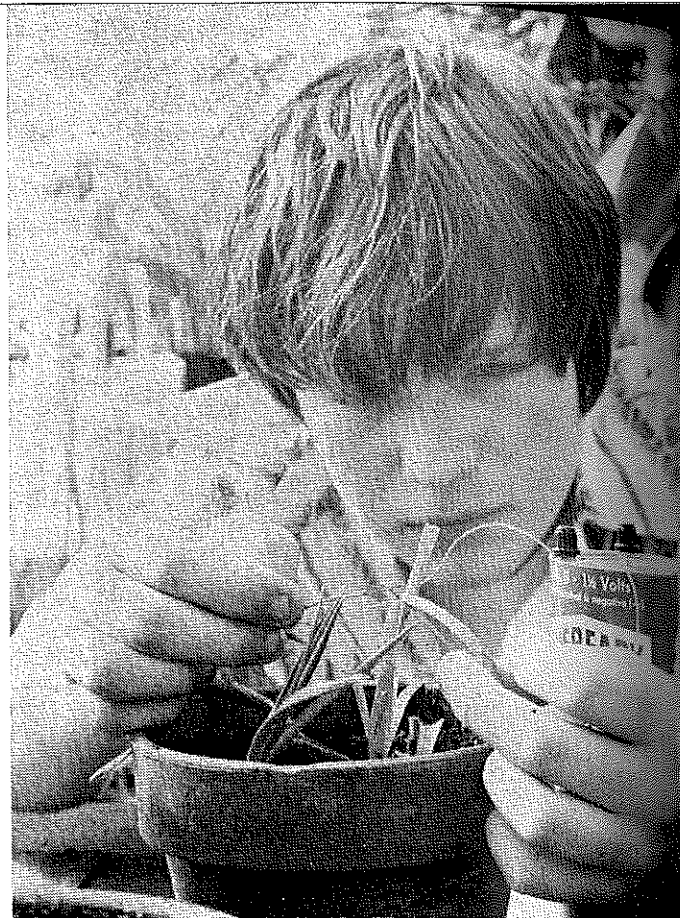


Computers in Agriculture — that doesn't mean much until you've had hands-on experience with one. Dr. Ben Byler, Iowa State University, interacts with a Nebraska Computer via typewriter terminal and telephone line connection. Looking on (above center) is Dr. Gary McVey from the University of Minnesota, Crookston Campus. (Photo by Richard Douglass)

Stories in Pictures



Motivated Student — Kerry James, 12, uses a 1½ volt battery to induce "shock treatments" in experiments which alter the normal growth of plants. It's one of the many career education research projects at Harbor Heights Elementary School in Washington State. (Photo by Alex Crewdson, Voc. Ed. Program Specialist, Washington State Council for Occupational Education)

by Richard Douglass



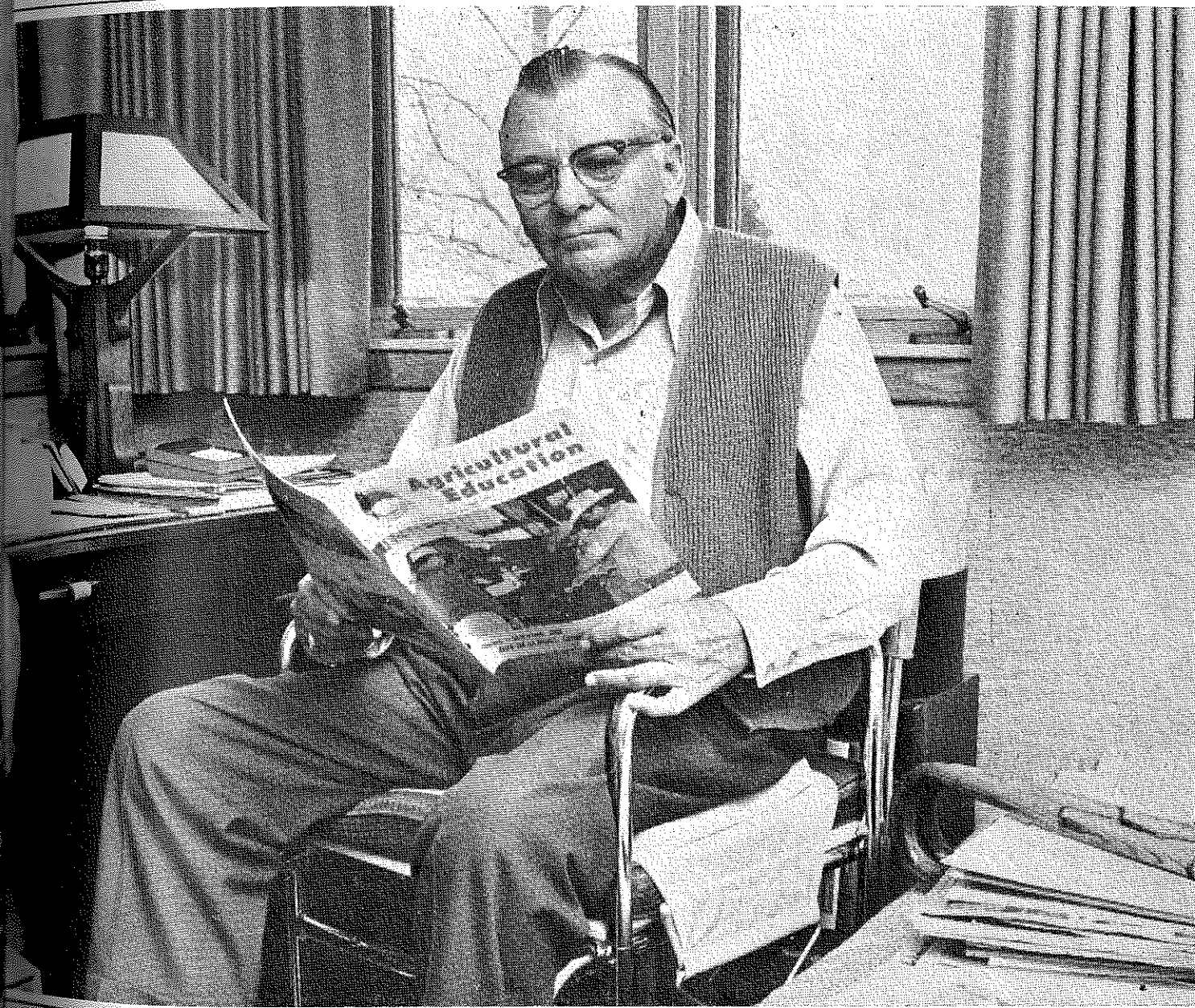
A Bicentennial Idea — Pennsylvania children relive 1776 on an 18th century farm in Chester County. They learn by doing and touching not simply looking. While visiting Hopper House (left) they enjoy a 1776 meal. The children help prepare the food. They also try their hand at "hetching" flax (right). Hetching is drawing the fibers through metal spikes to comb the fibers. Additional information is available from Anne Cook, 451 Schoolhouse Lane, Devon, Pa. 19333. (Photo from Pennsylvania Bicentennial Commission)



Agricultural Education

November, 1974

Number 5



**THEME—IMPROVING
THE
PROFESSION**

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MAYNARD J. IVERSON
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The
**Agricultural
Education**
Magazine

Vol. 47 November, 1974 No. 5

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

COVER PHOTO:

Jake Tschetter has retired after 40 years of teaching vocational agriculture in South Dakota and Minnesota. He credits a three week in-service course in 1936 at Fort Collins, Colorado for much of his success. "That's where I started graduate work. They brought in nationally recognized teachers for the course. I took home what I learned and used it to develop scrapbooks and agricultural education programs and activities for students. The course helped me to analyze what could be done for other people so they can achieve greater stature. It helped me start many things that never stopped." Some of what J. H. Tschetter has started can be found in the April 1973 issue of the *Ag. Ed. Magazine*. (Photo by Bob Schroeder, copy from Barbara Blanchard, Fairmont Sentinel Newspaper staff)



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Editorials

From Your Editor . . . **UNIFYING THE NEWER SEGMENTS OF THE PROFESSION**



Martin B. McMillion

Our professionalism is based upon an allegiance to certain beliefs which are enmeshed with agriculture, Vocational Agriculture, and FFA; these beliefs are rooted in a philosophy of the founders and predecessors in education in agriculture and are reinforced through a spirit of cooperation and the banding together to better carry out the beliefs.

The older segment of the profession was composed of men having a required farm experience and an agricultural education degree and who held the position of local teacher, state supervisor, or teacher educator. Newer segments of the profession are due to different backgrounds, positions, and sexes.

Backgrounds to match occupational specialties in agriculture other than farming are necessary. The degrees held by teachers of technical agriculture, which range from no degree to the doctorate, are justifiable. The upper boundary at which members of our profession could teach has been "less than baccalaureate level" from the beginning of Smith-Hughess agriculture, but in the decade beginning in 1963 the teachers of full-time students at the post-secondary level grew from perhaps less than 100 teachers to 1,251^a full-time equivalent teachers. Teachers of agriculture in middle schools and even elementary schools have increased. High

school vocational centers in some states are permitted to hire teachers who do not have degrees, as can the post-secondary vocational and technical schools. Women are relatively new to the profession. Although I have no evidence of their non-participation or exclusion, it is important that women are professionalized and that they do participate in the organizational aspects of the profession.

The newer segment of the profession to be emphasized in this article is that of teachers in post-secondary programs who were never a part of the high school teacher group. I realize that some states have brought most of the post-secondary teachers into the state agriculture teacher's association and the unity I write about has, to a certain extent, been accomplished. In states where the post-secondary institutions are administered by higher education, and the state supervisor of agricultural education is not even in the unit that supervises the post-secondary programs, bringing the group into the agriculture teachers' association is more difficult. The post-secondary teachers of agriculture, especially those teaching in non-transfer programs, have much in common with the high school teachers and should be full members of the professional group. Some ideas for bringing them into full membership are:

(Concluded on next page)

^aSummary Data Vocational Education, Fiscal Year 1973, USOE, DVTE, Washington, D.C., May 1974.

Guest Editorial . . . **WHAT PROFESSIONAL ORGANIZATIONS SHOULD I JOIN?**

Cayce Scarborough
Teacher Education
Auburn University



C. Scarborough

There is not much argument about a professional joining his/her professional organization. In fact, one of the marks of a professional person is that he/she not only joins but actively supports the professional organization. This calls for active participation as well as paying dues — whatever these may be as decided by the members through the years. The term "dues" indicates an indebtedness to the organization.

The question comes when a person is apparently eligible to join several professional organizations. Should a real professional join all professional groups for which he/she is eligible? It is doubtful that this would be the best decision, even if the money for dues was no problem. A person in Agricultural Education is eligible for so many professional organizations in education and in agriculture that he/she could not be a participating member in all of them. Perhaps a general rule-of-thumb is to limit membership to those where you can be an active member. O.K., but how do I decide which one(s)?

My suggestion is that we need to think of professional organizations in three categories. (1) *Must* join, (2) *Should* join, if time and dollars permit, and (3) *Consider* joining for own further interest. Each of us faces these three categories in making our decisions about professional memberships. Sometimes, in our push for members, we fail to give a new member reasons for his/her "must" membership. There are plenty of good reasons why *all* in Agricultural Education *must* be members of the American Vocational Association and the appropriate group—NVATA, NASAE, or AATEA.

Here the agreement as to membership usually stops. Many believe that all in Agricultural Education should belong to NVATA. That the NVATA should be the "umbrella" for all. This has some advantages. All in Agricultural Education owe much to the NVATA, particularly in providing for registration and headquarters at the annual AVA Conventions. Personally, I have appreciated being a dues-paying member of such an active organization as NVATA. Professionally, however, I doubt if any teacher

(Concluded on next page)

From Your Editor . . .

1. Assign members of the executive committee of the agriculture teachers' association to go to each institution and talk with the teachers of agriculture.
2. Invite all post-secondary teachers of agriculture to the agriculture teachers' conference.
3. Send the teacher education newsletter to all post-secondary teachers of agriculture.
4. Encourage the post-secondary teachers to subscribe to this magazine even if they are unwilling to join the various vocational associations.
5. Encourage a closer liaison between the supervisors of post-secondary agriculture programs and secondary agriculture programs where the supervisors are different individuals.
6. Make it clear that the NVATA welcomes post-secondary teachers of agriculture. Sam Stenzel wrote in this issue that, "The primary objective of the

Guest Editorial . . .

educator, supervisor, researcher, subject-matter specialist, or anyone else who is not a teacher of vocational agriculture should be eligible to be an active member of NVATA; no more than a teacher should belong to AATEA, or NASAE.

I doubt if any teacher educator, supervisor, researcher, subject-matter specialist, or anyone else who is not a teacher of vocational agriculture should be eligible to be an active member of NVATA.

My proposal would be that members of each group become actively affiliated with other groups in their own special field. Just as the vocational agriculture teacher usually must join the state and local teachers association, the teacher educator should join not only AATEA but the national, state, and local groups of teacher educators — the Association of Teacher Educators (ATE). Similarly, the supervisors would join the supervisory organization, likewise the other groups their national and state organizations. The major reason underlying this proposal is that it would keep us all in professional touch with other educational leaders

Themes For Future Issues

December — Better Teaching and Learning	April — Informing the Public
January — Urban Agricultural Programs	May — Teaching the Disadvantaged and Handicapped
February — Programs in Natural Resources	June — Women in Agricultural Education
March — Utilizing Resources in Teaching	

NVATA is to serve all educators involved in teaching vocational agriculture." Post-secondary teachers of agriculture might not think they are teachers of "vocational" agriculture; they might think they are teachers of "technical" agriculture. The "vocational" in the title of the NVATA suggests a level of instruction that is less than the technical level, the level at which much of the post-secondary agriculture is taught. The removal of the word "vocational" or the inclusion of the word "technical" might be in order.

Many of the teachers of agriculture at all levels of instruction are not receiving pre-service teacher education and whatever influence teacher educators could have had in the professionalization of these teachers is virtually prevented. The responsibility of the individual membership and the officers of agricultural teachers' associations for professionalization of teachers of agriculture is greater than ever. Let us do our part for the unity and professionalization of all segments of agricultural educators.

—MBM

in related work. We can contribute to them as well as learn from them. Furthermore, to be practical, we are a very small minority of total people in education and need to learn to work with them as well as expect them to work with us.

As for an "umbrella" for all of us in Agricultural Education, my proposal some time ago in an *Agricultural Education Magazine* editorial was that we should greatly strengthen the Agricultural Education Division of the AVA, including a full-time Executive Secretary in the AVA Office in Washington. The still further erosion of Agricultural Education positions in the USOE in the years since that editorial makes it even more needed today. This, I insist, would serve not only as an umbrella for our Agricultural Education needs, but with adequate guidelines form the Agricultural Education Division would make the NVATA, NASAE, and AATEA much stronger groups as well as putting the Agricultural Education Division in a stronger leadership position at the national level. It seems doubtful if this will again be possible in the USOE.

As the TV editorials say, "Differing opinions from responsible persons will be welcome." It seems that all of us, especially young teachers, need guidance in where we put our time and dollars for membership in professional organizations. If the above suggestions are not valid, what are the guidelines?



Joe B. Hall
Agriculture Teacher
Granville, Illinois

Joe B. Hall

Joe B. Hall, an agriculture teacher with twenty-one years of teaching experience, interviewed Curtis Overcash, a first year agriculture teacher, regarding his views on professionalism.

Hall: What does professionalism mean to you?

Overcash: Professionalism to me is a state of mind or an attitude one develops toward his profession. I feel it is a combination of several obligations and opportunities a person has, both related and non-related to his profession. Whether or not the individual fulfills these obligations and accepts the opportunities made available to him, may determine his degree of professionalism. Professionalism may not be a trait one exhibits when he begins teaching, but rather something he exhibits as he gains more experience and accepts more responsibility. Professionalism may merely be the difference between doing a job just to get it done and going beyond the call of duty to do a job right with a little extra effort and pride.

Hall: Think of an Ag teacher whom you consider to be most professional and list those qualities which make him so.

Overcash: I will not mention any names, however, in the State of Illinois I feel we are gifted with the presence of many fine professionals and leaders. Probably the first quality of a true professional is his ability to teach agriculture and to promote its image. However, as a teacher it is often impossible to observe another teacher in the classroom. Because of this a teacher is generally evaluated by his fellow teachers on accomplishments in community groups, professional organizations, and chapter achievements. Probably the one man who did the most to inspire me to become more professional was our past State IAVAT president Jim Guillinger. The qualities which made him a true professional could also be used to define the term professionalism.

1. Work hard to solve problems.
2. Go beyond the call of duty to get things done and to do the job right.
3. Formulate new and unique ideas.
4. Attend as many functions as possible. (All if necessary)
5. Belong to and promote the well-being of professional organizations.
6. Strive to uphold the image of agriculture and agricultural education.
7. Work for the benefit of all teachers in your profession.

These are only a few of the qualities exhibited by a true professional. I am reminded by the final line of a fraternity objective which seems appropriate; it reads:

A YOUNG TEACHER'S VIEWS ON PROFESSIONALISM

Curtis Overcash
Agriculture Teacher
Princeville, Illinois



Curtis Overcash

"To be and become such may at times require the sacrifice of time, comforts, and pleasure."

Hall: When did you become aware that some teachers were more professional than others?

Overcash: I first became aware of the variation in degree of professionalism exhibited among teachers while I was a freshman in college and serving as a sectional president in the Illinois FFA. As I visited the chapters in my section I soon became aware of the difference in attitudes exhibited by the teachers. The opportunity to visit the school of a real professional thrilled me. I wanted to get to know the person and to work with him. This is where I first committed myself to becoming an agriculture teacher. I wanted to do all I could to offer students a program which included the ideas from the true professionals with whom I had worked, and who offered students many opportunities I had never had.

Hall: What training did your college offer which contributed to your being a more professional teacher?

Overcash: I enjoyed the training I received at the University of Illinois very much. The aspect of professionalism is encouraged among students, but not stressed. As a student, one has the opportunity to join student groups and organizations. However, the participation in such organizations is not as good as could be desired. I do not mean to criticize any of the universities for their work in training teachers, but I do believe that professionalism is not stressed to the degree that it should be. I feel that more time should be spent in beginning Agricultural Education courses familiarizing students with the real duties and responsibilities of an agriculture teacher. This is true especially today, when many of our students do not have a background in secondary agriculture education, in the FFA, in the IAVAT, or in any contest, activity or function of agriculture education. In this manner I do not think any additional courses should be added, but I do encourage the evaluation of and the restructuring of many present undergraduate courses. I think that programs such as adult classes, young farmer groups, home visits and many others should be given additional emphasis. More time should be spent with instruction on the FFA and the IAVAT. Actually, I feel that less time should be spent with Smith-Hughes and more time with professionalism.

Hall: Do you feel that a teacher can be professional if he is not a member of his teachers association?

Overcash: Obviously my feelings are not shared by all, but I do not think that a teacher can be professional without belonging to his teachers association. This may include the local teachers group, IEA, IAVAT or
(Concluded on next page)

(Hall & Overcash — from previous page)

NVATA. As I stated earlier, I feel a professional teacher works hand in hand with his fellow teachers for the benefit of all. This is known as teamwork. By becoming a member of a teachers association, however, one does not necessarily become a professional. It is the work he accomplishes while belonging to the group and working as a team member that makes him such.

Hall: You were instrumental in organizing a student branch of IAVAT. Why did you feel this was necessary?

Overcash: I was first chosen to represent the University of Illinois and to work with a representative from each of the other three agriculture teacher training schools in Illinois to organize a student branch of the IAVAT. At first I was quite unaware of what we would be doing. After an initial meeting with agricultural education students and the IAVAT representatives, we outlined the goals and objectives of the young group. After meeting with the IAVAT representatives, I saw how the student branch could be both beneficial and successful. I think that the purposes of the student branch echo my feelings for its necessity.

1. To unify students of agriculture education and to foster fellowship among these students.
2. To acquaint future teachers of agriculture with the structure and functions of the IAVAT.
3. To develop a positive professional attitude in prospective vocational agriculture teachers.
4. To reinforce the need for a cooperative effort among all institutions preparing teachers of vocational agriculture education.
5. To improve the quality of the student of agriculture education and thereby improve the future quality of vocational agriculture teachers.
6. To promote agriculture education in the institutions offering such programs and elsewhere as needed.

For the first time in the State of Illinois, under four separate universities, the students in agricultural education could be united and represented together on the state level. At the same time we could encourage professionalism and familiarize the students with the functions and purposes of the IAVAT and NVATA.

Hall: Soon after you had accepted your present position on a ten and one-half month contract you said this was acceptable because it enabled you to work on your master's degree during the summer. You have spent your summer working as if you were on a twelve-month contract. Why?

Overcash: The ten and one-half month contract was acceptable to me, even though I would have preferred eleven or twelve, because I feel I can do an acceptable job, work during the summer towards my master's degree, and hopefully encourage my board to hire me for eleven or twelve months. When I settled on my present contract, I could not encourage my administrators with words to go to eleven months. So I have chosen to work harder, put in more hours and perhaps by deeds they will recognize the need for a longer contract.

Hall: What can we, as members, do to insure that beginning teachers will become more professional?

Overcash: Encouraging members to become more professional is not an easy task. I feel that it involves several stages of a student's training and development. Some

of the stages can be very critical. The first stage is when the student chooses agriculture education as a career possibility. At this time, as members of the IAVAT as fellow teachers, we should show the student an overall picture of a professional agriculture teacher. In this way we may inspire or encourage him to become a professional himself. A second stage is during the student teaching experience. By placing students with experienced teachers who belong to professional organizations, we may again reflect the image of a true professional. In a third stage, we should insure that when a new teacher is placed he is welcomed onto the team, assisted by his fellow teachers, and encouraged to join the team as a member of the professional group being represented. In these steps I feel that a beginning teacher will become more professional and, by working more closely with his fellow teachers, will be self-motivated to do a better job.

Hall: Did your past experience in FFA influence your present thinking on professionalism? If so why, and how?

Overcash: Yes. I think that my past experience very definitely influenced my thinking on professionalism. Through becoming an active FFA member, I was encouraged to work closely with many people. In this way I think the idea of becoming more of a professional was instilled in me. I definitely think that this same kind of thinking has carried over into my teaching career. Probably working with people was instrumental in influencing my thinking; however, the added responsibility also encouraged me. As a sectional president, I was in charge of getting things done in a three-county area. Now as an agriculture teacher I am the sole person in a community charged with the responsibility of teaching agriculture. The feeling is much the same and the idea of being a professional is even more important. I must answer to a community and my actions reflect those of the community.

Hall: Dues to the IAVAT and NVATA are approximately \$100. Why did you pay this amount and become a member?

Overcash: I joined because I felt an obligation to join. Not to the IAVAT, because I had worked with the Student Branch, but to my community and to myself. I felt that by joining I could give my community a better program and I could help myself to become more professional and use the organization to help me with my problems. I think it is beneficial to any teacher to join his professional organization. I do not think that one can find a better nucleus of people anywhere to help him with his problems than in his professional organization. If I can be helped by such a group, then my community will benefit from my experience. I also think that a professional organization can teach leadership and responsibility. Likewise, a leader is better able to teach leadership in a vocational agriculture program and encourage responsibility among his or her students. By this philosophy I hope to use the IAVAT to benefit my community, my students, and myself.

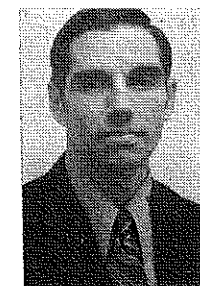
We are a generation apart, Overcash and I. Many things have changed. But the need for professionalism in the classroom has not changed. I agree with these things Curt Overcash has said.



Gary D. Hill

Gary D. Hill
Graduate Student

A SURVEY OF SALARIES AND WORKING CONDITIONS OF AG TEACHERS IN THE UNITED STATES*



James P. Key
Teacher Educator

James P. Key

Oklahoma State University

The shortage of agriculture teachers still exists in some states, despite the fact that there is a surplus of other teachers and a surplus of qualified agriculture teachers in certain areas.

Each year some vocational agriculture departments are not operating because of the teacher shortage, yet qualified college graduates in the states which are graduating a surplus of teachers are not entering the teaching profession but are taking other types of jobs. If these surplus graduates could be encouraged to cross state lines to seek employment, they could help to reduce the shortage which now exists.

One reason why many qualified teachers are taking other jobs in their state after all teaching positions are filled instead of crossing state lines to seek employment could be the unavailability of information on salaries, working conditions, expenses, and fringe benefits of these other states. It is the belief of the authors that some of these teachers, especially new teachers, could be encouraged to accept a teaching position outside of their home state if they were made aware of the teaching opportunities in many of our states.

Purpose

The purpose of the study was to compile and make available information regarding salaries and working conditions of agriculture teachers in the United States. Every state except Alaska, which has no vocational agriculture program, was surveyed.

Procedures

The factors which affected the working conditions of agriculture teachers, identified as salary, teaching load, experience, fringe benefits, FFA activi-

ties, teacher requirements, certificate renewal, and the number of departments and students were gathered by a questionnaire. The questionnaire was sent to the department or agency in each state which directs the vocational agriculture program. If no reply was received, the questionnaire was then sent to the Agricultural Education Department. The final return was 100 percent.

to \$1,250 for a M.S. degree. Table I is a summary of the salaries for vocational agriculture teachers and shows that the most frequently appearing salary range for a B.S. degree was \$750 to \$799 which 11 states reported. Next was \$700 to \$749 with 9 states and \$800 to \$849 with 8 states indicating this amount. Six states reported salaries in the \$650 to \$699 range, and 5 states reported salaries in the \$850 to \$899

TABLE I
SUMMARY OF SALARIES OF VOCATIONAL AGRICULTURE TEACHERS

B.S.			M.S.		
Salary Per Month	Number of States	Percent	Salary Per Month	Number of States	Percent
\$1,000 and over	1	2.0	\$1,000 and over	4	8.1
\$900-\$999	4	8.1	\$950-\$999	1	2.0
\$850-\$899	5	10.2	\$900-\$949	6	12.0
\$800-\$849	8	16.3	\$850-\$899	9	20.4
\$750-\$799	11	22.4	\$800-\$849	7	14.2
\$700-\$749	9	20.4	\$750-\$799	5	10.2
\$650-\$699	6	12.0	\$700-\$749	3	6.1
\$600-\$649	3	6.1	\$650-\$699	5	10.2
\$550-\$599	1	2.0	\$600-\$649	2	4.0
\$500-\$549	1	2.0	\$550-\$599	1	2.0
			No Information	6	
Total	49		Total	49	

Major Findings

There was a wide variation on most of the items surveyed from state to state, and many items varied within individual states. Due to this variability, caution must be exercised in comparing among states; and in some cases, comparison is not possible. The months the agriculture teacher was required on the job was variable within 22 states. Seventeen states reported that their agriculture teachers were required on the job for 12 months, and in the remainder of states, 9 to 11 months.

Salaries of agriculture teachers ranged from \$500 to over \$1,000 per month for a B.S. degree and from \$500

bracket.

Four states paid over \$1,000 per month to an agriculture teacher with a M.S. degree. The most frequently reported range was \$850 to \$899 with 9 states. Seven states indicated a range of \$800 to \$849; six states reported salaries of \$900 to \$949; and the range of \$750 to \$799 and \$650 to \$699 were reported with five states each.

It should be noted that a variety of salaries were reported, including minimum, starting, average and approximate. Because of this situation a strict comparison cannot be made between states.

(Continued on page 109)

Principals' Perception of the Vocational Agriculture Program

Jack L. Brimm
Administration and Supervision
Tennessee Tech University

and

John Cooper
Vo-Ag Teacher
Cookeville, Tenn.

Vocational education is receiving increased emphasis and visibility in our public schools. Today's high school student is interested in those educational programs which will provide him with the skills and knowledge for employment. If, however, vocational programs are to continue to prosper and meet the needs of high school youth, they must receive the support of public school administrators.

The purpose of this study was to obtain the opinions of high school administrators within Tennessee's Upper Cumberland Region regarding vocational agriculture. Thirty-two principals who have vocational agriculture programs in their schools were mailed a 25-item questionnaire. Twenty-three, or 71%, of the principals responded by returning completed questionnaires. The data were tabulated and reported in a narrative manner using frequency tables and percentages.

The majority (N=17) of the principals surveyed felt that their school systems would continue to support vocational agriculture should federal or state funding be discontinued. Twenty-one principals agreed that vocational agriculture has contributed to the national economy and has been a valuable part of the secondary school curriculum. These same principals stated that vocational agriculture has prepared young people for the world of work as well as any other secondary school subject. Every principal felt that the success of a vocational agriculture program lay not so much in the number of students who enter farming but in the students' appreciation for and knowledge of the subject area.

An overwhelming majority (91%) of the respondents agreed that a large part of the course content in vocational

Sixteen of twenty-three principals agreed that fund raising activities resulted in lost instructional time and worked a hardship on the vocational agriculture teacher.

agriculture should be determined by the type of agriculture found in the local school area, rather than the various types found throughout the state. Likewise, the principals were in agreement that vocational agriculture programs were weakened when students were placed in courses simply to fill out a schedule or earn an extra credit. Every principal disagreed strongly with the practice of limiting admission into vocational agriculture to students with low academic ability. However, it was interesting to note that over one-half of the principals thought the vocational teacher should have the primary responsibility for determining which students enrolled in the vocational agriculture program.

Over sixty percent (N=16) of the principals indicated that vocational agriculture could be strengthened by consolidation of programs within the county system and the use of multiple-teacher departments. Only seven principals thought a schedule of 110 minutes (2 class periods) of instruction would improve the program. However, 13 principals believed that students should be excused, with mutual consent, from other classes in order to participate in vocational related functions. Sixty-nine percent (N=16) of the principals agreed that fund raising activities resulted in lost instructional time and worked a hardship on the vocational agriculture teacher.

Eighteen principals believed that an active Future Farmer Chapter was essential for an effective program of vocational agriculture. Each respondent felt strongly that the vocational teacher's perceptions of what the FFA has to offer the student was important not only to the chapter but also to the total vocational program. Furthermore, principals agreed that the FFA activities should be scheduled on the school calendar with sufficient time allotted by administrators for meaningful programs. The principals also stated that priorities should be established for materials and equipment, and a budget should be submitted by the agriculture teacher to the principal for his approval. Nineteen principals indicated that administrators who possess positive views relative to vocational programs will have stronger programs in their schools. In fact, over 86% (N=19) of the respondents thought it was necessary to involve the principal in the planning of the school's agriculture program.

This study, admittedly limited in scope, supports the idea that more attitudinal information needs to be obtained from school administrators concerning vocational educational programs. Principals are instructional leaders and it is imperative to know and analyze their feelings regarding the various components of the total curriculum. School administrators, who understand that student goals, interests, objectives, and talents are different, will employ teachers and design curricula which will motivate and fulfill student needs. Administrators with positive views regarding both vocational and academic subjects will have stronger, more well-rounded programs in their schools.

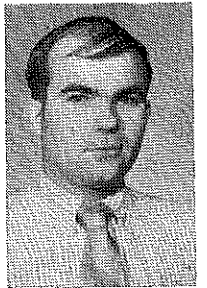
Performance Objectives for Agriculture Teachers



Rick Zimmerman

Rick Zimmerman
Agriculture Teacher
Roanoke, Illinois

and



Mike Nordstrom

Mike Nordstrom
Vocational Director
Roanoke, Illinois

As educators, we are concerned with evaluation almost daily. We evaluate performance by students, and to a degree we evaluate our own performance. Administrators, parents, and students also evaluate us. Our evaluation of students is based on a system of much acclaimed "performance objective" or "behavioral objectives." Evaluation of teachers is at present a much less exact science. To our knowledge, no comprehensive set of performance objective for agriculture teachers is in wide use at the present time.

The professionalism committee of the Illinois Association of Vocational Agriculture Teachers worked this year to develop a system of self-evaluation for agriculture teachers in Illinois. The system possesses many benefits for teachers and administrators, and, ultimately, for students. Many administrators cannot spend enough time to effectively evaluate all teachers. It is logical that the best criteria for evaluation would come from within the ranks of the teachers. After all, who knows most about what a teaching job involves in agriculture? Agriculture teachers, as a whole, are able to develop more realistic standards.

The concept of self-evaluation was approved overwhelmingly at the annual conference of agriculture teachers. Some details still need to be worked out by the IAVAT Professionalism Committee in 1975, but the system described here is close to the expected result.

Procedures

Each agriculture teacher and his administration would receive a self-evaluation checklist, under the proposed system. The checklist (of performance objectives) could be used locally only, or teachers could return the checklist to IAVAT to apply for awards. Those teachers not qualifying could receive special assistance from IAVAT or the State consultant staff.

The first phase of the evaluation includes a checklist of ten objectives which we believe every agriculture teacher should fulfill. We would call those who complete these "Superior Agriculture Teachers." The second phase includes items which all agriculture teachers would not necessarily have to fulfill to do a satisfactory job, but items which would definitely improve the quality of the agriculture program in the school. This phase could be called a "Master Teacher" phase, or some other level of recognition. These two checklists are shown below:

APPLICATION FOR SUPERIOR AGRICULTURE
TEACHER RATING
Teacher _____ Section _____
School _____ Address _____

To receive the superior agriculture teacher rating, you must complete all of the following criteria. Check those which you fulfill.

- _____ 1. Maintain a program of agricultural occupations instruction to best meet the needs of students in the school district, maintain constant evaluation, update and upgrade the program.
- _____ 2. Maintain an organized, functioning agriculture advisory council or similar group to assist with program planning and other matters.
- _____ 3. Maintain a program of supervision of students' experience programs with an average of two supervisory visits per student per school year, and at least one visit per student during the summer months.
- _____ 4. Serve as advisor to an active FFA Chapter with officers, constitution, and state charter.
- _____ 5. Provide educational opportunities for students by entering at least half of the FFA and IAVAT sponsored contests at the sectional level.
- _____ 6. Maintain a year-round program of instruction in agriculture for the school district.
- _____ 7. Attend 75% of agriculture teacher meetings on the sectional level. Per cent attended _____
- _____ 8. Return all forms, including the annual report, by their due dates.
- _____ 9. Maintain a program of public relations in the school and community. Describe _____
- _____ 10. Be a member of the Illinois Association of Vocational Agriculture Teachers and other professional organizations.

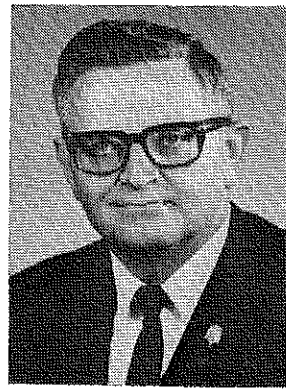
APPLICATION FOR MASTER TEACHER RECOGNITION

To honor teachers who have done outstanding jobs, an additional rating will be presented. Check the following criteria which apply.

A "Master Teacher" must complete requirements for "Superior Teacher" and seven of the following:

- _____ 1. Offer a program of adult education in agriculture in the community.
- _____ 2. Attain additional education beyond the Bachelor's degree. Number of semester hours.
- _____ 3. FFA Chapter receive the Superior rating on the annual Program of Work.

(Concluded on next page)



Charles Schettler — A professional wins an award.

Community Involvement: A Must

by
R. G. Hansen
CIBA-GEIGY Corporation

Charles Schettler, an occupations and vocational agriculture instructor in Wapella, Ill., insists that he's done "nothing so special." As he describes it, "I've just been doing the things in the school and the community that I've always thought ought to be done."

Perhaps. But then that's been a lot. And, in light of his achievement in Wapella, Schettler was named the National Vocational Agricultural Teacher Association's winner of the Ciba-Geigy Agricultural Recognition Award. Schettler joined seven other award-winners for a 10-day, all expense paid tour of Ciba-Geigy's research labs and international headquarters in Switzerland.

Born and raised on a farm in southern Illinois, Schettler, 56, got into teaching when he came home after World War II. He had originally planned to return to the farm, but he decided that agri-oriented teaching was a desirable alternative. He's been teaching vo-ag since 1947.

There have, of course, been a few changes since then. Schettler cites automation as the most significant agent of that change, but adds that such new courses as ecology have also altered the curriculum in recent years. On the other hand, he says, his students have

not changed quite as much as social commentators would lead us to believe. "I'm dealing with basically the same kinds of kids now as I did in the '40s," he said.

Schettler, who also supervises a farming program at Wapella Community Unit No. 5, received an undergraduate degree at Southern Illinois University and a master's degree in Agricultural Education from the University of Illinois.

He's a member of educational and vocational associations. Active in civic affairs, he's the past president of the Wapella Community Club. Also, he's a 25-year leader in the 4-H Clubs of America and has served for 10 years as chairman of the De Witt County 4-H Sales Committee.

In 1970, Schettler was named De Witt County Teacher of the Year. He was named Honorary State Farmer in 1968 and Honorary American Farmer three years later. Also in 1970, he was honored as Teacher of Teachers by the Illinois Vocational Agriculture Teachers Association.

Despite a brief stint as an elementary school principal, Schettler emphasized the fact that he's a teacher, not an administrator, and he prefers to keep it

that way. "Don't get me wrong," he says, "school administration is vitally important. But administration is not what interests me most. As I see it, as long as they let me teach, I can do them just as much good as I can in any administrative office."

And as a teacher, Schettler believes his work can not be restricted to the schoolroom itself. He says he has to reach parents as well as students and he must be active in the community that feeds the school.

"To do all the things I've wanted to do in vo-ag," he explains, "I've always felt I have to be active throughout the community. A teacher has to be involved in his community — has to be involved with all kinds of people."

"My goal has been to give my own experience to my students," he continues. "I feel that if I can impart a bit of my life to some of these kids, well then I think I can do a pretty good job. It's taken a lot of hard work, but I feel sure the rewards have been worth it."

But Schettler says he's still rather puzzled by achievement awards. "I'm just doing things," he says, "that any vo-ag teacher would do — or ought to do — to get the job done." ◆◆◆

We affirm the statements in this application to be correct.
_____ Applying Teacher
_____ School Administrator
Some changes may be made with the evaluation system. In order to be a good system, continual change is necessary as our programs change and improve. The important point is that we, as a professional organization, are in a position to evaluate ourselves. As accountability becomes more and more important for agriculture teachers, a system of self-evaluation is a must. ◆◆◆

(Zimmerman — from previous page)

- _____ 4. Participate in at least two FFA or IAVAT sponsored contests above the sectional level.
- _____ 5. Attend the June agriculture teacher's conference and one other IAVAT State meeting.
- _____ 6. Advise and assist a Young Farmer organization on the local level.
- _____ 7. Maintain and advise a local FFA Alumni Association.
- _____ 8. FFA Chapter receives a National Emblem Award on the Program of Work.

Operation ROVAT



Bill Richardson
Assistant Professor
Purdue University

Bill Richardson

Data published by Woodin¹ indicates that the supply of teachers of agriculture in the United States has reached critical low levels in relation to the demand for teachers of agriculture.

Indiana currently finds itself confronted with this situation. Information relative to supply and demand for teachers of agriculture in Indiana indicates a severe teacher shortage for this current year. Enrollment figures reveal that the trend will continue in the near future unless corrective action is taken.

A problem of equal, if not greater, importance relates to the quality of the vocational agriculture teachers being trained. A short supply in itself is a problem but a short supply of *quality* teachers poses an even greater problem. A shortage of teachers may well bring a group of trained or untrained personnel into the field of teaching who, under normal supply and demand circumstances, would not become teachers. This critical situation is a problem for future program development in Vocational Agriculture. Concern for quality and quantity places recruitment efforts in a precarious situation of increasing the supply of teachers without sacrificing teacher quality. Therefore, many states, including Indiana, are faced with a two pronged problem of training well-qualified teachers and training sufficient numbers of teachers to meet the demand.

Purdue University, Indiana's sole agriculture teacher education institution, has embarked on an operation to attack this two pronged problem. The basic goal of this operation is to increase the *supply* of *quality* vocational agri-

¹Ralph J. Woodin, *Supply and Demand For Teachers of Vocational Agriculture In 1973*, Department of Vocational-Technical Education, The University of Tennessee, Knoxville, February 1974.



Larry Rost
Graduate Instructor
Purdue University

Larry Rost

culture teachers in Indiana.

An initial activity was to inform all segments of agricultural education in Indiana of the expected severity of the teacher shortage. It was felt that dissemination of this information was necessary to establish a commitment on the part of all the agricultural education family to the necessity of recruitment of future vocational agriculture teachers. These commitments were perceived to be necessary to insure a complete and coordinated thrust of a recruitment effort.

OPERATION ROVAT

The acronym ROVAT (Recruitment of Vocational Agribusiness Teachers) was conceived to label the plan of attack for recruitment of teachers of agriculture in Indiana. The major ROVAT thrusts were based on the following premises:

- 1) The local agriculture instructor is the key person in recruitment effort, serving as the foundation of recruitment strategies.
- 2) A stress be placed on the recruitment of quality and quantity vocational agriculture instructors.
- 3) Strategy must be developed with unified cooperation of all individuals directly involved in cultural education.
- 4) That retention of present and future teachers be included in the strategies developed and implemented.
- 5) The problem is not a cyclical one, but will be of long term duration unless corrective action is applied.

These premises provide the foundation upon which the ROVAT program was developed. There may be more, but it was felt immediate action was necessary so these five premises were formulated and the ROVAT effort

begun. Considerable flexibility must be maintained in redirecting priorities and meeting unexpected challenges.

STATE RECRUITMENT EFFORT

One of the first ROVAT strategies formulated was to establish a State Recruitment Commission. Following guidelines set forth by the AVA Agricultural Division Professional Recruitment Commission Committee, a state recruitment commission was organized. A constitution and by-laws were developed and the commission was formally established. The commission was composed of undergraduate students, vocational agriculture instructors, State Department of Public Instruction personnel, and teacher education personnel.

Preliminary activities planned and implemented by the commission were:

- 1) News releases to be used by all Indiana newspapers.
- 2) Television and radio programs to be used with statewide mass media.
- 3) Encourage the IVATA to devote time at its professional meetings to discussions of teacher recruitment and retention.
- 4) To assist in organizing a special day on the Purdue campus for prospective agricultural education students.
- 5) To develop printed brochures for use by local vocational agriculture departments.
- 6) Develop policies for long-term teacher recruitment and retention.

As can be surmised from the above activities that the commission felt the teacher shortage in agricultural education needed visibility. This fact is amplified by the publicity concerning the (Concluded on page 110)



Sam Stenzel

MEMBERSHIP IN NVATA— ASSET OR LIABILITY

Sam Stenzel
Assistant to the NVATA Executive Secretary
Lincoln, Nebraska

If vocational education in agriculture is to progress, it must present a unified front and work in an organized and systematic way. No individual teacher can afford to remain unaffiliated with either his state or national vocational agriculture teachers association.

We hear about the clever man, the one who leads the line
But seldom do we hear about the other ninety-nine.

We hear about the men who do battle for professional pride,

Who form the stepping stones on which the clever man may stride.

Cooperation is a word that's worthy of a thought
By that alone can all men gain the goals long sought.
Each man has a part to play, each can hope to shine,
But he who leads most certainly needs the other ninety-nine.

It is difficult for one individual to coordinate a local program with that of the state and national. However by joining with others, the goal can be attained through cooperation and strong leadership. Professional organizations are the means most readily used to accomplish those objectives. A professional organization must be accountable to the members, but members must select logical criteria to evaluate the services. William G. Smith, recently identified some evaluative criteria for professional organizations:

Five "motivators" have been identified by educators to be important, regardless of the prospective members' teaching assignments, subject matter, or grade level. Those motivators are major factors when considering the merits for and/or against joining a professional organization.

1). **THEY WANT TO DO THE RIGHT THING.** They identify with its actions and positions and are quick to object or debate at the slightest deviation.

2). **THEY ARE SEEKING BETTER WAYS TO DO THINGS.** Leadership is a basic function of a professional organization. The desire to improve techniques, procedures and methods is the common denominator for professional journals, group meetings, and conventions.

3). **THEY WANT TO ACHIEVE WORTHWHILE RESULTS.** Effectiveness is one of the measures of professional accountability. Members indicate their support by their payment of annual dues.

4). **THEY WANT TO BELONG TO AN ORGANIZATION THAT ACHIEVES THE EXTRAORDINARY.** Achievement is a factor giving impetus to belonging. Professional organizations exist because they enable members to achieve collectively that which they could not achieve alone.

5). **THEY WANT TO BE RESPECTED FOR WHAT THEY ARE AND FOR WHAT THEY ACCOMPLISH.** Respect can become the "lubricant" that will minimize professional friction. Members respect the others integrity, ability, and accomplishment and use the same unit of measure on professional organizations.¹

¹American Vocational Association, *AVA Atlanta Convention Proceedings* (Convention Proceedings Digest No. 5, Washington, D.C.; American Vocational Association, 1973), p. 162.

The professional organization for vocational agricultural educators and education is the National Vocational Agricultural Teachers' Association. It endeavors to meet all the prescribed motivators. It is a viable and well organized association emphasizing two general principles: (1) To provide professional services for vocational agricultural educators and (2) To assume an active leadership role in vocational agricultural education. The NVATA members know their professional organization provides leadership for all state and national officers and coordinates other major activities between states and between the state and national organization; speaks exclusively for vocational agricultural educators and education; maintains effective public relations with groups and organizations who have a mutual interest; and is instrumental in maintaining situations conducive to improving classroom conditions, instruction and the profession. In recognition of these services, most vocational agricultural educators have accepted a supportive role through membership.

The NVATA is recognized for getting things done, constantly striving for the support and cooperation between its members and others interested in furthering vocational education in agriculture, and depending upon the member at the grass roots for sustenance and guidance. To maintain that momentum, to achieve the goals recommended in the program of work and to attain heights inconceivable by the individual classroom teacher, the NVATA relies heavily upon the leadership of the teachers elected to serve on the Executive Committee. It also depends upon the input of every member as projected through their state association.

To paraphrase a familiar statement by the late John F. Kennedy: "Ask not what the NVATA can do for you but what can you do for the NVATA." A teacher of vocational agriculture is assumed to be teaching by choice and not by chance. He should endeavor to develop professionally through study, travel, and exploration. He should be willing to advance vocational agriculture education in his community, state, and nation. He should be dedicated to the welfare of his profession and his fellow worker. He should believe in his profession, realizing state and national goals are difficult to reach as an individual but are often attainable through his professional organization.

A primary objective of the NVATA is to serve all educators involved in teaching vocational agriculture. The ultimate goal is to attain 100 per cent of the potential members. Belonging to the professional organization implies more than financial support. It indicates that the member has accepted



The 1973-74 NVATA Executive Committee — Seated are: Sam Stenzel, Assistant to the Executive Secretary, Lincoln, Nebraska; Francis N. Murphy, Past President, Madison, South Dakota; Bill Harrison, Leedey, Oklahoma, President and James Wall, Executive Secretary, Lincoln, Nebraska. Standing are: Vice Presidents Luther Lahum, Region I, Kalispell, Montana; Richard C. Weber, Region II, Larose, Louisiana; John Murray, Region III, Jackson, Minnesota; Jim Guillinger, Region IV, Sycamore, Illinois; H. I. Jones, Region V, Silver Creek, Georgia and George Dunsmore, Region VI, St. Albans, Vermont.

professional responsibility; he is willing to support state delegates to the regional and national professional meetings; he appreciates the efforts of the NVATA on his behalf and is willing to support those activities; he is optimistic about the industry of agriculture; and he has faith in agricultural education.

The battle to make vocational agriculture teaching a utopian occupation has not been completed but many skirmishes have been won. Complacency can become a major obstacle to the profession. Approximately one-third of the affiliated state associations support the NVATA with 100 per cent of their potential members; a high percentage of the other associations obtain 75-90 per cent of their potential members annually; but too many of the states report less than 50 per cent of their vocational agriculture teachers consider professional organizations important enough to merit financial support. The non-members' reasoning indicates dissatisfaction because the advantages cannot be measured as an immediate return on their investment. Some even attempt to dissociate their classroom discipline from vocational agriculture and deny its relationship to agricultural education. Unfortunately, they are not hesitant to capitalize upon improved services, monetary returns, and activities promoted by and achieved through the efforts of their state and national professional organizations. The NVATA speaks as the umbrella for all vocational agricultural educators and education and plans activities and services for everyone employed in the profession. Why must the 85-90 per cent of the persons who pay their professional

(Hill — from page 103)

Forty-seven states indicated some yearly salary increments with the amounts ranging from \$24 to \$1,080. Sixty-nine percent of the states reported that they paid supplements to the salaries of agriculture teachers and the amounts varied from \$70 to \$5,861.

Fourteen states indicated a definite raise in salary for 1974-75, while four states reported some cost of living increase, and seven states have raises which are subject to approval or legislation.

The maximum number of hours an agriculture teacher could teach per day

varied from four to seven, and 22 states indicated that there was no maximum to the number of hours the teacher could teach. The maximum number of students an agriculture teacher could have ranged from 25 per class to 130 per department, with only 16 states

dues annually, financially support the professional services and promote the general welfare of those who espouse the advantages, gains, and activities of the NVATA but are unwilling to contribute to the monetary costs?

A past president of the NVATA, Julian M. Carter, recently summarized the situation in a Vermont professional journal. He wrote: Professional organizations need the support of all teachers by paying dues and assuming leadership roles. Considerable experience has been encountered collecting dues for professional organizations. In 35 years, not one new argument has been heard for not joining and participating in organizations relating to one's work. Admitting that professional organizations are not perfect, they do serve a real purpose. Professional organizations will only better serve the profession as teachers insist. Criticize from within and not from without. That is how improvements can be brought about.²

The NVATA will always strive to develop and maintain programs which will create conditions conducive to effective vocational agriculture education. Some problems will be perennial and new problems will be encountered continuously but with systematic procedures, research, communications and implementation vocational agriculture education will continue to be a rewarding profession. However, all persons within the profession must share their interests and commonalities through support and participation in the NVATA activities.

Speaking during the NVATA special silver anniversary program last December, John W. Matthews said:

Teachers of vocational agriculture must be professionals. They must systematically plan for continuous professional improvement (a) in the science of agriculture and the art of teaching, (b) by joining, supporting and taking an active part in state and national vocational agriculture teacher associations, and (c) by cooperating on the local level to maintain good working relationship with the teachers, administrators, school boards, and citizens in the community.³

A professional organization can create renewed interest, faith and enthusiasm among its members but it must be viable, effective, and reasonably successful. The officers in state and national positions have demonstrated remarkable leadership in achieving organizational goals and objectives. However, without the support and cooperation of "the other ninety-nine" those heights would have been virtually impossible.

Abraham Lincoln emphasized that "Every man owes something to his profession." Owing to ones profession can mean many things. Supporting the NVATA offers the privilege of being able to help develop practices and policies which provide the opportunity to teach vocational agriculture as the majority of 10,000 vocational agricultural educators prefer to teach it. ◆◆◆

²Julian M. Carter, "From The Consultant's Desk," *Journal Vermont Agriculture*, XL:6 (June, 1974), p. 174.

³American Vocational Association, *op. cit.*, p. 164.

(Concluded on page 115)

Warren M. Greene
Vo-Ag Instructor
Alburnett, Iowa

18 to 53

(Teacher Becomes Believer in Supervision)

You may think the title is unusual for an article on agricultural education. Possibly, after you have read it, you can see some changes that we as vocational agriculture teachers should be concerned about. Why the 18? Where does 53 come in? We have a son who is 18 years old and starting to farm. I'm a vocational agriculture instructor and have been in the game for 25 years and I'm 53 years old. I taught in the same school system for 22 years. Some will say this is too long. Personally, after being out for one year and now being back teaching at a different school, my attitude has changed — sometimes negative and sometimes positive. Yes, we teachers must not get too secure in our jobs. Are we able to feel the "temperature" of the students and parents by remaining in the classroom and shop? Will withdrawal from the community cause us to become complacent? I see both new and experienced teachers falling into the rut.

This past year as a parent of two vocational agriculture students, I received first-hand evidence of what vocational agriculture is, especially for an 18-year old. Why should he make shirts

and fry eggs in vocational homemaking? He should be concerned about the \$10,000 he has borrowed to start farming with 100 head of sows. How many of your vocational agriculture students have real supervision? By real I mean, is productive teaching accomplished? Are we really doing our job when a teacher fails to set up planned conferences with parents and students? We can recall making a supervised visit—taking a project picture. Yes, this is probably important, but surely there are more important things to be accomplished.

Let's become effective in conducting programs of supervised agriculture. Prospective and present teachers of vocational agriculture and teacher trainers need to set some definite goals for vocational agriculture departments in regard to supervision. Local record books should be checked by the local administration; both college and state department should sit down with instructors and look over local records. I realize this is work. Who will furnish the manpower? We, the agriculture people will furnish it.

Closer attention should be given to

cooperation with parents. As an agriculture teacher, can you put yourself in the parents position? Would you sign for a \$10,000 or \$20,000 loan on the encouragement of a school teacher of agriculture for a 100 sow project of your eighteen year old son? Parents lose faith in a vocational agriculture department when the teacher fails to do each job well and when he doesn't carry out his responsibilities. This eighteen-year old has yet to be visited by his vocational agriculture teacher of two years. His sixteen-year old brother is in the same situation — wanting to learn and find out about agriculture, but getting very little encouragement from the agriculture teacher. This 53 year old agriculture teacher has learned much from his teenage sons in vocational agriculture. He has improved his attitude, he has changed his goals and put to work several improved practices for teaching vocational agriculture that really needed removed from the shelf, dusted and put to work.

What about your supervised experience program — are you really supervising? Or, does it take 18 to 53? ♦♦♦

(Richardson — from page 107)

oversupply of teachers in many disciplines. Therefore, the preliminary strategies of the commission were aimed at focusing public attention on the problem.

Due to the nature of teacher education, these writers believe teacher education institutions must take the initiative in recruitment and retention efforts. This is not to overemphasize the role of the university but is perceived as true due to the comprehensive view the teacher educator has with the total spectrum of Agricultural Education.

TEACHER EDUCATION ACTIVITIES

The teacher education staff at Purdue undertook a series of activities as part of the thrust of ROVAT. These activities were aimed toward increasing the enrollments in Agricultural Educa-

tion, improving the quality and flexibility of the undergraduate curriculum, and actions to increase the percentage of agriculture education graduates taking teaching positions. Activities planned as part of ROVAT included: (1) Contacting agriculture teachers to obtain the names of prospective teachers and then contacting each potential student, (2) organizing and implementing a vocational agriculture visitation day on campus, (3) presentations and articles in the various forms of mass media, (4) increasing contact with regional campuses and junior colleges, (5) working with the Indiana FFA Association in its many activities, and (6) and evaluating the agricultural education curriculum.

CONCLUDING REMARKS

The success of operation ROVAT in the long term will be slow in developing. The preliminary observations indicate several short term gains. Retention

rate of agricultural education majors at Purdue has stabilized and actually increased. The number of dual options is increasing and a larger class is being registered for 1974-75.

The important aspects as determined from operation ROVAT's short experience involves three: 1) a commitment to a coordinated recruitment effort; 2) a plan of action; 3) a follow-through and implementation of these strategies. These strategies were developed as a beginning of an all out effort in increasing the supply of quality teachers of agriculture in Indiana.

The ROVAT Commission in Indiana stands ready to exchange ideas, strategies and other developments with other states so the teacher shortage problem can be alleviated. If the activities can be implemented, based on the premises set forth in this article, it could be the beginning of the end to teacher shortages in agriculture. ♦♦♦

TEACHING FOR CHANGE IN ATTITUDE

David L. Howell
Teacher Education
Purdue University



Most vocational agriculture instructors are using performance objectives as a part of their lesson plans today. However, are these objectives emphasizing the acquisition of knowledge (cognitive learning) and skills (psychomotor learning), but not including development of attitudes (affective learning)? True, it is easier to measure new knowledge gains by asking the students to list, demonstrate, define, explain, identify, construct, service, inspect, clean, operate, or overhaul some item. It is important for us to continue using such objectives. They are all very visible and it is easy to demonstrate the accomplishment of such objectives. We are finding today that our concern for the education of our students cannot stop with the learning of skills for an occupation, however. A student must know more than how to do it; he must also realize the importance of why it should be done correctly and to be proud of his work. People in industry are reporting that many of their new employees are well trained in the necessary skills for the occupation, but they do not exhibit good work attitudes.

Somehow many students are not developing positive work attitudes while they are receiving their formal education. In the past, most of our students developed these positive attitudes by working on the farm next to their fathers. Today, many of our students are coming from urban areas and they have not had the opportunity to work on a family farm, but must depend on their formal education and their peers for their attitude development. Because of this, we cannot allow the affective

area of learning to slide by when we consider our curriculum.

Why has not this area been given more attention in the past? Part of the reason may be that parents have asked that the school leave the area of attitudes and values alone. Or perhaps teachers were afraid that they would incur the parents' wrath if they were to help the student develop what the teacher considered to be positive attitudes and values toward work, life, etc. Or maybe the best answer is simply because of the difficulty in developing and measuring changes in attitudes.

Attitudes cannot be taught to students in the same way one teaches students how to plant corn or identify the parts of a horse. The attitudes of students are developed over a long period of time. If you have a student for four years, you may have a very great effect on his or her attitudes. Are you taking advantage of such an opportunity?

Recently I completed a study¹ to determine if the use of a student manual, *Introduction to Environmental Protection*, aided high school students who were enrolled in vocational agriculture and science courses in formulating positive attitudes toward the protection of the environment to a greater degree than students who were taught environmental protection without the use of the student manual. An attitude inventory was used to measure students' attitudes toward the protection of the environment. It was found that the science classes using the student manual achieved higher posttest attitude inventory scores than did the vocational agriculture classes using the student manual. Both of these classes scored about the same on their pretests. Why would it be that science teachers had a greater effect in assisting students to formulate positive attitudes toward

the environment than vocational agriculture teachers?

A possible answer may be found in the fact that the science teachers had taken more professional environmental education courses than had the vocational agriculture teachers. This may have allowed them to make fuller use of the student activities which were included in the student manual. Such a suggestion is supported by Clifford Knapp, Professor of Conservation and Outdoor Education, Southern Illinois University, Carbondale. Knapp states that a change in behavior must precede a change in attitude. He believes that a direct involvement in action projects is needed to produce changes in attitudes.²

This is what vocational agriculture has always been about — "hands on" activities. Let's not get our program so academically oriented that we forget to take the students out of the classroom and apply the same principles that we have been talking about in the classroom; this is where attitudes are developed.

Check your lesson plans. Do you have objectives included relating to attitude development? Are there several "hands on" activities included? Do your students place a high value on safety, cleanliness, punctuality, responsibility for others, and pride in their work? By concentrating on student attitude development and "hands on" experience in any training, we should have more students available for the job market with the marketable skills wanted by industry, i.e. a good attitude toward work. ♦♦♦

¹David L. Howell, "The Effect of a Student Manual on the Attitudes of High School Students Toward Environment Protection" (unpublished Ph.D. dissertation, The Ohio State University, 1973).
²Clifford E. Knapp, "Attitudes and Values in Environmental Education" *The Journal of Environmental Education*, III (Summer, 1972), p. 28.

The Vo-Ag Department— A Viable Force in Community Development

*George M. Dunsmore
Region VI NVATA Vice-President and
Vermont State Consultant for
Vocational Education in Agriculture*



G. M. Dunsmore
I feel that there is no department in the community school which is likely to make a greater contribution to the development of community planning than the agricultural department. This department is generally concerned with an industry which is one of the major ones in the community. Planning community institutions and policies so that agriculture will thrive is a major aspect of community planning in these communities.

At almost every step in agricultural instruction, students and teachers encounter community obstacles to the adequate development of agriculture. The teacher needs at first only to allow his students to recognize these needs fully for themselves as they occur to them in class study and discussions. The cumulative effect of the recognition of many community needs can later be capitalized upon in discussions of community planning.

The Future Farmers of America offers a fine opportunity for elementary thinking and action regarding community needs. Many chapters discover local needs and set about to meet them. One of the greatest values of the FFA is that it puts young people into situations from which they learn by successful experience that by working together much can be accomplished that no individual working alone can accom-

plish. A skillful teacher can lead the thinking of the boys from seeing the benefits gained from their small community enterprises to seeing the advantages which might be had if more people participated in other and larger community projects.

Young adult agricultural classes and clubs offer even better opportunities for making the beginnings in community planning. The members are somewhat older; many of them have decided to spend their lives in the community; they are voters or soon will be; they are at the age when they are inclined to question community arrangements and the wisdom of their elders; they do not want to be handicapped all of their lives by the lack of community facilities which could be provided. Agricultural problems of all sorts arise continually in the adult classes. Young adult agricultural clubs frequently turn their thinking to broader issues. They think better recreational facilities might be available, that accident hazards might be reduced, that community organizations could be more effective, that hospital facilities might be improved, if only the community as a whole would act upon these manners.

Older adults in these classes are still more strategic in securing community planning, for they are the persons who help to run the community. If there are enough of them in these classes and if they see a need clearly enough, they can probably do something about it. Suggestions for community improvements frequently arise in these classes and a good teacher can cause more suggestions to

be made than would spontaneously develop.

Evening class members have used class meetings to put many issues and new community ideas before other community agriculturalist. The evening school, of course, is not a planning or an action agency and the accomplishment of suggested projects has been carried out by other agencies, but many plans and projects would not have been launched had they not been initiated there.

The advisory councils of agricultural departments often originate ideas for community improvement which are passed on to other groups for action. Community fairs, organizations for studying school district reorganization, and community planning boards have been direct outgrowths of advisory councils in many communities. Service on an agricultural advisory board is ideal preparation for service in community planning enterprises; leadership developed in an advisory council is frequently transferred to other community groups. Members of councils, like members of agricultural classes, continually encounter situations calling for community planning and for new community agencies to deal with problems which they cannot deal as advisory councils. Their council experience predisposes them to be favorable to the development of community planning and action agencies.

These are a few of the reasons why I feel the vocational agriculture department is so very important in community planning. ◆◆◆

OUR GOOSE IS NOT COOKED

*Donald B. Locke
Agriculture Teacher
Morgantown, Kentucky*



Donald B. Locke
Recently I talked with a county agent friend of mine who was very much concerned and upset over the fact that in 4-H work, the people at policy making levels in Washington and some at state level also, are trying to "scuttle" or play down the role of the farmer and farming in agriculture. He said that the words "farmer," "soil," or anything synonymous with agriculture production had almost become "four letter," and there were movements underway to get these concepts relegated to the lowest level on the agricultural totem pole and replace them with programs and concepts, seemingly completely unrelated to farming. Sound familiar?

With only a slight amount of tongue-in-cheek, I retorted with "welcome to the club." However, thank goodness, we in vocational agriculture may have weathered this storm. I see brighter clouds on the horizon for those of us who still believe training in farming is basic and sound, and is still the backbone of our program. We may not have "killed the proverbial goose that laid the golden egg" after all, despite the fact that she has taken a heck of a kicking around the past ten years or so.

There is a national trend back to the farm. Between 1940 and 1970, 28.5 million of our people left the farm, lured by higher pay and shorter hours. However during 1972, 156,000 of these reversed the trend by coming back.

People are wanting back on the land. They are wanting to get established in the cattle and hog business and crop production. Also there is a healthy indication of expansion among the farmers now farming.

Doane reported that last year 83%

of the farm land sold in the U.S. went directly to farmers already actively engaged in farming. Not doctors, not lawyers, not land speculators, but farmers!

Recently an agriculture book publisher told me that within the past year several larger New York book publishing companies who had no previous experience in publishing agriculture books had tried to buy him out. He said they told him they figured that production agriculture was "where it was all going to be happening" in the very near future.

Another important impact on pro-

We have been off chasing every new program, slogan, and concept that has come down the road. Put the teaching of production agriculture back in its rightful place of importance.

duction agriculture was the Russian Wheat Deal of 1972. This opened up a whole new era of world trade, and probably rang down the curtain on low food and feed grain prices now and forevermore. Because of this the U.S. consumer no longer just competes with other American citizens at the market place; he now must compete with people on the world market. The law of supply and demand on feed and food products is no longer governed alone, as in the past, primarily by the trade within our borders. Now countries like Japan, Russia, China, and India are willing to buy great quantities of these products, and at an inflated price.

Ninety percent of the soybeans grown in the U.S. is now sold on the world market, as well as two-thirds of our

wheat crop. Say goodbye to our surplus food at a bargain price and our stockpiles of government-stored grain; they aren't anymore. This means that more and more of our meat supply will have to come from grass rather than high priced grains and supplements. This of course dictates an increase in our forage-making "machine."

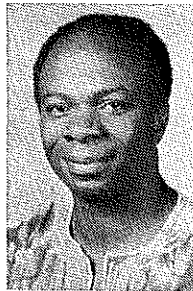
Now, what of the most important commodity of all — our people (primarily our youth)? Historically and traditionally, America has always looked to the land for her leaders. Our military has long sought and found its best leaders in the ranks of the capable, inventive, athletic farm boy. Fact is, nearly all of the Congressional Medal of Honor winners throughout our nation's history have come from farms or small rural communities. Very few have ever come from large cities.

Industry has always tried to recruit the farm boy with his long history of thinking for himself, of using his hands and wits, and of making decisions and solving problems. Industry has found out sadly enough that there are far too many urban youths who have yet to make their first important decision even at twenty.

They tell us that the 1970's and 80's will be the age of food. We, as vocational agriculture teachers and educators, may need to gear up for this. We may need to change some of our present thinking and put the teaching of production agriculture back in its rightful place of importance lest we wake up too late, caught with our agronomic pants down. Far too long now we have been off chasing every new program, slogan, and concept that has come down the road. I think it is high time we came back home, that we renew afresh our love affair with the "goose that laid the golden egg." Because, I for one believe she is still alive and well! ◆◆◆

Nigeria: Factors Affecting Secondary School Agricultural Science Teachers

John U. Okorie
Iowa State University



John U. Okorie

The teaching of agriculture in secondary schools in East Central State of Nigeria has never received the type of serves. Among the recognition it deserves. Among the factors limiting the progress in teaching agriculture is the need for the development of a body of trained teachers who are not only dedicated to the teaching of agriculture but who have the understanding of the relation of agriculture to the Nigerian economy. At present, many of the agricultural science teachers are those who have no formal training as teachers of agriculture. Therefore, if agriculture is to occupy its rightful position in the development ladder, institutions of higher learning throughout the region should develop meaningful programs for the training of agricultural science teachers.

The teachers' views concerning agriculture are of great value because the techniques employed in imparting information to the students may have an effect in creating favorable or unfavorable impressions about agriculture in the minds of the students.

A Recent Study

The information gathered in a recent study by the author tends to indicate that the teaching of agricultural science in secondary schools is still in its infancy in East Central State. Only 4 out of 46 teachers were reported to have taught agriculture for up to 15 years, whereas a majority of the teachers have been involved in the teaching of agriculture for only 1 to 3 years. Thus,

much needs to be done to raise the image as well as the status of agriculture in secondary schools in this area. Of those who had the privilege of undergoing some kind of training in agriculture, many considered such a training program of much value to themselves and their communities. The teachers considered application of research findings in subjects offered to be necessary for improving their training program. It should be noted that research per se is still grossly neglected in this part of the world. As a result, most of the text books and reference materials used in the schools feature mostly foreign issues instead of local issues and problems.

More importantly, a majority of the teachers expressed deep interest for the provision and use of teaching aids in their training programs as well as in secondary school programs. An observation of the author is that teaching aids were virtually non-existent in secondary schools as well as in institutions of higher learning. The unavailability of such equipment is not considered a significant factor in influencing effective teaching.

Practical farm experience was viewed favorably by teachers as an important segment of their training program. This reaction by teachers is of particular interest in view of the fact that among the things needed most by many developing countries is the willingness and desire by the educated group to work with their hands.

The study revealed that many teachers did not value student teaching experience as a factor worthy of improving their training programs. The author

genuinely feels that practical teaching is a very important aspect of the vocational agriculture program. Perhaps, the lack of teaching aids and the environment under which the practical teaching was conducted might have been responsible for creating the negative response manifested by the teachers.

Generally, the teachers were very pessimistic about job opportunities for agricultural students in becoming established in the occupation of farming. At present, there are many obstacles which must be overcome prior to involving students in farming. Land fragmentation, a lack of capital, poor pricing system, and the absence of farm machinery and equipment are but a few of the major handicaps confronting farming in this area. These obstacles, undoubtedly, would exert tremendous impact in the future planning and development of secondary agriculture programs.

It was noted that only 2 out of a total of 46 teachers expressed satisfaction with the government efforts in supporting agricultural programs in secondary schools. Such a massive rejection of the government efforts indicates to some extent that something was wrong with the government in its relationship with the agricultural programs in secondary schools.

The agricultural subjects being offered in secondary schools consisted mainly of crops and soil, farm management, and animal science. Subjects offered by fewer teachers included farm mechanics, general agriculture, forestry and horticulture. More importantly, the study shows that many of the teachers

(Okorie — from previous page)

were engaged in teaching other subjects unrelated to agriculture. Among the subjects taught by agriculture teachers are history, French, geography, Igbo language, Bible knowledge, English literature, health science, economics, physics, chemistry, biology, and mathematics. What this tells us is that agriculture does not yet occupy a significant place in the school curriculum. Therefore, every effort should be directed towards ensuring that future agriculture teachers are those dedicated to the improvement of the total agriculture program in the secondary schools.

To make agricultural subjects more meaningful to the students, 15 out of 46 teachers indicated their students carried out home projects. However, in reference to the school curriculum, a home project is not an essential factor in the study of agricultural science. The following were listed as project areas conducted by students: gardening, poultry, rabbit rearing, farm records and collection of agricultural specimens.

The information from the study

(Hill — from page 109)

reporting that they had a limit on the number of students per class or per department. All but eight states allowed the agriculture teacher to teach other classes besides agriculture. Forty-one states do not require adult education, although many indicated that they did recommend adult classes. Time for supervised visits was allowed in 57 percent of the states.

Travel reimbursement was paid in 69 percent of the states. Of the states not paying reimbursement, over half furnished a vehicle and covered the operating expenses of that vehicle. Rates of reimbursement varied from \$6 to 15¢ a mile. Per diem was paid by 75 percent of the states. The amounts were widely varied. Insurance benefits varied in 21 states, while 16 states paid insurance of some type. Vacation time for agriculture teachers was available within 46 percent of the states. Farming was allowed in 77 percent of the states reporting, and outside earnings for teachers were not recommended in 51 percent of the states.

There was no set limit for the num-

ber of days allowed for FFA activities in 40 percent of the states, and only 14 percent reported that the FFA was financially supported by the school. Certificate renewal required additional college credits in 32 states. Six hours in five years was the most common, with ten states having this requirement. Workshops counted toward credit in 59 percent of the states requiring additional credit. A teacher was required to have a B.S. in Agricultural Education to teach vocational agriculture in 65 percent of the states. Thirty-four percent indicated that they issued or utilized someone with an emergency teaching certificate. The requirements for an emergency certificate varied widely.

Recommendations

Due to the shortage of agriculture teachers which now exists and because of the author's belief that this information could be used to help reduce those shortages, the following recommendations were made.

1. That a similar study be conducted and published each year to keep

cluded as a science subject when it involves payments to teachers. They suggested that workers should be hired on a permanent basis to assist in school farm work as well as in the school livestock program just as laboratory attendants are hired in other science areas.

The destruction of school crops by local livestock and "Hausa" cattle was cited frequently as a deterrent in the establishment of school farms. The teachers wanted the institution of a law requiring strict confinements of all types of livestock.

Other points of interest mentioned by the teachers include, need for support by principals, allocation of reasonable periods for practical work, modification of course requirements by teachers to reflect local needs, provision of teaching aids, use of livestock for teaching in the schools, creation of employment opportunities for agriculture students, and a means for transportation to facilitate field trips and tours.

In conclusion, the teachers expressed the need for closer cooperation between the ministries of agriculture and education over policies in agricultural education. ◆◆◆

data up to date and pertinent.

2. The number of agriculture teachers needed for each state be reported and compared to salary information in those states.
3. A comparison be made between agriculture and other teachers' salaries in each state.
4. That when responding, each state be as specific as possible so as to give a prospective teacher some idea of that state's situation on any given item of concern.
5. That each state's teacher training institution do its utmost in helping to relieve the shortage of agriculture teachers by listing position openings and salaries and working conditions of all states.

Copies of this study are being distributed to the Agriculture Division of the State Department of Vocational and Technical Education and to the Agricultural Education Departments of the Universities in each state. We would again advise caution when making direct comparisons between individual states due to the variability in some responses. ◆◆◆

AGRICULTURE AND ASSOCIATE DEGREE PROGRAMS

LaVern A. Freeh*

My enthusiasm for associate programs is an outgrowth of what I have experienced and what I see for the future.

To set the stage for my remarks, let me briefly outline the characteristics of an associate degree program and some of the predicted changes in agriculture and education as I see them.

Characteristics of Associate Degree Programs

- College level and intensity — minimal entrance requirements
- Two or more but less than four years in length
- Specialized majors to prepare for specialized occupations
- Specialty courses are application oriented.
- Preparation for entry level type positions
- Laboratory hours are equal to or greater than classroom hours.
- General or related education courses relate to the purposes of the program.
- Program includes a period of internship.
- Specialty course work introduced during the first quarter
- Related to the needs of the community

Predicted Changes in Agriculture

All signs would indicate that American agriculture will continue to grow and expand in terms of unit size, capital investment, specialization, production and importance.

American agriculture today is capitalized at about 460 billion dollars a year. Considered in its totality, from the time the soil is prepared and the seed is planted, to the time a finished product is moved to the consumer, it represents the largest single industry in our nation.

It is being asked to step up its productive capacity for an expanding worldwide market and a rapidly developing world food crisis.

The food crisis situation which is unfolding right now in the Asian countries may require imports to feed as many as 200 million people within the next 12 months.

We are increasingly being told that we must double our world food production in the next 18-20 years to keep up with population and economic trends.

All of these developments represent a real factor in an agricultural explosion yet to come, and reflect a rapidly expanding need for highly skilled, specialized, and knowledgeable people in agriculture, many of whom will need to come from associate degree programs.

Food shortages and high prices have generated an awareness and a change of attitude relative to agriculture in the minds of the general public and a higher respectability for the total agricultural industry. Production agriculture and agribusiness are becoming more enticing to "get into" rather than "get out of."

Skilled technicians and professionals represent the hope and the need in agriculture in the years ahead. There will be little room for the unskilled and uneducated.

Recently I heard one of the speakers at the National Seminar on Agricultural Education speak of this in terms of percentages, saying "20 percent of those in agriculture need professional training, 20 percent need no more than high school training — and that leaves 60 percent that need more than a high school diploma but less than a professional degree — they need to be enrolled in associate degree programs. We're not even scratching the surface in that area."

Predicted Changes in Education

When one looks at education, there are strong indications that recent trends will continue and accelerate in the years ahead. There will be increased emphasis, greater acceptance, and programmatic expansion in the areas of vocational, technical, and continuing education.

There will probably be an increasing tendency for all levels of education to look for ways and means to relate their programs more closely and effectively to the current needs of society and the community in which they are located.

There will be an expanding need and interest in education throughout life with a subsequent need to accommodate that interest and need in our educational programs.

There will be an expanding need for programs which provide specialized technical and related educational experiences for the growing number of people in our society who need and want more than a high school diploma but less than a baccalaureate degree and for the growing number of employers who see the increasing need for technicians to work with professionals.

There will be increased emphasis on communication and coordination between and among educational programs and the various educational levels and systems for the purpose of building more effective interrelationships between the programs, to make increasingly more efficient use of available resources and to provide for a better program and credit transfer system than we presently have.

Educational programs will increasingly include dimensions of internship, not only for students but for faculty as well.

There is a need to recognize and more adequately accommodate individual differences in students both in terms of their previous training and their ability. We still

have a tendency to put everyone through the same funnel often repeating what they might have had before.

Advisory councils made up of interested citizens, employers, and students, will have a greater "say" in the type of educational programs that are developed and offered.

There will be a continuing struggle for funds to establish and operate educational programs and a growing emphasis on the quality, accountability and effectiveness of programs.

Impact of Predicted Changes on Associate Degree Programs

As the agricultural industry continues its movement toward greater specialization, associate degree programs will need to do so well. For example, programs in areas such as animal production will need to be broken down beyond majors such as livestock or crop production to areas of emphasis or specialization such as swine production, and corn production or even more specialized than that.

At the same time, as our world continues to become more complex and specialized, there will be increased emphasis on "building the whole person." For associate degree programs this means at least one-third of a student's education needs to be in such related education areas as the humanities, communications, social studies, basic science and math. This related education needs to be closely interrelated and integrated with the technical education offerings. Students must be specialized enough to be knowledgeable but have enough breadth to be able to change as the specialization changes. Associate degree programs need to continue to educate for entry level competency; and also to establish a base for continuous development on the job, an interest in lifetime learning and an understanding of the society in which one lives.

Because of the specialized nature of the associate degree students and programs, related education courses in agricultural associate degree programs will increasingly focus on agricultural examples, and technical courses in such programs that increasingly relate that technology to problems and opportunities in agriculture and society, making use of the information, principles and concepts derived from the related education courses.

This will require instructors who are appropriately educated to handle this type of teaching and who keep themselves current on problems, opportunities, and issues, perhaps through periodic internships.

Employers, in discussing the type of people they'd like to hire, increasingly begin by assuming technical competence and move quickly to other competencies, skills, and attitudes they'd like to see in prospective employees. These competencies and skills include:

- Communication skills
- Positive attitude
- Leadership ability
- Understanding of rural America
- Willingness to work
- Management skills
- Innovations

Looking to the future, I see associate degree programs developing and placing greater emphasis on those activities, experiences, and situations which will develop these competencies, traits and attitudes. One of our technical colleges has changed the name of "student activities" to "student development" and is extending its classroom activities into the

non-classroom types of things that students do.

As society places greater emphasis on lifetime learning, our definition of students will change and encompass everyone who is willing to learn. This will bring about a restructuring of associate degree programs to allow persons to move rather easily into and out of associate degree programs at various stages in their development. This will mean more "blocking" of courses, perhaps into one or two week periods, and a continued move to offer courses when it is most convenient for the students to participate.

There will be a continued movement toward year-round programs. The University of Minnesota Technical College at Waseca has almost 300 students enrolled in its associate degree program this summer and that's quite a switch. We used to think that summer was the busiest time for people in agriculture and that agricultural students would not enroll in summer school. Now we know that this is the ideal time for teaching "outdoor" classroom and laboratory courses under actual conditions and situations.

Institutions that are offering associate degree programs will need to be ready, willing, and able to develop new majors, courses and specializations, and to expand or discard current ones as the need arises and the changes in industry dictate. This will require a close working relationship with the industry; a certain amount of fluidness and willingness in the staff to tailor courses and teach during the time periods that meet students' needs and interests; and a willingness and ability on the part of the institution to respond to change and to meet needs when they are current, while at the same time making sure that the majors, courses, and specializations are of the highest possible quality.

Recently some schools in our nation, in their zeal to offer something for everybody and to generate enrollments for self preservation, have sacrificed the quality of their programs to the extent that both their credibility and their support has been greatly diminished.

Associate degree programs will increasingly emphasize such things as financial, business, and personnel management; marketing, bargaining, communications and the use of computers in agriculture — all necessary tools for success in tomorrow's agriculture.

In addition to being taught as separate courses, the principles embodied in these subject matter areas will increasingly need to be built into all courses. Again this will require instructors who are appropriately educated to do this.

Associate degree programs of the future will need to continue to devote at least 2/3 of the curricula to technical courses and 1/3 to related education courses with at least half of the educational experience being offered in a laboratory setting. Personally, I feel that about one quarter of "on the job" exposure is enough in an associate degree program. This means technical colleges that are offering associate degree programs in agriculture will continue to build highly specialized laboratories — making sure that their facilities are always up to date and appropriate for changes and trends of the agricultural industry. In addition, to keep up with the industry, and a continual shortage of funds, these programs will increasingly need to make use of equipment "borrowed" or rented from the agricultural industry. Finally, there will be an increasing tendency to use various segments of the agricultural industry itself as the laboratory, not only

(Concluded on page 119)

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Vo-Ag and Loans From the Bank

A. Terry Steed
Agribusiness Officer
First Mississippi National Bank
Hattiesburg, Mississippi

During the past two years there has been a significant change in the attitudes of banks toward the agricultural sector of our economy. Several new programs, including bull leasing, farm equipment leasing, heifer purchasing, and farm management assistance have been designed by banks to provide financial assistance to the production segment of the agribusiness industry.

Today, possibly more than at any other time in history, an individual is faced with financial decisions early in life. This is especially true of youth planning to become active participants in the agribusiness sector of the economy. Many banks offer loan programs from which students could benefit; however, many fail to take advantage of these opportunities simply because they do not know of their availability. In addition to this, there is also an apparent need to develop a greater understanding of credit, especially how to establish credit and how to maintain a good credit rating. Normally one gains knowledge of loan procedures with experiences that come after their school years. In many cases, these experiences would be much more pleasant and profitable to the individual, as well as to the lending institution, if the person was involved in obtaining a loan before actually applying for one.

With this in mind, new concepts are emerging which aid in establishing an organized program of study for instructing young people in the basics involved in loan procedures. The Agribusiness Department of the First Mississippi National Bank, Hattiesburg, Mississippi, in cooperation with vocational agriculture departments of high schools in the several counties comprising the bank's trade area, has established a program designed to inform students of lending procedures. The program requires the cooperation of both the bank personnel and school personnel in its implementation. The vocational agriculture teacher in the school system introduces the unit by helping the student become aware of the basic need for understanding lending procedures. The teacher discusses the types of loans made, the reason for making a loan, establishing credit references, budgeting income, planning a repayment schedule, and collateral requirements. The bank personnel are brought in as resource persons to expand key points in the unit as well as to answer individual questions. This technique may be developed in a unit on agricultural financing to be taught as a part of farm management or as a separate unit.

In the initial stages of the program, during which time the feasibility of such a program was being tested, the First Mississippi National Bank worked closely with the Forrest County School System. The initial structure of the program was designed to be as flexible and adaptable as possible to meet the needs of individual classes. It was not limited to

agriculture classes, although it was designed with an agriculture loan to be the primary emphasis. The principles would remain the same for any loan; however, an agriculture loan does present a good example of a business loan which includes a majority of all practices and procedures involved in any bank loan. The outline for the program during the development period is as follows:

AGRICULTURE FINANCE

- I. WHY ARE AGRICULTURAL LOANS NECESSARY?
 - A. LARGE INITIAL CAPITAL OUTLAY
 - B. TIME PERIODS VARY BETWEEN INCOME PAYMENTS
 - C. DECISIONS MUST BE MADE RAPIDLY
 1. PROFIT OR LOSS DEPENDS ON RAPID AND ACCURATE ACTION.
 2. MUST BE CAPABLE OF TAKING ADVANTAGE OF PRICE CHANGES TO INSURE PROFITS
- II. HOW TO APPLY FOR AN AGRICULTURAL LOAN?
 - A. PLAN IN DETAIL YOUR AGRICULTURAL ENTERPRISE
 1. PAST OR PRESENT WORK RELATED EXPERIENCE OR EDUCATION
 2. DETAIL OUTLINE OF YOUR LONG RANGE GOALS
 3. EXPLAIN THE TIME FRAME INVOLVED FOR THE OPERATION AND THE LOAN.
 4. EXPLAIN THE OPERATING BUDGET. (Especially operating expenses).
 5. EXPLAIN THE PAYBACK PLAN TO INCLUDE HOW MUCH, WHAT SOURCE OF MONEY, AND HOW OFTEN
 6. OUTLINE THE LOAN SECURITY
 - a. SIGNATURE NOTE
 - b. FINANCIAL STATEMENT
 - c. REAL ESTATE
 - d. OTHER
 - B. INTERVIEW WITH LOAN OFFICER
 1. EXPLAIN IN DETAIL ALL STEPS LISTED ABOVE IN PART II.A.
 2. WHAT SECURITY OR COLLATERAL DO YOU HAVE TO OFFER?
 - a. IS IT FREE OF DEBT?
 - b. WHAT IS THE MARKET VALUE?
 - c. WILL IT APPRECIATE OR DEPRECIATE?

- d. IS IT LIQUID?
 3. CREDIT INFORMATION
 - a. IMPORTANCE OF CREDIT CHECK
 - (1). TOTAL INCOME
 - (2). CREDIT REFERENCE (Include loan experience of all lending institutions)
 - (3). PRESENT DEBT (How much, with whom, for what?)
- III. SHOULD LOAN BE MADE? (A DECISION FOR LOAN OFFICER)
 - A. EVALUATION OF ABILITY TO REPAY (MOST IMPORTANT CONSIDERATION)
 - B. EVALUATION OF ENTERPRISE (PROFIT OR NONPROFIT POTENTIAL)
 - C. EVALUATION OF INDIVIDUAL
 1. CHARACTER
 2. STABILITY
 - a. Length of time on job
 - b. Length of time at addresses
 - c. Age
 - d. Marital Status
 - D. EVALUATION OF CREDIT
 - E. EVALUATION OF COLLATERAL
 1. NECESSITY OF DOWN PAYMENT
Person must have a monetary interest in all goods to be purchased (equity). Normally the item to be purchased will be taken as collateral
 2. APPRAISAL OF COLLATERAL AT PRESENT (Market Value)
 3. MARKET VALUE WITH CONSIDERATION TO FUTURE APPRECIATION
 - IV. SETTING UP LOAN
 - A. EXPLAIN INTEREST ON AN ANNUAL PERCENTAGE RATE BASIS
 - B. TYPE OF LOAN TO BE MADE
 1. STRAIGHT NOTE — DOWN PAYMENT PLUS ONE TOTAL PAYMENT
 2. INSTALLMENT NOTE — DOWN PAYMENT PLUS MONTHLY PAYMENT
 - V. FOLLOW-UP
 - A. LOAN OFFICER WILL KEEP ABREAST OF YOUR REPAYMENT
 - B. PERSONAL CONTACT TO INDIVIDUALS WHO HAVE REPAYMENT PROBLEMS
 - C. PERIODIC REAPPRAISAL OF COLLATERAL

The program as structured was accepted with enthusiasm by both school personnel and students. Students involved in the program were generally in the 11th and 12th grades and were nearing completion of school. As was expected many of these students were eager to learn how to get a loan. They were primarily concerned with computation of loan payments, interest rates, collateral procedures, collections and credit investigations. Many students indicated interest in learning more about the lending procedures and felt the information would be utilized in their future endeavors.

Bankers indicate that daily interviews with people prove they know very little about the mechanics of the lending operation. This is not only time consuming for them and the bank, but often leads to unwise credit decisions and

investments on their part. It is imperative that a borrower be constantly aware of the financial standing of his operation and budget accordingly. Generally the average person becomes familiar with loan procedure and responsibility only when the need first arises for financial assistance. The vocational agriculture program can aid in correcting this situation. Generally when a person unfamiliar with loan procedure goes in for a loan, the banker will explain principle factors involved, but is this enough? Could individuals make better management decisions if they were completely knowledgeable in the basic principles of a loan? The cooperation between the bank and the vocational agriculture department can provide the basis for the required knowledge in loan procedures.

In order to be successful in reaching one's goals in life, a knowledge of finance as well as many other areas is necessary. Schools are faced with the challenge of educating our young people to fit into a world of rapid growth and ever changing problems. In order to accomplish this goal, the schools must be constantly improving their curriculum to keep it modern and most of all, practical. After all, the products the schools produce are tested in a real world where *performance* is important, not the *theory* of why they perform. Surely finance is one area each one will have to deal with, and more emphasis is being placed on this training through this newly developed program between the school and a financial institution. ◆◆◆

Dates and Events

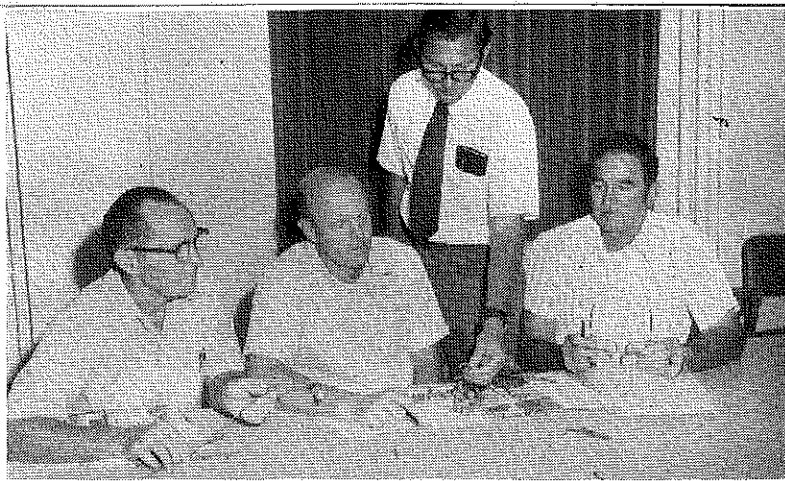
NVATA & AVA CONVENTION
New Orleans, Louisiana
December 7-11, 1974

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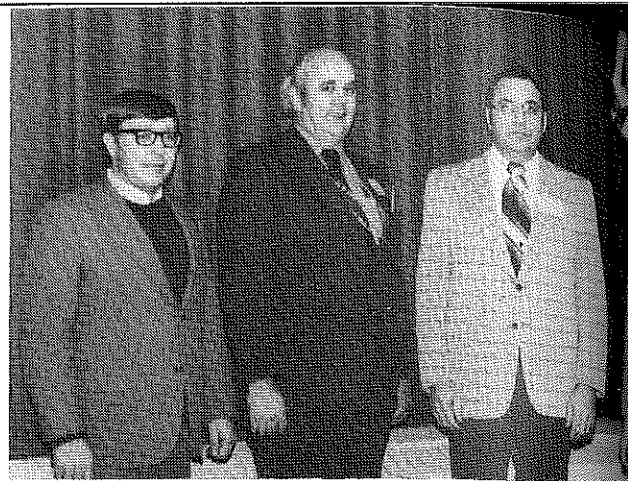
through internships but as a part of the regular classroom or laboratory offering.

Since the latter might involve a substantial amount of travel time, there is a need for innovative ways to make the best use of that travel time for the instructor and the students. The concept of a "classroom on wheels" has good possibilities with the instructor lecturing, showing slides or playing tapes during the travel time.

Education in agriculture will need to reach segments of our population in urban and metropolitan areas that in the past were thought of as having little or no interest in agriculture and subsequently were given little opportunity to prepare for careers in the agricultural industry. Associate degree programs offer a very viable alternative for potential students in these areas. ◆◆◆



Professionals wage a War on Weeds — Dr. Gale A. Buchanan, standing at center, of the Auburn University Agronomy Department, helps Alabama agribusiness teachers, M. L. Carroll, (left) Grantley; R. O. Bugg, Highland Home; and K. H. Cook, Dozier update their weed identification proficiency at a summer in-service workshop for agribusiness teachers. (Photo from Cecil Gant, Agribusiness Division, Alabama Department of Education)



Improving Administrative Techniques was the theme of a Connecticut workshop for 50 teachers. Directors (left to right) were Dr. Alfred J. Mannebach, Teacher Educator, University of Connecticut and Roger W. Lawrence, Consultant, Connecticut State Department of Education. Consultants for the workshop include Dr. Harold R. Crawford, Iowa State University and Dr. Howard Sidney, Agricultural and Technical College, Cobleskill, New York. (Photo from Alfred J. Mannebach, Associate Professor, Agricultural Education)

Stories in Pictures

by Richard Douglass

Harold Dutsch, Jr., (left) member of the Lee Road Jr. High School FFA Chapter and Nahlon Voght (right) of the Thomas FFA Chapter observe Byron MacGregor as they obtain his autograph during the Poultry and Egg Institute of America Jr. Fact Finding Conference held in New Orleans. MacGregor, news director for CKLW, Windsor, Ontario, became famous overnight when his recording of AMERICANS sold one and a half million copies the first week. Mr. MacGregor gave a reading of his recording during his talk to the delegates at the conference. (Photo from J. C. Simmons, Vo-Ag Area Supervisor, Louisiana Department of Education)



Professional Improvement on Wheels — shown below, a group of Missouri Teachers during a summer travel course taught by Professor C. V. Roderick. They visited the following schools: Fairfield High School, Fairfield, Iowa (shown in background); Kirkwood Community College, Cedar Rapids, Iowa; Hawkeye Technical Institute, Waterloo, Iowa; an area voc-tech school, Fairbault, Minnesota; Adult High School Program, Owatonna, Minnesota; Area Vocational School, Chillicothe, Missouri. (Photo from Gene M. Love, Professor and Coordinator, Department of Agricultural Education, University of Missouri)



Several participants in the Floral Arrangement and Design Workshop held at the University of Kentucky are shown discussing their arrangements with the instructors, Dr. Jack Buxton and Mrs. Carol Mitchell, a commercial florist. Shown (L to R) are Dr. Buxton, Jeff Callahan, Mrs. Mitchell, H. Conrad Haynes, W. Thomas Wison, and Dorris W. Bruce. Twenty-four teachers participated in the workshop. (Photo from Rodney W. Tulloch, Assistant Professor, Department of Agricultural Education, University of Kentucky)



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