility of administering the conservation program for the county.

The Junior Board sends representatives to the monthly meetings of the parent board, and in addition, makes a short presentation of its activities at the annual meeting of the parent board. This past year, the Junior Board was divided into three committees of primary responsibility — *"farm ponds," "dangerous corners,"* and *"roadside banks."* Each committee observed, studied, and then reported on the condition of representative samples of their particular area of concern. Discussions and lab activities were held in conjunction with each area.

The *farm ponds committee* invited the state fish biologist for our district to give a demonstration on shocking a pond to determine fish size and population density. The *roadbank committee* planted trees and seeded an area to retard erosion. The *third committee* identified dangerous corners and made suggestions for their improvement.

In addition, the Junior Board helped distribute wildlife packets to landowners in the county, and helped in the development of a Nature Trail through Schuy-Rush Park. Other activities are being planned for the coming year.

The Junior Board consists of nine members from the Rushville FFA Chapter. There are three members from the freshman class, and two each from the sophomore, junior, and senior classes. Members are elected for two year terms with one member from each class being elected every October. This allows for one carry-over member from each class. It is considered a privilege to serve on the Junior Board with many students running for election.

The Junior Board was planned and organized by Harold Hart, Schuyler County Soil Conservationist and myself in January, 1971. As far as is known, this was the first such group in the state of Illinois and possibly in the nation. Copies of the constitution and by-laws are available by writing to either Harold Hart, Soil Conservation Service, Rushville, Ill. or Dale A. Law, High School Agr. Dept., Rushville, Illinois. ◆◆◆

(Todd & Phipps—from page 255)

The study could contribute to the career education concept in showing that the more exposure a pupil had to vocational education, the more favorable was his attitude toward practices being used to prepare for the world of work. Pupils with only one year experience in vocational education gave the least desired response and the attitude toward preparing for the world of work improved progressively with the number of years they were enrolled in vocational education. This finding could also be interpreted to imply that more thought and effort should be given to improving programs for first year pupils.

The study did not show any one occupational experience pattern, in terms of indicated responses, superior to the others. It did not indicate that the experiences received in one vocational field were of better quality than those received in another. It did show that some significant differences existed among the factors studied which should give insight into suggested changes for improving existing programs. These differences should be studied by vocational agricultural teachers. Perhaps ways could be found to improve school attendance, job satisfaction with occupational experiences, or practices used in preparing persons for the world of work. ◆◆◆

1 Todd, John D., "Relationships Among Selected Occupational Experience Programs in Secondary Schools," Unpublished Doctoral Dissertation, University of Illinois, 1972.

2 Types of Occupational Experience Patterns:

Cooperative—A program where pupils are enrolled in school and through a cooperative agreement between the school and employer receive vocational instruction in class and on-the-job training through part time employment.

School laboratory—A program for pupils where systematic instruction is given in class and practical activities are obtained using school facilities during extended, scheduled periods affording time for acquiring job-oriented competencies.

Self-employment—A program where pupils receive systematic instruction in school and obtain supplementary out-of-class job oriented experiences by utilizing self or family-owned facilities where no employer is involved.

School laboratory and cooperative—A program for pupils who had obtained both school laboratory and cooperative occuptional experiences.

RELATED INSTRUCTION FOR NONFARM AGRICULTURAL OCCUPATIONS EXPERIENCE PROGRAMS

David L. Williams
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University of Illinois
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David L. Williams

A series of learning experiences provided through a supervised occupational experience program, classroom instruction and FFA activities have been the basis for sound vocational programs in agriculture for many years. These elements which have been used extensively to prepare people for careers in production agriculture should also be included in an instructional program that purports to prepare students for entry and advancement in nonfarm agricultural occupations.

Teachers have placed students in agricultural businesses for occupational experience in specialized areas such as horticulture, agricultural mechanics and agricultural supply. Most secondary school agriculture programs include a core of instruction in animal and plant sciences and other technical areas which equip students with the basic agricultural knowledge and skills needed by employees in nonfarm agribusiness firms. FFA activities have been developed for students with career objectives in nonfarm agricultural occupations. However, in many schools, the curriculum does not include related classroom instruction that correlates with nonfarm supervised occupational experience programs.

Occupational Competencies Needed

An awareness of the difficulties faced by teachers in planning related instruction when students' career objectives and supervised occupational experience programs are diversified, lead to the initiation of a developmental project by the University of Illinois Agricultural Education Division during 1970-71. A major objective of the project was to identify the general occupational competencies needed by employees in nonfarm agribusiness firms, and to incorporate the competencies into areas of instruction appropriate for a secondary school agricultural occupations curriculum.

The student needs general and specific occupational competencies as well as specific job skills for entry and advancement in a nonfarm agricultural business firm.

Units of Instruction

The five units of instruction identified constitute a basic core which includes the common knowledge and skills related to the business activities of various types of nonfarm agribusiness firms. The five units include 40 areas of instruction as follows:

Human Relations in Agribusiness
1. Applying for a job.
2. Understanding the importance of personal appearance.
3. Advancing in an agribusiness.
4. Developing desirable employee characteristics.
5. Becoming an efficient employee.
6. Handling problems on the job.
7. Getting along with co-workers.
8. Getting along with the boss.
9. Maintaining proper relations with customers and competitors.

Communications in Agribusiness
1. Understanding business communications.
2. Speaking effectively.
3. Communicating with customers.
4. Using the business telephone.
5. Communicating with co-workers and management.
6. Writing business communications.
7. Gathering information.

Agricultural Salesmanship
1. Understanding the role of a salesman.
2. Understanding products.
3. Understanding the customer's buying motives.
4. Identifying new and keeping existing customers.
5. Opening a sales presentation.
6. Presenting agricultural products to customers.
7. Demonstrating products in selling.
8. Closing the sale.
9. Developing cross-selling and suggestive-selling techniques.

Related classroom instruction should correlate closely with nonfarm supervised occupational experience programs.

10. Selling from behind the counter.

Agricultural Sales Promotion
1. Displaying merchandise to promote sales.
2. Developing good customer relations.
3. Using demonstrations to promote sales.
4. Understanding advertising techniques.
5. Advertising with a purpose.

Agribusiness Operations
1. Understanding operating principles.
2. Understanding how business operations affect the customer.
3. Applying knowledge of products and services.
4. Using mathematics in the agribusiness.
5. Recognizing factors which influence market changes.
6. Purchasing products for resale.
7. Receiving products into the firm.
8. Storing and inventorying products in an agribusiness.
9. Transporting and delivering products.

Implementing Related Instruction

The areas of instruction listed above could be incorporated into existing courses or new courses established in the agricultural department. The latter seems to be the appropriate action for many high schools. The areas of instruction were designed with the assumption that students would be placed concurrently for supervised occupational experience in nonfarm agribusiness firms. The related instruction should correlate in time and topical sequence with the occupational experiences of the students. Therefore, units designed to develop competencies that are needed for job entry should be taught first. Such competencies include: (1) applying for a job, (2) understanding the importance of personal appearance, and (3) getting along with co-workers. The more technical and advanced units in communications, salesmanship, sales promotion and agribusiness operations could be scheduled later.

Students should complete basic courses in agriculture before they are placed in agribusiness firms for supervised occupational experience. Advanced or specialized technical agriculture courses related to the student's occupational objectives may be taken prior to or concurrent with a supervised occupational experience program.

(Concluded on page 262)

WHERE DO WE GO FROM HERE?

Marlin Seeman
Vocational Agriculture Instructor
Hampton High School
Hampton, Nebraska

Marlin Seeman

So you have decided to implement a supervised occupational work experience program! Where do we go from here?

A pilot ornamental horticulture program was developed in the public school system in Lincoln, Nebraska during June to August, 1971, by Dr. Roy Dillon and Mr. Marlin Seeman. The main reason this program was originated was to determine the feasibility of initiating an ornamental horticulture work experience program for disadvantaged students in an *urban* school system. A need for occupational education in the area of ornamental horticulture was documented by a research study from the Nebraska Research Coordination Unit for Vocational Education.

Program Planning

During the establishment of any new program, the planning phase is of great importance. The decisions you make in this period may well prove restrictive later on; thus, a well-thought-out set of policies and procedures is vital. State only rules which are necessary yet flexible to meet individual needs. When this has been done, four basic steps are involved in the planning phase:

1. **Establishment of advisory committee**
2. **Selection of training stations**
3. **Recruitment of students**
4. **Development of multi-media materials**

These four steps carry equal importance in program planning.

The first step was the creation of the advisory committee composed of local businessmen. The committee recommended stressing work skills and their development and relationship on the job. Individual expertise of each member was solicited in the development of objectives and learning activities for the course.

But the advisory committee was only one important viewpoint. Equally important was the selection of training stations. The cooperation of the businesses was very positive; but due to the economic situation, many were forced to decline participation. Most businesses prefer to hire experienced workers. Personal contacts with the managers and owners should be made explaining the philosophy of supervised occupational work experience. This should result in job commitments. Criteria for final selection of training stations included:

1. **Does the business have supervisory personnel to handle on-the-job teaching?**
2. **Is the business willing to carry out the training plan designed for each student?**

Strength and success of any supervised occupational work experience program appears to be linked directly to the commitment of the business to its teaching function.

Besides advisory committees and training stations, student recruitment is a necessity to any new program. Student selection was accomplished by contacting the high school counselors for a list of prospective students who would qualify as "disadvantaged" under Nebraska's state guidelines. Each student recommended was interviewed to assess his interest in horticulture. The philosophy of the course was such that a student was given the option to participate. Therefore, the final decision rested with the student.

As a final step in the planning phase, multi-media materials were designed. All materials were presented as written learning activities or as contracts. Thus, the students' classroom work was available to him as he was able to accomplish each task. The academic course work was divided into four areas: 1) interviewing, 2) work attitudes, 3) money management, and 4) horticulture skills. These contracts were written by listing a series of objectives and then learning activities to accomplish that objective. All required information was attached to the contract so as to form a complete capsule. With the completion of the above planning steps, it was time to present this material to the students.

Implementation Phase

During implementation three activities were carried on by the teacher-coordinator: 1) classroom presentation, 2) coordination visits, and 3) home visits.

In any new teaching approach a strong orientation program is essential. Students were employed full time, except for two afternoon classes per week in which the student could meet and discuss general problems and complete learning contracts. It was very surprising the amount of output completed by the students through this teaching format. Some of the interesting class sessions were enlightened by field trips to businesses where the students worked. This provided a change of pace as well as a real learning experience.

An apparent vital link in the communication from the school is the coordination and home visits. The home visit has always been a satisfactory liaison between the school and the home. The parents were not accustomed to having visits from the school personnel and they were very appreciative.

Likewise, an effective way to maintain communication with the business and student on-the-job is through a coordination visit. The presence of the teacher-coordinator is a visible sign of the school's involvement and interest in the student. The primary emphasis of these visits is, as the name implies, that of coordinating the activities of the student on the job and in school to form a logical compatability. The coordinator can often anticipate problems before they become unmanageable and aid in stress situations between the student and business. Supervised occupational work experience programs are built on three persons working together.

(Concluded on page 262)

TEACHERS RESPOND TO— THE EDUCATIONALLY DISADVANTAGED*

Samuel M. Curtis, Susan McFadden, and Taylor Byrd, Jr.

These questions—Do teachers of agriculture feel imposed upon when "educationally disadvantaged" students enter their classes? Do teachers accept vocational responsibility for the slow learner? Is agricultural education meant for potential school dropouts, the chronic failures?—**Were of concern** in the initial phase of a three year research and development project titled "Education in Agriculture for the Educationally Disadvantaged," by The Department of Agricultural Education, The Pennsylvania State University. Except by Bobbitt, these questions have largely been ignored in previous research (1). A ten statement opinionnaire was mailed to all 312 high school teachers of agriculture in the state. Forty-five percent or 139 teachers responded expressing their observations and opinions regarding educationally disadvantaged students. Supplementary data about the number of students and number of special classes were also collected.

Briefly summarized, the teacher responses indicated that:

(1) An estimated 19 percent of the students in agricultural classes are "educationally disadvantaged." The Pennsylvania Department of Education definition—**students retarded two or more years in academic achievement are considered to be educationally disadvantaged**—was used (2:13). The student characteristics, "slow learner" and "low IQ," though not as inclusive as the above definition, were used in the opinionnaire since teachers associate these terms with the academically disadvantaged (3:3, 4:7). The teachers responding had in their classes a total of 7,431 boys and girls, grades 9 through 12. Of these, the teachers estimated that 1,438 (19 percent) were educationally disadvantaged.

(2) Of the 123 schools represented by the teacher response, thirteen had separate classes in agriculture designed for the needs of "special education" students. A total of 127 students were enrolled in these special classes. Teachers were ambivalent about the advisability of placing educationally disadvantaged learners into separate classes.

(3) A strong need was expressed by teachers for instructional materials and methodology designed for teaching the educationally disadvantaged.

(4) Teachers surveyed are committed to helping the educationally disadvantaged student succeed both in school and on-the-job.

(5) In general, teachers do not regard behaviors of educationally disadvantaged students as problems for the school. This finding was surprising inasmuch as the literature consistently views such students as unruly and hostile (5:3-4).

The purpose of the survey was to assess teacher attitudes about educationally disadvantaged students at the start of the three year project. Success or failure of other projects designed for the disadvantaged has been attributed to teacher attitude (5:15).

Four attitude statements in the opinionnaire reflected on the placement of educationally disadvantaged students into separate special classes. Although 13 schools reported this procedure, teachers were uncertain about the advisability of this approach. The results are reported in Table 1. The attitude scale used scored from five points for "strongly agree" to one point for "strongly disagree." An undecided response scored three points. Thus, an average score higher than three would indicate agreement with the statement while a score lower than three would show disagreement.

Table 1. Teacher Attitudes Toward Placement of Educationally Disadvantaged Students Into Separate Special Classes.

Statement	N	Mean Score
Slow learners should be placed in special classes	131	2.9
I could accomplish more if slow learners were excluded from my classes	136	3.1
I prefer a class mix of many ability levels	139	3.2
Slow learners are accepted into regular agriculture classes	139	3.9

On the two statements (Table 1) favoring placement of students into separate special classes, teacher attitude scores were neutral (2.9 and 3.1 respectively). On the two statements advocating placement in regular classes, the teachers expressed a positive viewpoint (scores of 3.2 and 3.9 respectively).

Two statements dealt with preparation of instructional materials and teaching skills. As shown in Table 2, teachers emphatically pointed to the need for both.

Table 2. Teacher Attitude Toward the Development of Instructional Materials and The Improvement of Teaching Skills

Statement	N	Mean Score
Need instructional materials	137	3.9
Need help to improve skills	138	3.9

(Concluded on page 262)

Samuel M. Curtis

Susan McFadden

Taylor Byrd, Jr.

Samuel M. Curtis is Assistant Professor of Agricultural Education, The Pennsylvania State University; Susan McFadden is a graduate student in Special Education, The Pennsylvania State University; Taylor Byrd, Jr. is Head, Department of Agricultural Education, Alabama A & M University.

CO-OP EDUCATION FOR THE EDUCATIONALLY DISADVANTAGED

Ardell H. Passehl
Instructor in Agriculture
Sauk Prairie High School
Prairie Du Sac, Wisconsin

Ardell H. Passehl

Using the agricultural business, we are trying to motivate the Educationally Disadvantaged to graduate from high school in a basic step toward success. The program over the past three years has had 20, 23, and 30 students enrolled.

Type of Program

During high school the students are employed for one half of the school day (10-25 hours per week) at a local business for which they receive minimum pay, ($1.10-$1.75/hr.), 1½ credits (of 19 required for graduation) and hopefully they will develop competencies for employment.

Purpose

The work for the student is in a realistic environment. Facilities and equipment needed are available, quality supervision is provided, and the student can adjust to work before graduation.

The student has another path to follow besides attending school full time, and perhaps dropping out. The student has a chance to explore interests and become a success at work while he may have had little or no success in school up to this point. The student may suddenly have a goal which he hasn't seen before. The student will also have many responsibilities which are new to him, and which he may need help adjusting to.

For Whom Intended

We aim our program at the student who is 16 years old, in a low I. Q. range, interested in the agricultural program, and a potential dropout. Enrollment is limited by the number of employment stations available in the communities. Students apply for the program with a written form. After all applications are in, a committee consisting of the instructor, high school principal, and guidance department counselor, selects the students who will be allowed into the program.

Curriculum

The curriculum of the class centers around the following topics: careers, choices and opportunities; applying for a job, steps and procedures; relationship with the employer; progressing in an occupation; knowing and understanding yourself and others, values, personality, abilities; wise use of money from employment; contracts; credits and use of it; bank services; social security; taxes; insurance; and vocational development in our country.

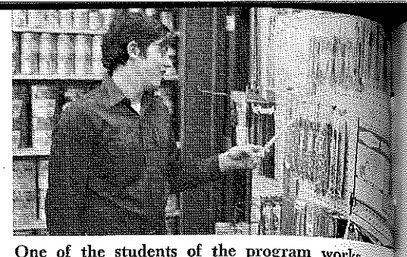
There is coordination between the classroom and the job. Much of the students' work in class is completed on an individual basis which lends itself to the instructor doing a great deal of guidance and counseling about problems at home, work, or in school. Use is made of the *Learning Activities Pac* developed at a workshop held at River Falls, Wisconsin.

Selecting Training Stations

Training stations are selected according to the needs of the student and the cooperativeness of the businesses. The instructor will soon realize some stations are more valuable than others. There will always be a shortage of training stations and there will always have to be new ones developed. Students must be placed at jobs at which they are interested or they will not perform well. When placing students it is important to match the needs of a student with a station that can provide for his needs. Some stations can handle a difficult student better than others, but all students in the program must be kept working well, or the training station may be lost. One of the best public relations programs for the program is started by a student who is happy and an employer who is happy or satisfied.

Coordination Visits

Visits must be made by the coordinator to the students at work frequently enough to keep aware of the situation. Unless there is a problem wih a student, visitations should be made every 3-4 weeks. If a problem arises, of course more visitations will be required. These visits can be very helpful to determine how a student is performing a variety of tasks, in order that he may receive many different experiences and at the same time learn to handle some responsibilities.



One of the students of the program works at his training station. The student starts out working the fuel dispensing island as attendant and then moves up with experience to waiting on customers in the store.

Facilities Required

Facilities for the program are the same as for the traditional agriculture program. A shop may not be necessary but there are times when it may be helpful for experiences the student may encounter. It may be used to give the student experience in an area he is having difficulty with at work.

Forms

Several different forms are used for evaluation of student performance at the work station. Employers tend to like a short form which does not require a great deal of time to fill out. Students are given a grade for their work by the employer.

Anticipating Problems

One of problems encountered is realizing the different values and attitudes certain students may have developed because of previous experiences. Coordination between instructor, employer, student, parent, and other school personnel is important. Students must be selected with care as well as selection of training stations.

This program has helped to prevent students from dropping out of high school, has helped in preparing students for the world of work in both developing a student who knows himself better and is more employable, all of which is what we had intended from the beginning. ◆◆◆

CONFIDENCE VALUE OF LOCAL STUDY*

Larry H. Coltrane
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CONFIDENCE. The vocational agriculture instructor must have self-confidence, confidence in the subject information being taught, and confidence in the need for learning of the subject matter by the students. Probably more than any other single factor this CONFIDENCE or lack of confidence determines the success of a classroom teacher.

Competencies needed for employment in agribusiness as determined in a local survey can be taught with the confidence that they are truly needed and desired by the local employers. These results can be a valuable aid in determining the course content for teaching agricultural occupations.

The writer completed a local two-county survey to determine the number of retail fertilizer workers employed, the anticipated need for new fertilizer employees in the next five years, whether or not hiring of competent personnel was a problem, employer interest in a cooperative training program, and competencies and degree of competency required for employment in the fertilizer industry.

A questionnaire was developed and mailed to sixteen fertilizer firms in the two-county area. The questionnaire was set up in six different areas and each of the areas were broken down into a number of abilities or understandings. The respondents were asked to rate the importance of the various competencies using a rating scale of four for very important, three for somewhat important, two for little importance, and one for no importance. Twelve replies were received for a seventy-five per cent return.

The firms were divided into two groups, the large and the small, based on the number of employees involved in fertilizer work. The large group consisted of those firms which had more than one person employed full-time in fertilized work. The small group had one or less full-time fertilizer employee.

Findings

It was found that most of the employment expansion in the fertilizer area is being planned by the large group. Hiring of competent personnel is a problem with both the large and small dealers, but more of a problem with the large firms. There was not a majority of either group of retailers interested in hiring vocational agriculture students as part time workers in a learning capacity. However, 50 per cent of the responding large firms and 33 per cent of the responding small firms indicated that they were undecided.

Understandings in related areas and abilities in mechanical areas were the highest ranking competency areas. They were followed by abilities in related areas. Understandings in fertilizer were next, and the least important areas were those of abilities in plants and soils.

There was a difference in the attitude of the large and small firms. The larger firms rated the competencies in related areas considerably higher than did the smaller firms. They also desired more competence in plant and soil abilities and understandings. In no competency area did the small firms rate the degree of competency higher than did the large firms.

Of the forty-one individual competencies surveyed, fifteen were rated most important with ratings of 3.6 or higher. These competencies with their respective overall ratings are listed below.

Ability or Understanding of

Operate equipment in a safe manner
Perform routine maintenance on equipment
Apply fertilizer to soil properly and accurately
Repair fertilizer equipment
Meet the public well
Good employee-employer relationships
Good employee-customer relationships
Make fertilizer recommendations from soil tests
Fertilizer grade
Characteristics of fertilizer materials
Make mathematical calculations accurately
Follow instructions
Have enthusiasm
Accept and carry out responsibility
Have willingness to work

The abilities to operate equipment in a safe manner and to perform routine maintenance on equipment, both mechanical abilities, were rated the highest of the entire group of competencies.

Of the forty-one competencies, only two received overall ratings of less than 3.0 (somewhat important). They were the ability to use the cash register and other office equipment (2.9 rating) and the understanding of micronutrients and their effects on the crops of the area (2.6 rating).

The writer concluded that this survey would be a valuable local aid in determining course content and in conducting agricultural occupation classes. The competencies determined in a local survey can be taught with the confidence that they are truly needed and desired by the local employers.

It would be recommended that a similar survey, only pertaining to all agricultural industry, be available for each vocational agriculture department. A survey of agribusiness in each of the seven Kansas Vocational Agricultural Teachers Association Districts would keep the number of studies small enough to be practical but would make the results local enough to be taught with confidence in each individual teaching situation. ◆◆◆

**Coltrane, Larry H. "Competencies Required for Employment in the Fertilizer Industry in Cherokee and Crawford Counties, Kansas." Adult and Occupational Education. College of Education, Kansas State University, Manhattan, August, 1970. (Unpublished Master's Report)*

HAROLD PARADY NAMED EXECUTIVE DIRECTOR

Harold Parady

Harold Parady has been named Executive Director of the American Association for Vocational Instructional Materials (AAVIM) it was announced by the Board of Directors. He replaces G. E. Henderson who helped to found the organization a quarter of a century ago.

Parady is well qualified for the position of Executive Director of AAVIM. He joined the staff in May, 1967. After serving as Technical Editor for two years, he was promoted to Assistant Coordinator. Then one year later he was elevated to Coordinator.

One of Parady's responsibilities as Executive Director is to guide the organization in the continued excellence of the materials produced. Two more important jobs include the geographical growth in distribution of the materials, and the expansion into other subject-matter areas. ◆◆◆

(Williams—from page 257)

Teaching Techniques

Student-centered activities should be planned to make learning in the classroom interesting and relevant to the needs of the student. Instruction should focus on activities which students anticipate doing or are doing on the job. The competencies being taught must be used in the student's supervised occupational experience program before the learning process is complete.

The problem-solving approach is commonly recognized as an effective method of teaching. It provides a necessary motivation element and develops in the student the ability to solve systematically the problems he will face as he progresses in his career. Much of the instructional time in the classroom should be used to solve problems and make decisions, just as the student must solve problems and make decisions as he works in a nonfarm agribusiness firm.

There is a positive correlation between active student participation and learning. Therefore, a variety of techniques should be used to gain student involvement. Some techniques that may be used in providing related instruction are: (1) role playing, (2) resource persons, (3) simulation, (4) laboratory activities, (5) field trips, (6) group discussion, and (7) reports.

Conclusion

Three sources of learning (1) the classroom, (2) the supervised occupational experience program, and (3) the FFA are essential in preparing young people for successful employment in nonfarm agricultural business firms. The teacher is responsible for coordinating the learning activities so that each contributes to the student's education and his employability. Related classroom instruction should be combined with supervised occupational experience to equip the students with the general occupational competencies and the specific job competencies needed to succeed in an occupation. ◆◆◆

(Marlin Seeman—from page 258)

The bonds between the school, student and business are only as strong as the coordinator is able to cement them.

Evaluation and Recommendations

Every program should be subjected to a periodic review in order that some form of evaluation and subsequent recommendations are made. To evaluate a program all persons involved (parents, businesses, students, advisory committee members and school personnel) were consulted to offer an evaluation. The evaluation instruments varied with the group interviewed; but each was based on assessing if the program accomplished its stated objectives.

The results showed that most persons were satisfied with the general thrust of the program and its outcomes. However, many expressed a desire for development of generally and specifically related multi-media materials. A general concensus of the parents and businesses indicated that a course of this type, with *strong coordination*, is a definite growth in the curriculum of any school. Where do YOU go from here? ◆◆◆

(Curtis, McFadden, and Byrd—from page 259)

One statement was addressed to the vocational development potential of the academically disadvantaged student—"vocational agriculture classes are well adapted to the needs of disadvantaged students." Teachers' mean attitude score on this statement was 3.9 with 139 teachers responding. Thus, from this reply it is evident that agriculture teachers do indeed believe that their courses are well designed to help the disadvantaged student succeed.

Three of the attitude statements concerned the school behavior of disadvantaged students. Contrary to the popular concept that the slow learner is a troublemaker, agriculture teachers felt otherwise. Table 3 illustrates that the majority of teachers disagreed with all three statements imputing deviant behavior patterns to the slow learner.

Table 3. Teacher Attitude Toward The School Behavior of Academically Disadvantaged Students.

Statement	N	Mean Score
Slow learners disrupt my classes	136	2.7
Slow learners lack motivation	136	2.6
Deviant behavior is associated with low IQ	137	2.1

Thus, it is evident from the initial survey that teachers do have positive attitudes toward helping the educationally disadvantaged student succeed in agricultural careers. It is also evident that they experience a strong need for curriculum materials and methods for teaching educational disadvantaged youth. The results of the survey support the major objectives of the project; namely, curriculum and teacher competency development.

In curriculum development, materials in animal science, agricultural mechanics, and ornamental horticulture have been prepared and are being field tested by the 25 selected teachers in the project. Included in the curriculum materials development phase are visuals, models, tapes, activities, and other appropriate techniques. Currently being evaluated are: *Quality Milk Production; Nursery Production, A Task Analysis Model;* and *Basic Electricity—Installing Service Entrance and Circuits.* The task analysis approach is used in each area. Upon revision this material will be made available for teacher use.

Two one-week summer institutes are planned for the 25 teachers in the project. Plans for the 1972 institute included curriculum material evaluation by the participating teachers. Occupational guidance information was also assembled for distribution.

As this project progresses, it is expected that instruction for the educationally disadvantaged in high school agricultural classes will be significantly improved. ◆◆◆

***Authorized for publication October 11, 1972 as paper No. 4315 in the journal series of the Pennsylvania Agricultural Experiment Station.**

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4. Frank Bobbitt and Linda Letwin. *Techniques for Teaching Disadvantaged Youth in Vocational Education,* Special Paper No. 14, Rural Manpower Center, Michigan State University, East Lansing, December, 1971.
5. Robert Walker. *What Vocational Education Teachers Should Know About Disadvantaged Youth in Rural Areas.* Information Series No. 47, ERIC Clearing-house on Vocational and Technical Education. The Ohio State University, Columbus. 1971, VTO13 637.
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BOOK REVIEWS

HANDBOOK ON AGRICULTURAL EDUCATION IN PUBLIC SCHOOLS, by Lloyd J. Phipps. Danville, Illinois, Interstate Printers and Publishers, Inc., 1972, Third Edition, 599 pp, $9.75 less educational discounts.

The third edition of the HANDBOOK contains 42 chapters in nine major parts.

I. Introducing Agribusiness Education —3 Chapters
II. Developing Agribusiness Education Programs—2 Chapters
III. Teaching Procedures—6 Chapters
IV. Conducting a High School Program—10 Chapters
V. Conducting Post-Secondary Agribusiness Education—6 Chapters
VI. Providing an Agriculture Mechanics Program—2 Chapters
VII. Conducting a Guidance Program—2 Chapters
VIII. Providing and Using Facilities, Equipment, Supplies, and Teaching Aids—6 Chapters
IX. Administering and Evaluating Agribusiness Education—5 Chapters

The handbook is organized from the "how to" listing approach. Anyone can find a list of steps to meet his needs in organizing and teaching agribusiness from how to organize an advisory council to how to evaluate a program of instruction. The third edition has been reduced somewhat in volume from the second edition but is still large enough to provide a catalog of suggested activities and approaches to suit the most avid agricultural education shopper.

Dr. Lloyd J. Phipps is professor and chairman of the Department of Vocational and Technical Education at the University of Illinois. He evidences in this book many years of experience in Agricultural Education from the early beginnings to the time when emphasis began to shift toward agribusiness.

This book appears to be best suited to agriculture teacher preparation programs of colleges and universities as a text. However, it also is well suited as a reference for agriculture teachers with any amount of experience and in most any location. It is the type of book in which any teacher could find some material which would fit his situation.

Dr. James P. Key
Book Review Editor

CURRICULUM FOR MAN IN AN INTERNATIONAL WORLD. Edited by Dr. Ray Agan and Joseph Hajda. Published by Kansas State University. Single copies free on request from: Dr. Ray Agan, Professor, Coordinator of Vocational Education, Sam Houston State University, Huntsville, Texas 77340.

The authors place emphasis upon the function of the vocational agriculture teacher and cooperative extension employee in working with adult programs. Examples relate to production agriculture with suggestions that the learning experiences should include agribusiness areas of concern as well. The procedures recommended for many components of the adult programs could easily be adapted to the particular agricultural competency needs by the enthusiastic and dedicated practitioner.

The varied and extensive experiences of the five authors provide a practical background for the application of theoretical concepts of andragogy—the art and science of teaching adults—as applied to agriculture and agribusiness. Combining the special expertise of the authors has resulted in a most comprehensive publication.

The book provides an excellent reference for present and prospective adult education practitioners in agriculture and agribusiness. In addition, this book will probably be used extensively as a textbook in undergraduate as well as graduate agricultural education courses. The book would be very valuable in acquainting advisory committee members, administrators of educational programs and other persons concerned with adult education programs in agriculturally related fields.

Harry E. Frank
Assistant Professor
Vocational and Adult Education

FARM BUSINESS MANAGEMENT—THE DECISION MAKING PROCESS, by Emery N. Castle, Manning H. Becker, and Frederick J. Smith. Second edition, The MacMillan Company, 1972.

This is a good teacher reference for teachers who are conducting in-depth farm management programs for high school students as well as a good supplemental reference for teachers who are conducting farm business analysis programs for young and adult farmers.

It would be uninteresting and somewhat difficult to understand for high school students. However, it could be a basic reference for students studying farm management at the technical school or college level.

The latest and most practical approach to farm business management is to start with a good set of farm records which can be analyzed and used as a basis for making management decisions.

This reference does not take this approach but it does include a good discussion of some of the basic principles used in farm management.

John T. Starling, Associate Professor
Department of Agricultural Education
The Ohio State University

Howard Turner

Howard Turner has been promoted to the position of Editor by the American Association for Vocational Instructional Materials (AAVIM). This is a new position brought about by the expansion of services to vocational education by this national organization.

In this new position, Turner will be responsible for the research, production and editing of all new and revised subject matter developed by the Association. His responsibilities will include testing and evaluating the effectiveness of the material produced. He will also train and assist new writers who will be added to the staff.

Turner has been with AAVIM since 1960. During this time he worked first as an illustrator and then as an author. The books and teaching aids he produced are being used in vocational schools, in industry and by individuals throughout the United States and many foreign countries. They are especially adaptable for use in the developing countries. ◆◆◆

From the Book Review Editors Desk...

BOOKS TO BE REVIEWED

FROM THE NETS OF A SALMON FISHERMAN
By Eric Forrer
Doubleday & Company, Inc.

DRAINAGE OF AGRICULTURAL LAND
By Soil Conservation Service, U.S. Department of Agriculture
Water Information Center, Inc.

DESIGN INFORMATION FOR LARGE TURF IRRIGATION SYSTEMS
The Toro Company

THE LIVING OCEANS
By Alec Laurie
Doubleday & Company, Inc.

A SELECTED LIST OF EDUCATIONAL MATERIAL AVAILABLE FROM COMMERCE AND INDUSTRY
By John F. Deasy
Cornell University

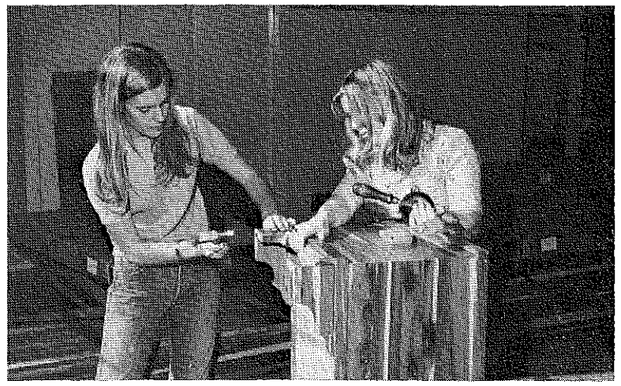
FOUNDATIONS OF VOCATIONAL EDUCATION
By John F. Thompson
Prentice-Hall, Inc.

FUNGI IN AGRICULTURAL EDUCATION
By K. H. Domsch and W. Gams
Halsted Press, A Division of John Wiley & Sons, Inc.

If you find one of these book titles interesting, send the Book Review Editor a card and he will send you a book to review. The book will be yours to keep. The address is: James P. Key, Agricultural Education Department, Oklahoma State University, Stillwater, Oklahoma 74074.

SHOP PROJECT PLANS—Posting a third copy of each student's plans helps Ainsworth, Nebraska Vo-Ag students build better projects. Roger Gerdes requires each student to prepare three copies of each plan—one for the student's notebook, one for the instructor's file, and one to be posted on a hinged display board in the shop. Any design changes agreed upon are recorded on the posted copy. Roger also uses "hide glue" to increase the life of projects that are used outside. (Photo by Richard Douglass)

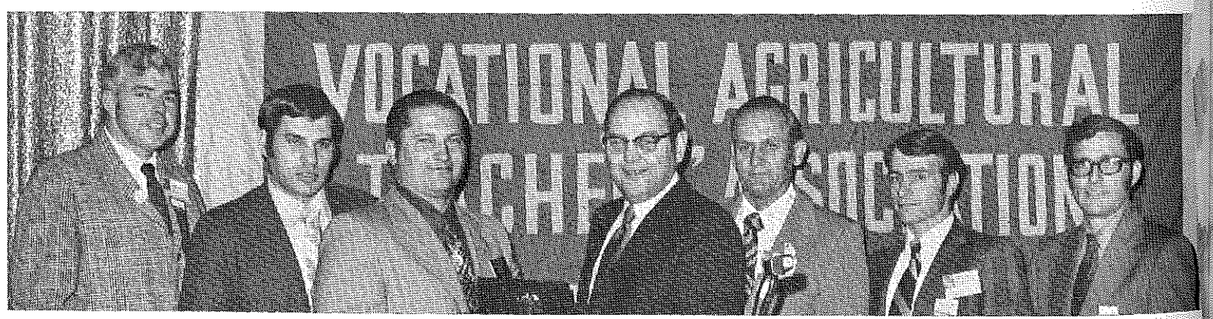
SUMMER'S THE TIME TO LEARN NEW SKILLS—Arkansas Vo-Ag Instructors received in-service training last summer at Camp Couchdale. The Head of the Engineering Department at the University of Arkansas, Professor Billy Bryan, provided the instruction on the use of the transit. This type of in-service instruction results when groups of teachers identify common needs and request specific programs. (Photo by Marion D. Fletcher, Assistant Supervisor, Ag. Ed., Arkansas)



Stories in Pictures

by Richard Douglass

POWDER PUFF SHOP—Harold Johns, Vo-Ag Instructor at Bassett, Nebraska, trades classes for a short time with the Home Economics Instructor. He has searched for a number of years for a suitable way to develop the shop skills needed by the modern homemaker. Harold uses a cedar chest assembly kit as a teaching tool. The gals develop basic hand tool and finishing skills while producing an attractive and useful product. The students are enthusiastic about the project, which can be completed quickly. (Photo by Richard Douglass)



IDEAS UNLIMITED CONTEST—The NVATA sponsors an "Ideas Unlimited" contest annually during their national convention. It is designed to give classroom teachers attending the convention an opportunity to share their ideas. Ruritan National sponsored the award plaques for the 1972 winners. Ruritan National is a rural civic organization who's aim is to create a better understanding between people and communities. Larry Statler, Vocational Agriculture teacher at Amana, Iowa, shown receiving the large plaque, was selected National Winner. His idea was "Kiddies Go Farming and More" which described the tours they give kindergarten students on their school farm.

Pictured left to right are the winners of the 1972 contest: Donald Glazier, Groveland, Massachusetts; Gary Propp, Big Timer, Montana; Larry L. Statler, Amana, Iowa; Richard J. Klyne, Ruritan National; James Braziel, Jr., Lyons, Georgia; Bobby Viertel, Eaton, Colorado; and Gary Moore, Beverly, Ohio.

The 12 best ideas have been sent to each State President and Newsletter Editor. Watch your State Vo-Ag Association Newsletter or contact your State President. If you will be going to AVA next December, plan to share your "best idea." (Photo supplied by Sam Stenzel, Assistant Executive Secretary, NVAA Photo by H. J. Sier)

Agricultural Education

Volume 45 June, 1973 Number 12

Theme— CAREER EDUCATION: THE SCHOOL'S RESPONSIBILITY FOR PLACEMENT AND FOLLOW-UP