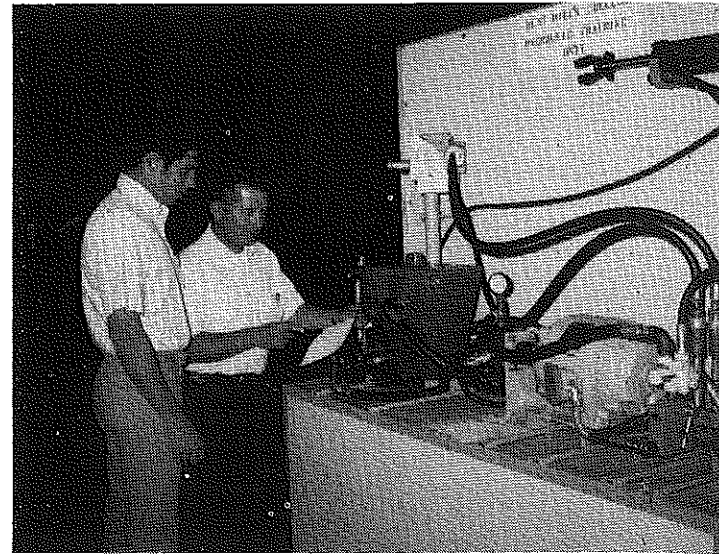


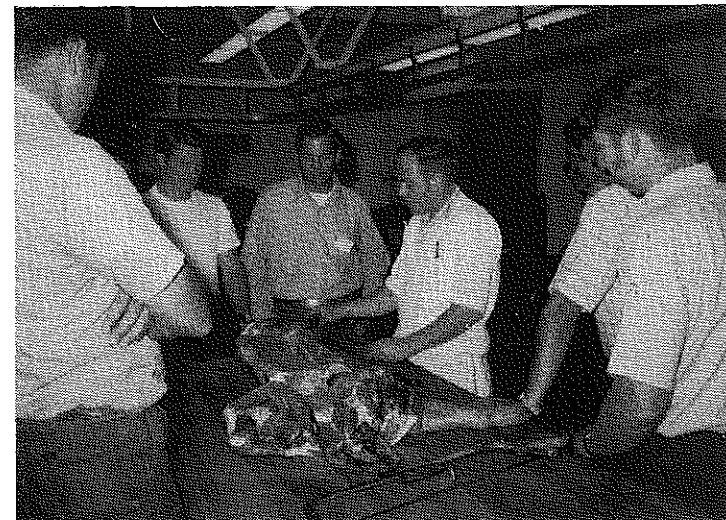
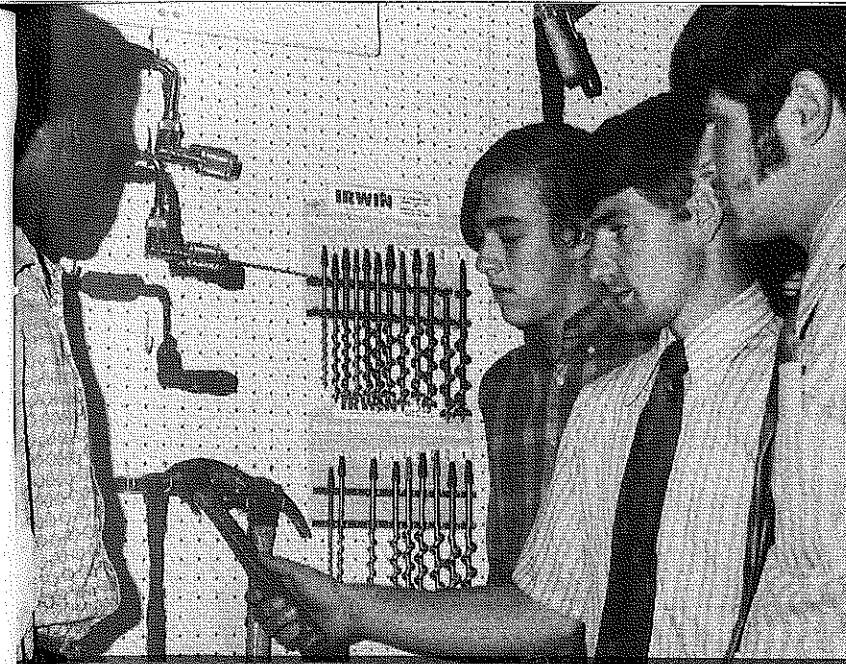
# STORIES IN PICTURES

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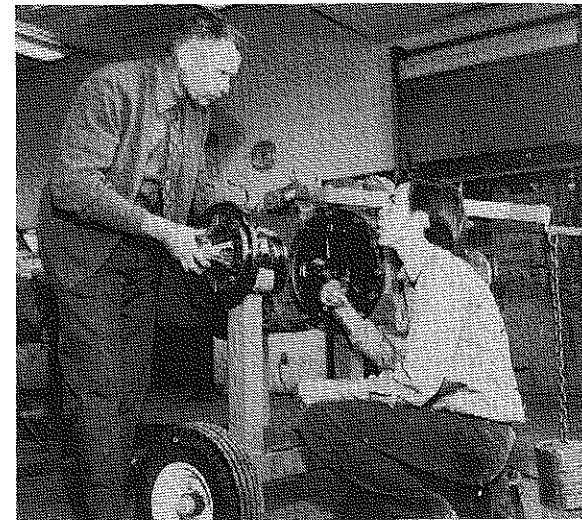
## In-service Education



**HYDRAULIC TRAINER** — Jerry Hubbard (right), discusses a hydraulic trainer he designed and built for classroom demonstrations with a colleague during "Skills Week" at California Polytechnic State University. (Photo by W. D. Wills, California Polytechnic State University)



**WORKSHOP ON MEAT CUTTING** — Earl Cosma (center), Food Industries Instructor at California Polytechnic State University, is shown instructing agriculture teachers at a workshop on meat cutting. (Photo by W. D. Wills, California Polytechnic State University)

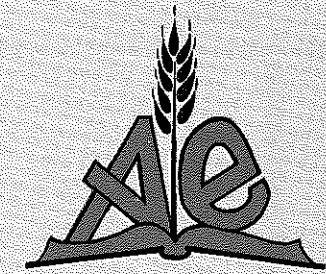


**INSTRUCTION IN FARM POWER** — Ray Austin, instructor at Clovis (California) High School, is shown using a tractor power train in teaching agricultural mechanics. (Photo by W. D. Wills, California Polytechnic State University)



**KENTUCKY SKIT ON COMPETENCY-BASED EDUCATION** — A popular feature of the Kentucky Vocational Agriculture Teachers' 1975 summer conference was a skit entitled "You Are There — Individualized, Competency-Based Education in Tractor Mechanics." The skit showed students using self-instructional modules and related audio-visual equipment, the role of the teacher, how the classroom should be set up, and the roles of school officials and employers.

"Actors" in the play were (left to right): M. J. Iverson, University of Kentucky — "World News Reporter;" Hulen Girdler, Laurel County High School, London — "The Teacher;" Frank Rowland, Barren County High School — "Guidance Counselor;" Ed Carney, Nelson County High School — "Principal;" and Frank Hicks, Clark County High School — "Tractor Dealer." (Photo from Maynard Iverson, University of Kentucky)



# AGRICULTURAL eDUCATION

Volume 48

Number 12

June 1976

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UNIVERSITY OF KY

MAYNARD IVERSON  
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Theme — SUMMER PROGRAM



June 1976

Volume 48

Number 12



# AGRICULTURAL EDUCATION

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The cover photographs depict three areas of summer programs: facility improvement, professional development, and FFA leadership training. The top photo (courtesy of J. C.

Simmons, Louisiana) shows Harry Calhoun, second from right, and Newton Mathews, right, of Jackson (Louisiana) High School, arranging tools with the help of students. The center photo shows Tennessee teachers attending a professional improvement workshop on electricity. The bottom photo is of members of the Horace Maynard FFA Chapter (Tennessee) showing leadership certificates received while attending the State FFA Camp. (Center and bottom photographs from John Todd, University of Tennessee)

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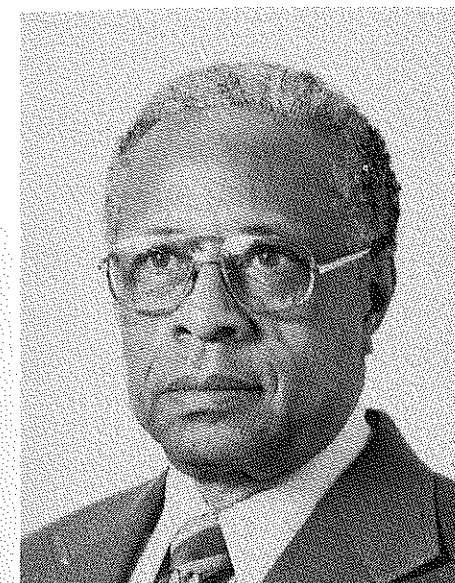
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## GUEST EDITORIAL



Robert C. Haynie

## Futuristic Considerations for Summer Programs

Robert C. Haynie, Teacher Education  
University of Arkansas at Pine Bluff

It appears that the summer programs in vocational agriculture are at the crossroads. The emerging trend toward nine- and ten-month contracts for teachers of vocational education in agriculture is responsible for the writer's concern about summer programs and activities. At the present time, state policy in Arkansas supports only twelve calendar-month contracts. However, there are those (our critics) who look down on vocational education in agriculture because they do not really know enough about it. They are the ones who would relegate the program to nine-month contracts. If this trend prevails and becomes universal, summer program and activities cannot survive. It would, in effect, destroy the "doing" part of vocational education in agriculture. Then it would become just another academic course in the public schools. If this should happen, do you realize the impact that it would have on all components of vocational education in agriculture? The supervised experience program would be completely destroyed; the FFA would lose some of its effectiveness; the adult education program would become upset; the building and grounds would be less utilized and ultimately cause damage to the professional growth of teachers of agriculture. Congress in passing the Smith-Hughes Act never intended for vocational education in agriculture to become watered down to an academic course. Congress realized that the interest of the agricultural community could be served best by having viable summer programs and activities for day school students and young adult patrons.

During the last sixty years, we have developed a great deal of know-how in agricultural education. The writer likes the way J. C. Atherton expresses what we have contributed to society in the United States. He said "Agricultural Production in the United States has come a long way from the time it required 85 percent of our work force to provide our domestic needs in the fields of food and fiber. Now slightly over ten percent do the same job and leave us blessed with healthy surpluses. Education and technology

have been responsible largely for these gains."<sup>1</sup> Summer programs and activities played a major role in bringing about this progress.

Most of the teachers of agriculture, supervisors and agricultural teacher educators across the nation are aware of the criticisms and pressure of groups that would annihilate vocational education in agriculture and ultimately completely destroy it. Being knowledgeable of our critics and their way of eliminating vocational education in agriculture provides us with a basis for counteraction that will try to keep all parts of the total program intact. Last year the staff in Agricultural Education in the State Department of Vocational Education assumed the leadership in neutralizing relations with those who look down on the program of vocational education in agriculture. After several review committee meetings, Crawley wrote "Fortunately, the Committee saw fit to continue agriculture on a full 12-month basis for another school year. In doing so, however, it was determined that a report of summer activities be filled out for the months of June, July, August and September. This will be required of all ag teachers, as well as other vocational teachers under contract for 12 months."<sup>2</sup> Teachers in agriculture must plan and account for their summer activities during June, July, August and September. Teachers of agriculture are trained to design and conduct twelve calendar-month agricultural programs. They have very important responsibilities in the school community during the summer months. During the summer months the ag teacher who is well established in his school community will take advantage of opportunities to relate to farmers and agricultural workers. The teacher who is not well established in the school community and who abdicates his real summer program responsibilities should be censured.

(Concluded on next page)

<sup>1</sup>J. C. Atherton. "The Future for Education in Agriculture" *The Agricultural Education Magazine*, Volume 34, July 1961.  
<sup>2</sup>Robert A. Crawley. "Memorandum to Agricultural Education Instructors" May 16, 1975.

Let us face the facts about this situation briefly from the other side. There must be reasons for attempts to limit the contracts of ag teachers to nine months. It is because some school administrators have lost respect for what is accomplished in summer months by a few self styled ag teachers. Teachers falling in this category may know what to do in summer months, but they are not doing their job. This is a good example of sin by omission. On the other hand, teachers who really do not know how to plan and conduct summer activities should be retrained through small group meetings and in-service workshops. Because there is no place for a part-time (nine or ten-month) program of vocational education in agriculture, those teachers who are not willing to work in the very best interest of vocational education in agriculture on a twelve-month basis may be considered for general agriculture teaching positions. It has been said "that a chain is no stronger than its weakest link." Agriculture teachers who are not willing to devote full time to promoting comprehensive and quality vocational education programs in agriculture are weak links.

**Rationale**

The Smith-Hughes Act stipulated that there must be six months of supervised practice. This was interpreted to mean carrying enterprises through production cycles. Students without opportunities for enterprise production programs may be assigned labor projects for work experiences and be supervised by the agricultural teacher during the summer months. The other category of students who need supervision during the summer months are cooperative education students. There is no way to divorce the summer activities of a teacher of vocational agriculture from the supervised experience program. Learning from experiences (doing) whether sheltered, at the student's home, or in some other situation is the thing that makes it vocational. Likewise, there is no way to separate summer activities of a teacher of agriculture from the adult education program in agriculture, because it is during the summer months the teacher of agriculture will have the time and opportunity to follow up and determine whether the adults are putting into operation approved practices learned in the adult classes. This will also be a good time to personally supervise some of the recommended approved practices.

**COMING ISSUES COMING**

- JULY** — Attitudes and Values for Employment
- AUGUST** — Secondary Programs for the Talented
- SEPTEMBER** — Planning and Managing School Facilities for Ag
- OCTOBER** — Preparing Teachers of Vocational Agriculture
- NOVEMBER** — Teacher Organizations and Professionalism
- DECEMBER** — More Effective Teaching

**There is no way to divorce the summer activities of a teacher of vocational agriculture from the supervised experience program.**

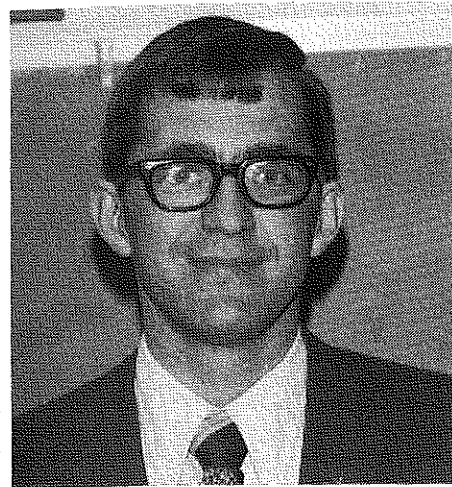
**In The Future**

After all that has been said, we must seriously consider that future summer programs and activities and twelve-month contracts for vocational teachers of agriculture will depend on well-trained, dedicated personnel. We cannot sit idly by and think our programs were originally designed for summer activities and twelve-month contracts, and it will always be that way. Our challenge in the future is to learn that we must earn the right to serve vocational education in agriculture during the summer months. In the future during the summer, a teacher of vocational agriculture may increase the amount of time he devotes to adult education in agriculture because his high school classes do not meet. This does not mean that a teacher should neglect supervision of the agriculture experience programs of high school students during the summer. This primary responsibility is always present even though classes are not in session. In the future, more consideration must be devoted to the supervision and evaluation of approved practices which adults are attempting to use as a result of adult class meetings. Field trips and individualized instruction for both high school students and adults must be increased in the future. Summer programs and twelve-month contracts have more than an outside chance of surviving in the future if the ag teacher will rededicate his efforts in providing a realistic summer program in a manner such that the rural clientele will look to him as the community's professional agricultural leader and advisor. This means better ways of keeping the school administration aware of meaningful summer activities that are planned and conducted by the teacher of agriculture. Goodwill must be created for the summer agricultural program by maintaining good public relations. The advisory committee, counseling and guidance, and the FFA are important components of all quality summer programs. They must be kept intact during the summer months for orderly operation during the regular school term. The future of summer programs and activities in vocational education in agriculture and twelve-month contracts will be bright for the most part, if wholehearted consideration is given to the items mentioned above. The momentum for eliminating summer programs and twelve-month contracts can be turned around provided teachers of agriculture, the state staff, and teacher educators work together. ◆◆◆

**Read!**

Teachers should read this issue from cover to cover and see that the school officials do also.

—The editor



Willard Barney

**All I (the superintendent) know about your summer program is that you take the kids on a camping trip each summer.**

As a newly appointed agricultural department chairman at Chandler High School a couple of years ago, one of my first duties was to notify the 17-year veteran teacher in my department of some good news and some bad news. The news concerned changes in his summer vocational agriculture program contract, since he had been relieved of department chairman responsibilities.

First the "bad news" . . . his summer contract was being reduced from a three-month contract to a two-month contract. Second came the "good news" . . . his total summer salary for the two months he would now work would be increased by more than \$900.00 over his total salary for three months of previous summer work! This announcement signaled the end of a 10 year stalemate in which the district had offered agriculture teachers a \$600.00 per month stipend for their summer services in our district. I am the first to admit that a new man in a new position, such as I was, often is able to ask for and obtain increased support of an activity. However, the increased financial support of our summer programs has come from much deeper roots than the new man, new plan concept.

Five principles or steps have proved helpful to us in obtaining and maintaining continued support of our summer programs the past three years, and they are as follows:

1. **OFFENSE vs DEFENSE:** Any coach knows that the best defense for his team is a good offense. The same principle can apply to our summer programs. We as vocational agriculture teachers can't sit back and simply hope or wish that our administrators will feel the importance of our summer programs as we do. We must take the offensive and show them of its importance.

If a teacher is not actively telling and showing his summer program story, then he usually is left to defend what he is (or isn't) doing when his administrator happens by to find out what is going on.

2. **THE COMPLETE PLAN:** The two-page summer program plan form provided by our state office does not provide sufficient space or flexibility in preparing a compre-

**Increasing Administrator Support for Summer Programs**

Willard Barney  
Teacher of Vocational Agriculture  
Chandler, Arizona

hensive summer plan. Our first comprehensive plan three years ago contained 16 pages of description, goals, calendars, etc. Plans submitted since then have included five to eight pages. The plan must be comprehensive enough to tell your whole story without appearing to be a "snow job."

3. **BE SPECIFIC:** Administrators like to know the numbers of students to be visited, number and kinds of projects to be supervised, what conventions and meetings will be attended, etc. Also list your specific responsibilities at such meetings. Try to emphasize the public relations contacts with parents, farmers, agribusinessmen, and other leaders in the community.

4. **CONDUCT A WORTHWHILE SUMMER PROGRAM:** As the professionals we must be, it is essential for the vocational agriculture teacher not only to plan but also to carry out a worthwhile program of activities which will enrich the local program of agriculture and the total school effort. Your plan and your program efforts will fail if you are planning only to insure continued summer income.

5. **REPORT YOUR ACCOMPLISHMENTS:** We have found that a brief but specific report on a daily diary basis is effective in obtaining continued administration and school board approval of our summer programs. Last year's report totaled 14 pages. Copies were sent to all administrators and all school board members. Yes, this report takes time to prepare and type, but it is time well spent. I recently overheard a comment by a school board member concerning our summer program. He said, "Boy, you ought to see the itinerary those boys follow!"

One can't help but compare the above comment with one from our superintendent three years ago. As we were discussing changing from the \$600.00 per month stipend to full contract salary rate he commented, "We have felt that \$600 per month wasn't out of line since quite frankly, we have felt that's about the value of the work that has been done. All I know about your summer program," he continued, "is that you take the kids on a camping trip each summer."

No, we are not working twice as hard as we used to. We are just being paid more than twice as much as before because we have learned to work smarter. We are now on the offensive in telling the story of our summer vocational agriculture program. After all, a summer vocation agriculture program is more than a camping trip. ◆◆◆

# SUMMER SCHOOL IN AGRICULTURE

Thomas N. Wood, III  
Ag Teacher  
Salem, New York

Yuk! At first thought, the idea of having a summer school in agriculture didn't sound very appealing or potentially successful to me. It all started one day in early May when the principal called me into his office and asked me for my opinion on having a summer school for credit in agriculture. I was negative toward the idea. It wouldn't work. Many of the students I had in Agriculture didn't like to come to school during the regular school, why on earth would they suddenly be motivated to come to school during their summer vacation? After further discussion, it became apparent that the students wouldn't have to come to school each day; in effect, we would take the school to the students. The idea began to sound more appealing. My next concern was what to teach. What would the course content be? It soon became evident that a work experience course would be the answer.

After further discussion, it began to sound like an idea whose time had come. I proceeded to contact our Agricultural Advisory Board for their reactions while our principal went to the Board of Education for its reactions. Both groups responded favorably to the basic idea but wanted more specifics as soon as they were developed.

With their basic approval, we shifted into high gear. The first thing we did was fill out and submit the formal application for conducting a summer school with the New York Education Department. While waiting for their official approval, I went ahead and began working out some of the specifics of the program. I decided to offer two one half credit courses. The courses would be called Agricultural Work Experience 1A and 1B, and a student could take one or both, depending on the amount of work he or she wanted to do. The next step was for me to write up course objectives. Our objectives were written in behavioral form

and spelled out what it was we expected the students to do. Basically the objectives concerned the development of good work habits and attitudes, the development of new skills and improvement upon old skills and managerial abilities, the ability to set goals for themselves, the ability to keep accurate records on their work experience activities, and the ability to accurately evaluate their own progress.

I was determined from the start to give the course integrity, make it valuable and meaningful. To further this end I developed a packet of informational and record sheets for each student to be enrolled. This packet of record and informational sheets included (1) a registration card, (2) a course information sheet which spelled out the administrative procedures for the course, (3) a course objective sheet, (4) a student work agreement form, (5) a record of occupational work experiences performed sheet, (6) a student safety agreement, (7) a student objective sheet on which the student had to set specific goals and objectives for himself, (8) a wage and benefits record sheet, (9) an instructor's record of student visitation and progress sheet, and (10) an employer-employee evaluation sheet.

With this information developed, we set out to recruit students for the course. Earlier I had decided to limit the course enrollment to 30 students. I arrived at the 30 student number by figuring that I could visit 6 students a day and since I worked a five day week this meant I could check on each student's progress once a week. As it turned out I was not able to meet this goal, but ended up seeing each student about once every week and a half. By now it was the third week in June. I had mentioned the possibility of the course to students in class during early June, started a sign-up sheet, but couldn't actually enroll students be-

cause we hadn't received final approval from the State Education Department. When official approval finally came the third week of June, I went out and registered the students and got the course rolling. Preference at registration was given to juniors and seniors, but we did have a couple of sophomores in the program.

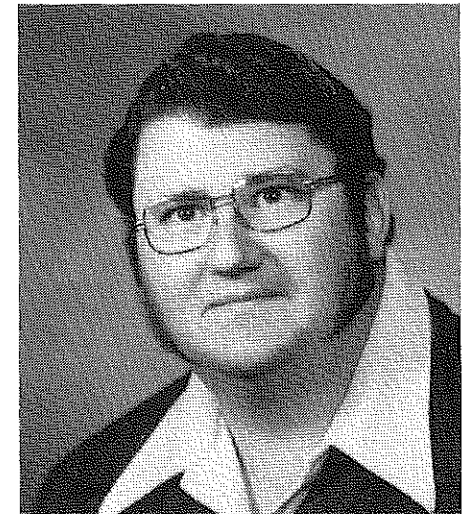
With registration completed, it was simply a matter of my setting up a schedule and going around on a regular basis to visit the students, parents, and employers to check their progress at work experience and record keeping. After each visitation, I made notations and evaluations on my record of teacher's visitation and evaluation form for that student. I might also mention that I had a folder for each student in which I kept all of the student's records. Each time after a visitation I would collect any completed record forms and place them in the student's folder.

My typical day began at about 8:00 a.m. I always made it a practice to be in my office every day from 8:00 to 9:30. The students, parents, and employers all knew this and it made it possible for them to contact me if any problems or questions arose. During this time I would take care of any mail and correspondence, update my record forms, and fill in my detailed diary—which when completed at the end of the summer was included in my final report of the program. I always planned to have my coffee break and leave the school at 9:30 a.m. I would then go out and make visitations until about 4:00 p.m. Most days I worked through the lunch hour as this was a particularly good time to find the students and employers. Also, it offered the opportunity to get several delicious free lunches. I soon learned the "good" places to be at lunch time. I followed this schedule for all of the summer.

(Continued on page 274)

# Conducting Summer School in Agriculture

Melvin Lloyd  
Vocational Agricultural Instructor  
Eagle Bend, Minnesota



Melvin Lloyd

When you think of what to do on your summer program, consider setting up some classes for credit. In Minnesota, the high school vocational agriculture programs can also apply for regular foundation aids if classes are conducted. This provides a small school like Eagle Bend the opportunity to more adequately finance its summer vocational agriculture program. The combination of vocational funding and foundation aids should help justify hiring the vocational agriculture instructor on a full-time basis each summer.

I still feel one of the primary responsibilities of the summer vocational agriculture program is individual student instruction and the supervised experience programs. I do not want to minimize their importance in this article. I merely am pointing out a possible avenue for part of the summer instructional time. The classes should not replace the home visitations and other activities that are the normal routine. With this in mind, I hope to describe in this article a program that might be modified to fit your local vocational agriculture program.

Here, at the Eagle Bend Vocational Agriculture Department, we offer two courses in the summer. Students can sign up for either or both. Students are required to complete 60 hours of group and individual time and receive one half credit towards graduation upon satisfactory completion of the course requirements.

During the summer of 1975, we had over 35 enrollees in the summer classes. The two courses we offered our students were Livestock and Livestock Products Evaluation and Agribusiness Leadership Seminar. In each class, students were given a list which included objectives, competencies to be developed, and a time schedule. Each student also had to spend individual or small group time in developing resource materials in the area of their interest.

The objectives of the livestock class included:

1. To develop skill in proper selection of dairy cattle.
2. To develop skill in proper selection of red meat livestock (beef, swine, sheep).
3. To develop proficiency in the evaluation of meat products.
4. To develop proficiency in evaluating dairy products (cheese, milk, etc.).

Student competencies developed from the livestock class included:

1. Each student was able to grade meat according to USDA standards.
2. Each student was able to grade live animals according to USDA standards.
3. Each student developed fundamental skills in dairy selection.
4. Each student was able to identify and correct flavor defects in dairy products.
5. Each student developed individual skills in the area of his or her interest in the areas of livestock and livestock products.

The class schedule included:

- Session #1. Start individual projects in area of interest, basic information about subjects in course.
- Session #2. Dairy cattle judging, live animal evaluation, pedigree evaluation.
- Session #3. Dairy cattle judging, live animal evaluation, fitting and showing.
- Session #4. Beef cattle judging, live animal evaluation, USDA grading, cutability grading.
- Session #5. Red meat evaluation, retail cuts, wholesale cuts, carcass grading.
- Session #6. Dairy products evaluation, milk, cheese, milker parts, sediment, etc.
- Session #7. Field trip to University of Minnesota experiment station, Morris, Minnesota.
- Session #8. Field trip to Todd County Fair livestock show and Wadena County Fair show and judging contests.
- Session #9. Field trip to Minnesota State Fair. We entered a livestock and dairy team from the class. Some class members also presented demonstrations at the fair.
- Session #10. Class members were required to spend 12 hours on individual or group projects to complete the 60-hour course requirement.

A description of the leadership Seminar included in-  
(Concluded on page 273)



Ernest H. Muncrief

## Summer Programs — — A Time To Get Acquainted

Ernest H. Muncrief  
Vocational Agriculture Instructor  
Marlow, Oklahoma

**Plan a time of visitation to the day students in which the superintendent and principals can go with you.**

A recent positive statement of the National Vocational Agriculture Teachers' Association concerning twelve months programs states, "The major contributions of Vocational Agriculture/Agribusiness educational programs have been and continue to be:

1. Increased production of food and fiber through the placement of trained individuals in productive agriculture.
2. Increased utilization and improved conservation of renewable natural resources.
3. Improved distribution of agricultural products through placement of trained persons in agricultural sales, services and processing.
4. Improved community development through leadership training for agricultural personnel.

Vocational Agriculture/Agribusiness education is charged with the responsibility of providing an opportunity for all people who need, want, and can profit from such education. To accomplish this mission, Vocational Agriculture/Agribusiness education programs must be on a continuous twelve month basis.

Of course in Oklahoma every vocational agriculture instructor is hired for twelve months, there are no ten-month or partial programs. Some feel that there is not enough work to justify a twelve-month program. Personally, I

have found that the summer provides me with an opportunity to become better acquainted with the community and the people with whom I work.

Summer is an excellent time for the supervision of the occupational experience program of the day student. Since there is no 8:00 class to make or time clock to punch, I frequently spend one-half or a full day with a student, help-

**Summer is an excellent time to visit with the new or prospective students and their parents.**

ing figure yield of wheat per acre, driving a wheat truck, riding through pastures suggesting stocking rates, or the control of undesirable plants.

We become more familiar with our students by the participation in numerous field days and judging contests that are held in the summer months. Besides the educational value of dairy, beef, swine, and sheep field days, intimate, lasting friendship develops between the instructor and the student.

Regular FFA meetings and newsletters also aid in a complete summer program. The "talk sessions" following the FFA meetings are extremely advantageous in closer fellowship with the students.

Summer is an excellent opportunity to visit with the new or prospective students and their parents. I always check the ninth grade enrollment, obtaining names and addresses of new students pre-enrolled in Vocational Agriculture. Their names go on our mailing list for our summer newslet-

ters. They are also invited to our FFA meetings and field days.

Summer is an excellent opportunity to become closer acquainted with the administration of the school. Schedule a round of golf, dominoes, horseshoes or a cook-out for the administrators. They most likely will be elated to consider themselves an integral part of your program, of which they are. Plan a time of visitation to the day students in which the superintendent and principals can go with you. Besides becoming closer acquainted with the administration, a program of Vocational Agriculture can easily be sold through efforts such as these.

Get acquainted with your fellow vocational agriculture instructors in your

**Regular FFA meetings and newsletters aid in a complete summer program.**

vicinity. Visit the department in which they teach and ask questions on how they get things done. I have never been refused information from an agriculture instructor, and many that I know do some things much better than I. Obtain these ideas and put these to work in your FFA chapter and community.

Summer provides an opportunity to get to know your adult class better. Our adult program in Oklahoma is known as Young Farmers, however in our community we have members of all ages. It is very difficult to properly supervise members of the adult class  
(Concluded on next page)

CONTINUED

SUMMER PROGRAMS — A TIME TO . . .

during school, because of the engagement of the day student, and other school activities. Summer provides the time for this and they can be visited and given needed supervision, the same as the day student.

I feel that every vocational agriculture instructor should be a member of and participate in a civic club. Summer can be a time of active participation in making your community a better place to live and raise your own family. Our FFA chapter has cooperated with many clubs in the Marlow area in making our community a nicer place to reside. Our FFA chapter is called on many times during the year to present civic club programs, such as FFA speeches and parliamentary procedure demonstrations. If these programs are well organized they can be of great influence in selling the FFA program in a community.

Summer is a good time to get better acquainted with the businessmen of the community. These are the people who make our program click. Our production agriculture enterprises would be rather difficult to keep in operation if it were not for our bankers. Our local

bankers have made thousands of loans to vocational agriculture students and almost 100 percent have turned out to be desirable to both the lender and the borrower. Don't forget that the ag teacher needs credit at one time or another, so it is a very good idea to know your banker better. Other businessmen help in numerous ways such as, meat judging and identification, insurance, feeds, fertilizers, farm supplies, fuels, mechanics, and many others. These men become even more important if your school participates in the Vocational Agriculture Occupational Program.

Summer is the time to get acquainted with the members of the local fair board. Discuss with them any changes or improvement that you have in mind. This could be the only way for them to gain information on implementing needed changes.

Visit your Teacher Training Center this summer to become better acquainted with the staff. They are hungry for ways of improving their methods in training prospective vocational agricultural instructors. Better

yet, apply to receive apprentice teachers in your department. You may be surprised of the joy and satisfaction of helping some young person into the teaching of Vocational Agriculture. You may also be surprised at what you can learn from these people to make your work easier and more satisfactory.

Summer is a good time to visit and become familiar with the agriculture assistance programs in your community. Get to know the personnel of the Soil Conservation District, the Soil Conservation Service, Extension Service, Agriculture Stabilization and Conservation Program, Federal Land Bank, Production Credit Association and the Farmers Home Administration. All of these organizations can be a valuable tool to you in providing agricultural education to the patrons in your community.

I guess what I am trying to say is that everybody in your community is important. I have always been told that it is advantageous to know important people. The summer time provides an opportunity to know everyone better. ◆◆◆

CONTINUED

CONDUCTING SUMMER SCHOOL . . .

struction in leadership skills that concern the agribusiness industry. Some of the areas in the course included speaking skills, group functioning, and group planning. Class members also had individual time to work in the area of their interest.

The objectives of the leadership class were:

1. To develop individual leadership skills.
2. To develop the ability to work effectively in group planning.
3. To develop the ability to function as a group member.

Student competencies developed from the leadership class included:

1. Each student was able to function as a group chairman.
2. Each student was able to plan and give a speech.
3. Each student was able to work with group planning.
4. Each student developed individual skills in the area of his or her interest in the area of leadership development.

The class schedule included:

1. Two class seminars of eight hours each at a resort. These sessions involved intensive discussion and

group planning projects.

2. Four class sessions of four hours each. These sessions conducted at the school vocational agriculture department included speech training, parliamentary procedure, etc.
3. Class members were given 28 hours to work in the leadership area of their choice. The choice of assignment and method of exploration were mutually agreed to by the student and the instructor.

Both classes worked out well and the students were very enthusiastic about the possibility of similar classes this summer. Most of the class sessions were held on evenings. The field trips and seminar sessions did require five days of the scheduled summer time. The classes did take some preparation, and some time is needed to schedule field trips, etc. The classes did not replace the regular farm visits and supervision by the vocational agriculture instructor.

The classes did prove successful, and the Eagle Bend Vocational Agriculture Department will continue to implement summer school classes in conjunction with the regular vocational agriculture program. When organizing your summer program, consider implementing summer school classes. ◆◆◆

## Three-Fourths Employment Makes Teaching Less Attractive

Harold R. Binkley  
Teacher Education  
University of Kentucky

Several states have already had (and others will have) difficulties, either at the local or state level, with the 12-month employment period for teachers of agriculture. Teachers of agriculture and the profession as a whole must be clear and together on the justification for year around employment. The following seven justifications or supporting statements may be helpful to teachers and others where a movement is emerging to make the basic employment period of a teacher 9 or 10 months.

1. A basic employment period of 9 to 10 months will have a devastating effect on attracting capable prospective teachers to enter training programs in the universities and the subsequent employment of highly qualified teachers in the states. Unlike other teaching professions, there is a shortage of teachers of agriculture across the nation. The profession could very well end up with those individuals who cannot get jobs elsewhere in agriculture. This has far-reaching implications in years ahead.

2. The county agricultural agent, the teacher of agriculture's counterpart in the county, is employed for 12 months. Both have the same basic training in agriculture. To make the basic employment period for the teacher 9 or 10 months, with extended employment added on, tends to cause the teacher and the community to feel that his services are not as important as those of the county agent and in turn relegates him to a second-class role as an agricultural leader in the county.

3. Agriculture is a very significant aspect of the economy of most states. In many states it is the number one industry. Farming and other agricultural businesses are complex and the need for training is becoming increasingly important, not less.

4. Since the enactment of the basic vocational education act in 1917, the local program of vocational agriculture has required the services of a teacher for twelve months, primarily because of the instruction and supervision which the teacher provides to high school students, young farmers and adults in agriculture beyond the four walls of the classroom and after regular school hours.

5. Year-round supervision is a necessity, especially during the summer months when farming operations and agricultural businesses are at their peak. Young and adult farmers and other agricultural workers are involved in small to large, complex and diversified agricultural business operations and their training must be applied to specific situations through on-site supervision.

6. Vocational agriculture/agribusiness has had an exceptionally fine record in the states and on the national level in terms of experience programs for high-school students, the young farmers, and the adults in agriculture, and the profession would like very much to keep it that way for the sake of those served.

7. Agriculture/agribusiness needs high quality programs at the local level, across the nation. Appointment periods of less than 12 months for teachers will jeopardize high quality programs at the local level in the years ahead.

It would be a significant step backwards if the basic employment period of teachers of agriculture is made 9 or 10 months, when in many quarters of the American educational systems there is much talk that students need teachers on a year around basis. I quote in part, Dr. Barbara Thompson, State Superintendent, Department of Public Instruction, State of Wisconsin:

It is perhaps high time that we acknowledge the proven model created and put to practice by vocational agriculture teachers where an extended school year is used to better understand and know the individual student, his family, and home environment. The willingness of a professional to deal with all of the problems that come to bear on the life of the young person seems to me to be critical. It is not enough to prevail in the classroom in a sterile unrealistic environment and hope that accidentally or coincidentally what is being taught will have some bearing on the life of the individual student. The vocational agriculture teachers in Wisconsin have been willing to put theories into practice and to truly apply classroom activity to the resolution of real life problems. I am waiting for the day when the good example set by vocational agriculture teachers will be seriously considered by school boards as an exportable model to be used with all professional educators. This is the type of commitment and follow-through which will truly evidence productivity wherein the public will be assured that through their experience the young person's education is relative and useful. ◆◆◆



## Farm Experience For Urban Vo-Ag Students

Robert J. Klastorin  
Assistant Principal-Supervision  
John Bowne High School  
Flushing, New York

For more than fifty years the students in the agricultural course at John Bowne High School have been required to participate in three summers of farm work experience. As important as practical work experience is for students living in rural areas, it becomes almost mandatory that students from a large urban area gain this kind of foundation experience since knowledge and skill in production agriculture are basic and fundamental in many off-farm agricultural occupations. The primary purpose of our farm work placement program is to provide a farm situation in which students have adequate resources to enable them to acquire the necessary practical skills, understandings, and attitudes to prepare them for (1) entrance to college and technical institutes of agriculture, (2) the vast related agricultural occupations and, of course, the possibility of a career in farming itself.

The organizing and maintaining of a meaningful summer work practice program is a task which can be described as being sometimes frustrating and always time consuming. Our program requires placement of approximately 100 students each summer. We are fortunate that New York State has had the foresight to maintain a Farm Cadet Program which is most often used as a vehicle to provide job opportunities for students in our program. It is interesting to note that the head of this program, Mr. Paul Hoppe, is a graduate of our course. His help and support has been invaluable in making our need for work experience placement known throughout New York State. In contrast, many nearby states have phased out similar programs. In order to promote job opportunities, we have been successful in securing the cooperation of various agricultural publications such as magazines, trade newsletters and extension bulletins. In order to sustain interest in our program this past year, we forwarded to

each employer a certificate of appreciation jointly issued by the FFA and the high school.

Although it has been acknowledged within the field of Vocational Agriculture that the most successful preparation for employment in agriculture involves a supervised occupational experience program, we at John Bowne High School face a perhaps unique problem in that we must continually reinforce this concept with both administrators and parents. Orientation meetings with parents are held each spring to both reinforce the importance of the need for practical experience and also to secure their assistance in developing job opportunities for our students.

For those of you who may have similar problems, I pose the following hypothetical question. Why have a supervised summer work program? The answers are numerous, based on our own experiences. May I attempt to reply in the following manner:

1. *Values to the Student*
  - a. Provides exploratory experience that will assist in deciding what phase of agriculture to enter.
  - b. Provides challenging real-life situations in which judgment, abilities, skills, habits and attitudes are developed.
  - c. Provides unusual opportunity to develop self-confidence, initiative and responsibility.
  - d. Provides a desirable motivation for the learner.
  - e. Develops a sense of values.
  - f. Provides an opportunity for "growing up" on the road to adulthood.
  - g. Provides an opportunity for real understanding of mutual problems in relation to economic interdependence of country and city people.
2. *Instructional Value*
  - a. Makes the work experience program logically the base for much

- of the instruction and study.
- b. Gives definite purpose and direction to the study of agriculture.
- c. Provides subject matter material from real-life situations for more practical instruction.
- d. Keeps the instructor in closer touch with the realities of the farm situation.

In addition to the very practical and pedagogical considerations that have been outlined, there are numerous intangible benefits which must be mentioned. Among them are many new friendships that are established. In most cases students are accepted as members of the farm family. A warm, wonderful relationship is established where letters are exchanged long after summer is over. Christmas and Easter vacations are spent on the farm, and the student returns again and again to be welcomed as a returning part of a functioning social entity. In many cases our students have assumed the roll of ambassador between the farm and city to make it apparent to the city dweller that a farmer is not a bumpkin with a straw in his mouth but rather a business man and scientist who has provided our country with one of the greatest economic triumphs in the world.

A summer work practice program gives a student a feeling that he is learning and accomplishing something useful; that someone is interested in him whether it be his teacher, school, parent, or employer.

We at John Bowne High School are especially proud of the fact that approximately 85 percent of each agricultural graduating class is admitted to various colleges of agriculture throughout the United States, and we firmly believe that our summer work practice program has a great deal to do with their success in going on to careers in a field which continues to hold out hope for opportunity for those who are so inclined. ◆◆◆

CONTINUED

### SUMMER SCHOOL IN AGRICULTURE

With only one or two exceptions, there were no problems. All of the students who started the program completed it—28 students for one credit and 2 for one-half credit. I might men-

tion that to receive one full credit the students had to work 300 hours and to receive one-half credit the students had to work 150 hours. During my last visitation at each employer, I left the

employer evaluation sheet. The employer then filled these out at his convenience and mailed them in to me at the school. During the first week of  
(Concluded on page 276)

# Keeping Records on the Summer Program

James McClay  
Vo-Ag Teacher  
Greenwich, New York

Much time is spent by agricultural educators discussing activities which make up a good vo-ag summer program. This certainly should be done in order for such programs to continue. However, there are some things that are almost as important as the summer activities themselves. These include the establishing of a system of activity planning, keeping a record of summer activities performed, and finally, a written summary that can be used to analyze the summer program. These things can be done most efficiently and effectively by what ag teachers have been preaching for years—good records.

In my opinion, good records of a vo-ag summer program should be divided into three areas. First, a tentative schedule of all summer activities should be made at least one month in advance. Second, a daily diary should be kept of what actually happened each day during the summer program. Third, a thorough report of the program should be summarized. This summary should include a list of daily activities performed by the ag teacher and his students as well as a list of accomplishments of the agriculture department and the FFA chapter members. This report should emphasize that the summer program had a positive effect on the total agriculture education provided at the local school.

Listed below are some reasons why I feel it is important to have such a three-area record system of a summer

program.

- 1) A tentative schedule will make the summer months more structured. The ag teacher can then better budget his time and accomplish more.
- 2) Since many dates of summer activities are fixed ahead of time (judging tours, fairs, FFA camp, etc.), the ag teacher knows when his other work, such as farm visits, has to be done.
- 3) A schedule should include vacation time. In an unstructured summer program an ag teacher may find himself without any time for a vacation or family plans.
- 4) A schedule can avoid undertaking too many responsibilities by the FFA chapter and its advisor. If the summer is planned ahead, students and teachers know how much time they have for any extra activities.
- 5) Keeping a diary of daily activities is a good idea if only for the simple reason that some school administrators require that such a record be kept by the teacher.
- 6) Most summer activities are not done at the school. Instead the ag teacher finds himself on farm visits, at fairs or many miles away on a judging tour. Because of this, school administrators may lose contact with what is happening in the ag department. A summary report, including activities submitted to him, explains the summer program.
- 7) Probably the most important reason

of keeping a record of daily work is to justify the financing of the summer program. It is a good idea for ag teachers to have a record of their summer work and their students' accomplishments. Many school boards are looking for places to make budget cuts these days. A written summary may become essential for the justification of a summer program and show that it is necessary as a part of the agricultural education offered on the local level.

- 8) A summary record or report submitted to an advisory board may help them make suggestions as to where improvements could be made.

Keeping records of a summer program is not a timely chore. Five to ten minutes at the end of each work day is all that will be necessary to jot down activities that were performed. Making a tentative schedule may take several hours, but this is definitely time well spent. A summary report of activities and the program's accomplishments is a half a day job. Copies of this report should be submitted to the school administration, members of the local school board, guidance counselors and the agriculture department's advisory board.

It is true that a summer program full of excellent educational activities speaks for itself. It is also true that there is no substitute for good planning and good records even for vo-ag summer programs. ♦♦♦♦

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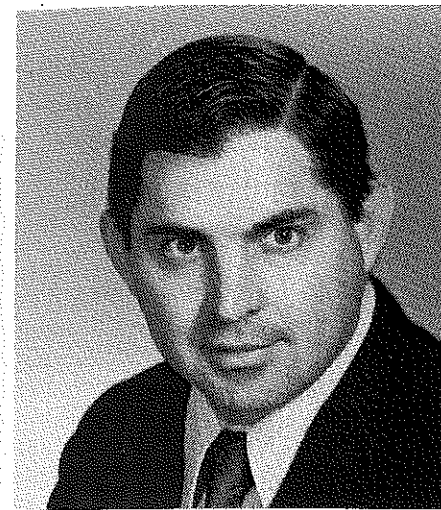
## SUMMER SCHOOL IN AGRICULTURE

September, using both the employer evaluation sheet and my evaluation sheet, I determined the grade for each student.

In final evaluation of the summer school in agriculture, I can think of only positive things to say. The students involved learned new and improved skills and abilities, developed good work habits and attitudes and earned school credit toward gradua-

tion. The employers and parents developed positive feelings toward the school and the Agriculture Department because we were doing something relevant for the students and were recognizing, by giving school credit, that learning does occur outside the school. As for myself, it was one of the busier and more enjoyable summers I have had. I drove a little over 3000 miles

and had many interesting conversations with students, parents, and employers. Our plans at Salem are to continue the program each summer and my personal recommendation is that it is something that each teacher of Agriculture should look into. (Anyone interested in copies of the record forms I used can simply write me and I will forward them to you.) ♦♦♦♦



Floyd J. Lark

## The Summer Program - -

### It Can Be Salvaged

Floyd J. Lark  
Teacher Education  
New Mexico State University

the local people do not want the program, it will be terminated no matter what stand is taken by the state and federal levels of government.

The person responsible for the local program, the teacher of vocational agriculture, must work with and develop backing from school administrators and school boards if he wants their support. The cooperation of these people must be genuine. In order for their support to be genuine, they must feel they are getting a return for the money spent on a summer program.

The responsibility of making sure the community is getting its return for the money lies with the vo-ag teacher. It is difficult to enumerate the possible summer duties of the vo-ag teacher and make these duties apply to all; however, some of the same responsibilities can be assumed by most teachers. Some of the suggestions which might help build support for a local program are:

1. Put in a day's work for a day's pay. It doesn't matter how many extra days of work the vo-ag teacher has already put in during the nine month formal school term, administrators want their people to be "on the job."
2. Keep the administration informed. Most administrators may not demand to know where the vo-ag teacher is on an hourly basis, but they appreciate knowing whether students are being visited or if the vo-ag teacher has gone out-of-town to some agricultural function. Keeping the administration informed can be done, in most cases, by giving them a planned schedule of the next week's activities.
3. Work with students who are involved with "Supervised Occupational Experience Programs." This

activity might take a majority of the vo-ag teachers' time during a summer program. This activity allows the teacher to become involved with the student and family. The vo-ag teacher should, through this activity, gain community goodwill for the total program and in particular for the summer segment.

4. Work with the FFA. Some of the most rewarding experiences FFA members can have, such as camping trips, tours, conventions, and other educational activities are more easily planned and carried out as a part of the summer program.
5. Visit with potential students and their families. Many times a visit to a potential student's home will convince the student that the vo-ag teacher is interested in his or her future and as a consequence enrolls in the program. Parents especially seem to be impressed by a teacher who will take time to work with their child on an individual basis.
6. Summer Classes — If a school has summer classes, it might be a refreshing addition to the curriculum to have a class in agriculture.
7. Adult Program—Many vo-ag teachers have had outstanding success in developing community support for vocational agriculture through the use of adult programs. These programs, if operated as an educational activity, can certainly develop backing from the people who pay the bill.
8. Professional Improvement — Many teachers have difficulty in getting the administration and/or the local school board to permit them to continue with formal education or any kind of professional improvement if

(Concluded on page 278)

# Why Have a Summer Program?

Jerry Crownover  
Agriculture Instructor  
Alton, Missouri

In some states, vocational agriculture teachers are already on a nine-month year, thus eliminating any kind of summer program. In other states, there is continued talk of doing away with the summer program for varied reasons by people unfamiliar with this integral part of the total vocational agriculture curriculum.

Let us take a look at what might happen if we did have our summer programs taken away. The first and most important thing would probably be a de-emphasis on experience programs. Could we as vo-ag instructors remain as familiar with our students and their experience programs? Of course not, and as a result of that, the students would likely be lacking in motivation. FFA emphasis on the showing of quality livestock would very likely come to an end.

Secondly, let us look at our leadership training for the students. Some states spend between two and three weeks per summer at Leadership Training Camp, District Leadership Session, and of course, the Washington D.C. Conference. Without the summer for these activities, when would they get done? Most likely they wouldn't, thus causing the leadership program of the FFA to suffer.

Another activity which is as important to the community as it is to Vocational Agriculture is the local or county fair, in which the vo-ag instructor and students usually have as much to do with its success or failure as any group. Many fairs, including the one in my hometown, would most likely become non-existent.

Agricultural mechanics would be hurt severely also. In Missouri most teachers allow one to two weeks to maintain shop equipment, reorder supplies and incorporate new ideas into their program of Agricultural Mechanics. It becomes very evident what would happen to this area.

Would our teachers' organizations remain as bonded and strong if we could not meet as a whole for three or four days each summer? Definitely not, and this could possibly be the worst result of any of the aforementioned problems. It is because of the great brotherhood among vo-ag instructors that Vocational Agriculture and the FFA are as strong and unified as they are.

How many of you visit prospective students before school starts in the fall? Probably everyone, and if this is dropped, how many potentially great students would go unnoticed? How many students who sincerely need Agri-

culture to be a success, would fail?

And finally, let us look at our adult program. If adult programs do not meet biweekly or monthly, enthusiasm dwindles and participation decreases markedly. And this, being one of our more important areas, certainly needs to remain.

Farmers, agribusinessmen, students, and the community need the help and support of a total program in Vocational Agriculture not just from August to May, but the entire year.

I trust that as you have read this you have realized and begun to appreciate just how important these 12 weeks in the summer are to the success of Vocational Agriculture. At the same time, I sincerely hope that those not closely associated with Vo-Ag can see and understand how important the summer activities are, not only to the vo-ag instructor but to the entire community of agriculture and business.

I hope that we as teachers never have to try to accomplish everything in nine months, but the best way to prevent states from enacting this is to strive to do the best possible job we can through the summer months with our department. This in itself should serve to show everyone in your community that we are vitally needed year-round.



## CONTINUED THE SUMMER PROGRAM . . . SALVAGED

the teacher is employed on an eleven- or twelve-month contract. It is difficult to think that administrators, who feel that the educational program of a community would be the benefactor from upgrading a teacher, would not work out a way for the teacher to take part in professional improvement. The teacher must have good public relations with administration before this is a result.

9. Learning By Doing — The backbone of vocational education also has a place in the summer program. If there is any way possible, the

vo-ag teacher should involve the administration in a "learning by doing" experience with the vo-ag summer program. Some examples are:

- Take administrators on supervisory visits.
- Invite administrators to FFA meetings.
- Invite administrators to any adult functions which might be carried out in the school facilities.
- If possible, use administrators as sponsors for FFA activities.
- Invite administrators to take part in agricultural activities outside

of the school program.

It seems that the only way the vo-ag program originally was able to secure the support for a summer program was that people believed there was a worthwhile cause in appropriating additional funds from both state and federal levels. If vo-ag is ever to regain this support, it must start at the "grass roots" level. The vo-ag teacher must be a master in community relations and communicating with people. It is time that an educational program be started to inform those who are unaware that "the corn doesn't stop growing when the school bell rings."



# Justifying Your Summer Program

Vernon D. Luft  
Agricultural Education  
North Dakota State University



Vernon D. Luft

In many communities and states the summer program in vocational agriculture is being questioned. We are being asked to justify the need for summer programs and to be accountable for this time.

The summer program has been and will continue to be vital to the total preparation of students and in meeting the objectives of Vocational Agriculture. A rationale to support the need for a summer program in vocational agriculture is the seasonal nature of the agricultural industry. All students enrolled in vocational agriculture should have a supervised occupational experience program whether it be production enterprises, placement in production agriculture, placement in off-farm agribusiness, improvement projects, or school laboratory experiences. In many areas of the country, the students will be most involved in their supervised occupational experience program during the summer months. Activities with productive enterprises increases; farm placement increases when farmers and ranchers need additional employees; and with the increase in these areas, there is also an increase of activity in off-farm agribusiness resulting in a need for more employees. Time must be allowed for vocational agriculture teachers to supervise the students involved in the aforementioned activities and to carry out activities related to the supervised occupational experience programs.

Vocational agriculture teachers are hired to teach. One cannot be teaching if he or she does not have contact with students. Therefore, I feel that at least sixty (60) percent of the vocational agriculture teacher's time should be spent teaching and supervising students and carrying out related activities.

The summer duties of a vocational agriculture teacher can be grouped into four general categories with their specific activities falling into these categories. The first category is that of *supervising and teaching*. More specifically the activities might include:

- Teaching short-term summer classes for interested students and arranging for the appropriate credit. Secure job stations for supervised occupational experience programs.
  - Survey employment opportunities for students desiring placement in production agriculture or off-farm agribusinesses as their supervised occupational experiences.
  - Secure job stations for supervised occupational experience programs.
  - Survey employment opportunities for students seeking employment in agricultural occupations upon completion of the program.
  - Supervise students on their supervised occupational experience and assist them with their records and other problems which they encounter.
  - Work with students in getting their projects ready for exhibiting at fairs.
  - Visit prospective class members and their parents to explain the program and what is expected of them.
- The second category is *professional development* on the part of vocational agriculture teachers. They should be concerned with:

- Attending professional meetings of the Vocational Agriculture Teachers' Association and other professional groups.
- Attending workshops conducted for vocational agriculture teachers for the purpose of updating their tech-

nical and professional teaching competence.

3) Attending summer school sessions to work towards advanced degrees. Third are those activities regarding the FFA. Specific activities include:

- Plan for and conduct regular FFA meetings.
- Supervise and assist with the preparation of fair booths, displays, and exhibits.
- Supervise any FFA projects that might be carried on during summer months.
- Participate in other activities of the chapter such as trips, camps, etc.

The fourth category can be termed *updating and maintenance* of the department. Activities included in this category are:

- Updating the inventory of the department to include ordering supplies, references, tools and equipment.
- Improve facilities and repair, maintain and service equipment.
- Update the course of study and the short-term and long-term goals of the vocational agriculture department.
- Improve teaching by practicing necessary skills, preparing teaching aids, and visiting other departments to gain new ideas.
- Collect samples of grains, weeds, grasses, and seeds.

It is important to point out that most of these activities might be going on throughout the entire year. However, the summer months will provide an opportunity for the activities to be carried out more extensively, especially the supervision of students in their experience programs.

If it becomes necessary for vocational  
(Concluded on next page)





Max L. Amberson

## Summer Programs of Vocational Agriculture in Montana

Max L. Amberson  
Head, Agricultural &  
Industrial Education  
Montana State University

and



Daniel Lantis

Daniel Lantis  
Teacher of Vocational Agriculture  
Sheridan, Montana

An adequate summer program conducted by the vocational agriculture teacher is an essential part of any complete vocational agriculture program. To determine the contributions a summer program makes to the success of the total program of vocational agriculture education at the high school level, a study was recently conducted in Montana. The study was designed to determine: (1) the summer employment status of vo-ag teachers, (2) importance of summer program to overall program, (3) planning for an accountability of summer programs, (4) time spent on summer activities, (5) perceptions of teachers and administrators toward program activities. Information was obtained through questionnaires mailed to fifty vo-ag teachers and to their administrators. Data from eighty-two returned questionnaires were utilized.

A major problem was identified; 80 percent of the teachers in the study were employed on less than a 12 month basis. However, 60 percent were employed for at least 11 months of the year. Over three-fourths of the teachers reported no set summer work schedules. Administrators reported that two thirds of the teachers on extended contracts were paid on the basis of an extended contract at the regular teaching salary.

When varying lengths of summer employment were compared, teachers

employed over a longer period of time in the summer benefited the program in the following ways:

1. More visitations were completed.
2. More awards were received by the school's FFA members.
3. More time was spent by the teacher supervising occupational experience projects.

Teachers in Montana reported an average of 2.2 meetings held to plan the summer program. While weekly reports to school administrators are recommended, the vo-ag teachers reported submitting only 3.1 reports per summer concerning summer activities.

The vo-ag teachers reported spending almost 35 percent of their time during the summer on activities related to supervising occupational experience programs, almost 16.5 percent of the time on program planning activities, and just over 16 percent of the summer time on professional improvement.

The four summer activities rated most important by vo-ag teachers were: holding FFA meetings, reviewing and updating course content, attending their summer professional meeting, and making supervisory visits. The category of activities rated most important by teachers was activities dealing with FFA members.

Administrators rated "efficient and adequate management of the vo-ag

program by the teacher" as the most important activity in an overall yearly program.

As a result of this study the following recommendations were formulated:

1. Teachers should be employed on a 12-month basis to allow students to receive maximum benefits from the program.
2. Teachers should submit weekly reports to the administration concerning summer activities in order to keep them better informed about the program being conducted.
3. The use of planning meetings by the teachers to plan for summer activities should be continued.
4. Communication between administrators and teachers concerning the teacher's summer program should be improved.
5. More information concerning the value of summer programs and desirable activities to include in them should be made available to teachers and administrators so that improvements might be incorporated into agricultural education summer programs.
6. Further research into activities conducted during the summer to determine the relationship of specific activities to the attainment of desirable results from a summer program, should be undertaken. ◆◆◆

### CONTINUED JUSTIFYING YOUR SUMMER PROGRAM

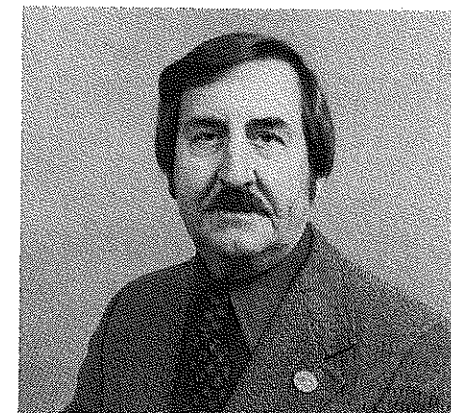
agriculture teachers to justify the need for their summer employment, I feel that one of two problems possibly exist. They have neglected either to carry out their summer activities and abused the time; or they have failed to communicate with school administrative officials. It is important that lines of

communication be kept open and the vocational agriculture teachers keep the administration informed of their weekly activities.

Once we are able to convince the people within our own ranks that they are hired to teach in an industry for all seasons, and that vocational agri-

culture teachers do spend their time supervising and teaching during the summer months, we will lessen the accountability problem concerning summer employment. Subsequently, we will have less need to justify our summer programs. ◆◆◆

## Suggested Summer Activities for Vo-Ag Teachers



Travis E. Hendren

Travis E. Hendren  
Consultant, Agr. Educ.  
Raleigh, North Carolina

A full-time teacher of vocational agriculture has the responsibility to plan and carry out a worthwhile summer program of activities. This includes working with students enrolled in agriculture, young and adult farmers, as well as other school and community activities. For the sake of organization, we may group some of these activities in the following categories:

### I. High School Students:

- A. *Classroom - Shop - Land Lab Instruction* . . . In many instances it is not only desirable but very worthwhile for vocational agriculture teachers to teach summer school classes. These may be for those students who were unable to enroll during the regular school year, for students who need to make up or acquire extra credit, or they may be designed for students with special needs. Many teachers offer the course in tractor safety and are able to certify 14 and 15 year olds for on-the-farm work. Sometimes it is also advantageous to offer special courses in Horticulture or Greenhouse Management.
- B. *Supervised Occupational Experience (SOE) Program* . . . By 1978, every student enrolled in vocational agriculture in North Carolina will be required to have an SOE program. (See *Supervised Occupational Experiences In Agriculture* for further information.) Since each student is to be involved in such a learning experience beyond the classroom, the teacher may be responsible for a number of activities including:

1. Aiding each student in selecting the kind of SOE activity most beneficial to the career objective of that student.
2. Contacting farmers or agribusiness persons to make arrangements for on-the-job training or for exploratory visits.
3. SOE visitation of the student either on-the-farm or agribusiness place.
4. Aid students in maintaining accurate records.
5. Provide students with vocational guidance.

C. *FFA* . . . Since the FFA is an integral part of each course of study in vocational agriculture, it is the responsibility of the teacher of agriculture to help each student develop leadership, cooperation and citizenship through a number of summer activities. These may include:

1. Planning and holding at least two regular FFA meetings.

2. Helping members with Proficiency Awards contests.
3. Working with certain students on face-to-face contests.
4. Taking two official delegates, contest winners and others to State FFA Convention.
5. Providing each member an opportunity to attend camp and accompanying them.
6. Taking chapter officers and others to State Leadership School.
7. Hold special meeting of chapter officers for purpose of program planning.

### II. Young and Adult Farmer Program:

Some of the responsibilities of the teacher of agriculture to these programs may include:

- A. To provide organized classroom instruction when needed.
- B. To conduct demonstrations involving new practices.
- C. To arrange or conduct field trips of an educational nature.
- D. To follow up the instructional program conducted during the year by visits to the farm or business of each individual.
- E. To make the shop available and to instruct adults in repair of equipment.
- F. To provide special on-the-farm instruction in such services as deemed needed or necessary by the clientele—use of farm level, use of emasculators, use of dehorners, etc.

### III. Community Service:

The teacher of agriculture is frequently called upon to perform community educational services or to cooperate with groups or clubs in community betterment programs. These may include:

- A. Aiding individuals with home landscaping problems.
- B. Advising on use of agricultural chemicals or with cultural practices.
- C. Advising on treatments for livestock or crop diseases.
- D. Swine or other types of inspection programs.
- E. Working with civic clubs or other groups on community beautification.

### IV. Department Work:

Some of the summer time of the teacher will have to be spent in connection with department activities such as:

- A. Preparing annual teaching program plan. This will

(Concluded on page 287)

# Home Visitation -- A Chance for Counseling

Roger L. Croson  
Grad Student  
VPI & SU

Here are some ideas which I believe should be considered before, during, and after the home visitation of students in order to reap the greatest benefits from this effective program. First of all, plan the activity—select a date and time that are mutually agreed upon by the student, his parents or guardians, and the instructor. Before the agreed upon appointment, the instructor should take time to look at the student's cumulative records and to consult with the guidance counselor. Either the records or the counselor might raise questions which can be answered by an effective visitation. For example, if it is learned that neither parent can read or write, it might shed some light as to why Johnny does not like to take English in school.

On the day of the planned visitation, the instructor should ask the student to meet him in the vocational agriculture department as soon as school is out. Then both of them can get to know each other better on the way to the student's home. (It also helps to have the student along to provide directions.) One of the greatest results to be gained from visiting the student is a feeling of mutual understanding and respect. Through normal social conversation, it may be possible for the teacher to discover some special interest or skill which the student possesses. The teacher should watch for this and help the student to pursue any unique talents that he has. Together, the teacher and student might discuss future educational and career plans with regards to the student's interests.

Upon arrival at the home, a lot of

mysteries should begin to clear up. The instructor should carefully assess the physical situation and estimate the opportunities that are available to the student. In their joint discussions, the instructor might suggest some opportunity which the student has failed to recognize. The next big event is to meet the student's parents and siblings and determine what influence they have had on the student's development. An alert observer should be able to assess many of the attitudes and values held by members of the family and to relate these influences to the student's personal growth and development. In addition, the student's affections for certain members of the family will probably appear. One should especially notice these affections since they might explain some of the student's actions. For example, Johnny might idolize his older brother Jeff and try to be like him. This situation could be used in a positive way if the instructor would emphasize Jeff's positive attitudes and encourage Johnny to practice them.

Since most of the students enrolled in vocational agriculture classes live on farms or at least have gardens, the instructor should not fail to check the plants and animals for which the student is responsible. He should quickly commend good practices being conducted by the student and provide professional help to improve any bad practices. Here it is often possible to boost the student's ego by causing him to solve his own problem. Perhaps the instructor can help the student recall something that was studied in class and then relate it to an unsolved prob-

lem. Letting the student contribute the answer will make him feel a sense of accomplishment and also help him to see the relevancy of what he is studying in class.

The instructor should try to determine the student's main goals in life. Ask him what he would like to become and why. Then it should be possible to ask the student to take a look at himself in relation to both home and school and determine whether he is on his way to meeting those goals. After careful consideration of this topic, the student might determine that his goals are unrealistic or that he is headed in the wrong direction. Then the instructor might suggest that the student visit his guidance counselor at school in order to further discuss his future and to plot an appropriate pathway.

At the conclusion of the visit both the student and the instructor should feel that the time together was well spent. They should have better understandings of each other, and this improved relationship should carry over into the regular meetings at school. Furthermore, the success of one visit should pave the way for more visits in the future at the request of the student. ◆◆◆

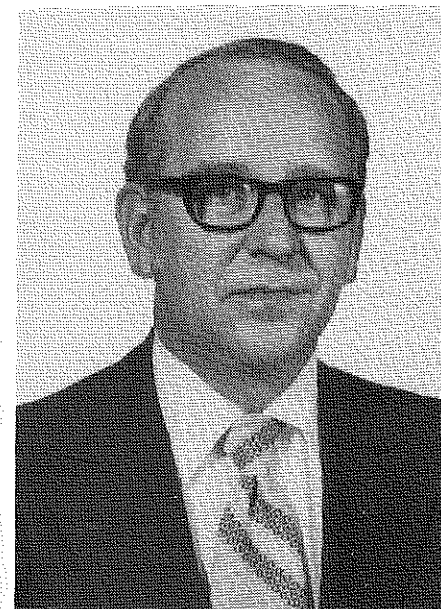
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## Leader in Agricultural Education:

**EDGAR A. PERSONS**

by  
Milo J. Peterson\*



Six thousand farm business records analyzed for the 1974 calendar year! Behind that cold statistic lies a history of leadership in agricultural education that deserves recognition. The vocational agriculture farm business management program in Minnesota has achieved respectability and some renown. The prime mover behind this program since 1966 is a dynamic young man, Dr. Edgar A. Persons.

"Dr. Ed" is a product of the public school system of Minnesota. Coming up through the route that is now unhappily denied to many, Ed Persons was born and raised on a farm, educated in rural schools and the University of Minnesota. Given a keen mind, a sound body and a passion for learning, it is not unusual that Ed Persons would graduate with distinction. Nor is it unusual that he would carve out a highly successful career as a vocational agriculture teacher and community leader before joining the staff as an Assistant Professor in Agricultural Education.

To be sure, there was a farm business management program conducted by the vo-ag men of Minnesota before Dr. Persons assumed responsibility for its further growth and development. But in no way did it resemble, either in magnitude or sophistication, the finely honed instrument of teaching and learning that it has become under his leadership. Dr. Persons took a Model T hand-cranked operation and, utiliz-

ing his own ingenuity and all available resources, produced an electronic computerized system that is providing thousands of farmers, through their vocational agriculture teachers, with an opportunity to increase the efficiency of their business and raise their level of living. This was not done overnight nor was it done alone. Hundreds of imaginative and innovative vocational agriculture teachers lent their ideas and support. Time, support and encouragement were provided by his University colleagues. But it was Dr. Persons who grasped the opportunity and put it all together. This program is vocational agriculture in its purest form.

There are other facets of leadership clearly demonstrated by Dr. Persons. His research has been, and is, zeroed in on significant problems and issues affecting agricultural education. With Dr. Gordon Swanson, he conducted the first cost-benefit study of consequence in the field of agricultural education, answering with scientific precision the question, "does it pay?" This is but one of some three dozen titles in his bibliography, but it is one of the most important.

Currently, Dr. Persons is directing a project involving four states which represents an experiment in applying the



Milo J. Peterson

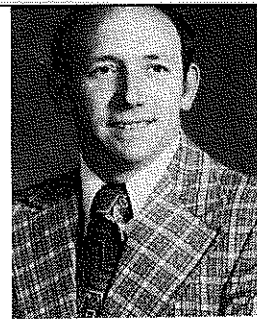
\* Milo J. Peterson is Professor, Division of Agricultural Education, College of Education, University of Minnesota, St. Paul.

philosophy and principles of the vocational agriculture farm business management program to small business entrepreneurs. Involved in this ambitious undertaking are three Minnesota communities plus a black community in North Carolina, a Navajo reservation in Arizona and a Spanish-American settlement in Texas. Under Dr. Persons' leadership one can confidently predict a successful outcome.

Dr. Ed's commitment to people involved in agribusiness has taken him into at least a half dozen states and beyond his native shores to Brazil and Italy. In all cases his perceptiveness and his knack for getting at the heart of a problem have served to enhance his effectiveness. Added to these qualities are his wit and sense of humor which provide the saving grace of not taking himself or a situation too seriously. And yet this man is an intense thorough-going professional who does not spare himself in the pursuit of his ideals.

It is no mystery why Dr. Person's leadership has been evident in the classroom, with student groups and, of course, in the multitudinous committees which seem to be the university professor's destiny. Yet Dr. Persons perseveres and accepts each problem as a challenge of opportunity. His leadership led to the establishment of an M.Ed. program and the pattern was soon followed by a M.Ag. program, thus giving more opportunity for professional improvement to teachers of agriculture.

It is easy to predict a professional career of continued contribution to agricultural education on the part of Dr. Edgar Persons. In this prediction, due credit must be given to the support and help Dr. Ed has, and will, receive from a wife and family that are a credit to the community in which they live and work. We need more folks of this kind. ◆◆◆



Tobie Titsworth

# Salaries and Working Conditions for Vocational Agriculture Teachers in the United States

by Tobie Titsworth and James P. Key\*

National trends indicate that with the increased specialization in vocational agriculture subjects and the increased number of multiple teacher departments more vocational agriculture teachers will be needed in the future. This fact, coupled with a lower number of potential Agricultural Education graduates and an increasing percentage of teachers leaving the profession, points out a need for more and better recruitment information and procedures. Woodin and later Craig pointed this out in studies on teacher shortages conducted at the University of Tennessee, 1972-75. Craig's study reveals that over 100 vocational agriculture departments across the United States had to close in 1974 because of teacher shortages. This is up from the 71 reported in 1973.

There are many complex reasons for this national trend and many surveys and studies have been made to attempt to find solutions to this major problem. Some people tend to believe that we're just a part of an over-all national problem in education. Leland Dean, Director of Teacher Education at Michigan State University puts it this way.

"The end of the military draft and a lot of publicity about an over supply of teachers has caused enrollments in teacher preparation programs to decline. This very well could lead again to a general shortage of teachers by about 1976 or '77."

However, there are many people who feel that salaries and working conditions are, at least in part, determining factors. A study of Agricultural Education graduates during 1948-51 at Oklahoma State University showed that these were the main reasons for either remaining in or leaving the profession. A more recent survey by Wendell Fenton in 1969-70 in Oklahoma

arrived at the same conclusions. With this being the case and the mobility of the American people an accepted phenomena, (the 1970 census shows that over half of the 40 million Americans who moved each year during the early 70's did so for reasons related to employment) it is felt that information of this nature is needed. It is because of these and other similar findings that several recent salary and working condition surveys have been conducted at Oklahoma State University by the Agricultural Education Department. This information hopefully has been beneficial to individuals in the various states, possibly helping some locate an area more suitable to their needs.

The purpose of this study was to compile more accurate data than was possible in the past concerning salaries and working conditions and make some regional comparisons. Every state was surveyed, including Alaska, which reported this year for the first time, listing six departments.

## PROCEDURES

This latest survey was conducted using an improved questionnaire packet, which included salary tables of past years. These tables were included so that states could make comparisons of past returns and make appropriate adjustments. The questionnaire included questions on the number of months on the job, salaries, teaching load, expenses, certificate renewal and other state statistics. It was sent to the agency which directed the vocational agriculture program in each state. If no reply was received, the same packet was then sent to a Teacher Education Department in that state. The final return was 100 percent.

## MAJOR FINDINGS

### Length of Employment

As shown in Table I, a 12-month employment period for all vocational agriculture teachers within the state was reported by only 16 states. However, another 14 have from 75 to 95

percent of their teachers on a 12-month contract bringing the total states with a majority of teachers employed 12 months up to 58 percent.

### Minimum Starting Salaries\*

The minimum starting salaries of vocational agriculture teachers with the B.S. degree have increased an average of 14.5 percent across the United States during the period 1971-76. The increases ranged from no increase in 4 states to over 30 percent in 6 states.

The minimum starting salary for vocational agriculture teachers in 1975-76 as shown in Table I ranged from \$650-1200 for the B.S. degree\* and from \$700-1100 for the M.S. degree.\* The maximum starting salaries went from a low of \$750 (B.S.) and \$811 (M.S.) to \$1700 for the B.S. and \$1292 for the M.S.\*

Table II is a summary of minimum starting salaries for vocational agriculture teachers. The beginning teacher (with a B.S. degree) most often started in a salary range of \$750-849 with 25 states or 50 percent reporting this salary. This table also includes 2 states with no minimum starting salary and 4 with a salary of less than \$700 for the B.S. degree. In the salaries for the M.S. over 7 states (14%) reported minimum salaries of over \$1000, with 70 percent of the states above \$800.

In Table III the maximum starting salaries/month are summarized. The largest number of the states (17 or 34%) reported salaries for the B.S. in the \$900-\$999 range. In this table, 8 states reported no maximum salary for the B.S. and 14 reported none for the M.S. Eleven States (22%) reported a maximum for the B.S. over \$1000 per month and 22 states (44%) reported a maximum over \$1000 for the M.S.

Table IV points out that 27 states

\*Specific comparisons of salaries between states must be made only with the greatest caution since types and reporting accuracy of salaries are greatly variable as can be seen from Table I.

TABLE I  
SALARIES OF BEGINNING VOCATIONAL AGRICULTURE TEACHERS--1975-76

State	Months on job	Minimum Salary/Month		Maximum Salary/Month	
		B.S.	M.S.	B.S.	M.S.
Alabama	12 <sup>f</sup>	867 <sup>a</sup>	1009 <sup>a</sup>	867 <sup>a</sup>	1009 <sup>a</sup>
Alaska	9	1200 <sup>b</sup>	none <sup>b</sup>	1700 <sup>b</sup>	none <sup>b</sup>
Arizona	varies <sup>j</sup>	850 <sup>b</sup>	1100 <sup>b</sup>	940 <sup>b</sup>	1190 <sup>b</sup>
Arkansas	12	787 <sup>m</sup>	839 <sup>m</sup>	875 <sup>m</sup>	983 <sup>m</sup>
California	12 <sup>g</sup>	658 <sup>dm</sup>	742 <sup>dm</sup>	1067 <sup>dm</sup>	1190 <sup>dm</sup>
Colorado	12 <sup>f</sup>	846 <sup>b</sup>	917 <sup>b</sup>	958 <sup>b</sup>	none <sup>b</sup>
Connecticut	12	833 <sup>b</sup>	875 <sup>b</sup>	1000 <sup>b</sup>	1083 <sup>b</sup>
Delaware	12	772 <sup>b</sup>	875 <sup>b</sup>	none <sup>b</sup>	none <sup>b</sup>
Florida	varies <sup>j</sup>	790 <sup>b</sup>	850 <sup>b</sup>	916 <sup>b</sup>	1000 <sup>b</sup>
Georgia	12	785 <sup>b</sup>	885 <sup>b</sup>	832 <sup>b</sup>	936 <sup>b</sup>
Hawaii	10	776 <sup>m</sup>	842 <sup>m</sup>	776 <sup>m</sup>	842 <sup>m</sup>
Idaho	12	700 <sup>b</sup>	800 <sup>b</sup>	750 <sup>b</sup>	875 <sup>b</sup>
Illinois	varies <sup>i</sup>	none	none	none	none
Indiana	12 <sup>e</sup>	817 <sup>n</sup>	850 <sup>n</sup>	none <sup>b</sup>	none <sup>b</sup>
Iowa	12	875 <sup>b</sup>	950 <sup>bm</sup>	950 <sup>b</sup>	1020 <sup>bm</sup>
Kansas	11	767 <sup>bm</sup>	875 <sup>bm</sup>	875 <sup>bm</sup>	917 <sup>bm</sup>
Kentucky	12	730 <sup>b</sup>	788 <sup>b</sup>	none	none
Louisiana	12	803 <sup>bm</sup>	827 <sup>bm</sup>	1000 <sup>bm</sup>	1100 <sup>bm</sup>
Maine	9	778 <sup>bm</sup>	811 <sup>bm</sup>	778 <sup>bm</sup>	811 <sup>bm</sup>
Maryland	12 <sup>f</sup>	717 <sup>b</sup>	800 <sup>bm</sup>	917 <sup>b</sup>	1000 <sup>b</sup>
Massachus.	12 <sup>h</sup>	742 <sup>b</sup>	759 <sup>b</sup>	900 <sup>b</sup>	925 <sup>b</sup>
Michigan	12 <sup>h</sup>	950	none	1200	none
Minnesota	11 <sup>h</sup>	950	1050	1000	1150
Mississippi	12	800	878	800	878
Missouri	12	none <sup>b</sup>	none <sup>b</sup>	none <sup>b</sup>	none <sup>b</sup>
Montana	varies <sup>i</sup>	857 <sup>b</sup>	917 <sup>b</sup>	968 <sup>b</sup>	1020 <sup>b</sup>
Nebraska	varies <sup>k</sup>	700 <sup>c</sup>	none <sup>b</sup>	883 <sup>c</sup>	none <sup>b</sup>
Nevada	11 <sup>g</sup>	860 <sup>bm</sup>	1000 <sup>bm</sup>	1000 <sup>bm</sup>	1100 <sup>bm</sup>
N. Hamp.	12 <sup>e</sup>	650 <sup>bm</sup>	700 <sup>bm</sup>	917 <sup>bm</sup>	none
New Jersey	varies <sup>j</sup>	760 <sup>b</sup>	785 <sup>b</sup>	none <sup>b</sup>	none <sup>b</sup>
New Mexico	varies <sup>k</sup>	840 <sup>b</sup>	950 <sup>b</sup>	970 <sup>b</sup>	1060 <sup>b</sup>
New York	varies <sup>j</sup>	780 <sup>b</sup>	820 <sup>b</sup>	840 <sup>b</sup>	880 <sup>b</sup>
North Carol.	12 <sup>h</sup>	839 <sup>bm</sup>	917 <sup>bm</sup>	839 <sup>bm</sup>	917 <sup>bm</sup>
North Dak.	12 <sup>e</sup>	783 <sup>bm</sup>	1000 <sup>bm</sup>	908 <sup>bm</sup>	1000 <sup>bm</sup>
Ohio	12 <sup>h</sup>	840 <sup>b</sup>	1060 <sup>b</sup>	1020 <sup>b</sup>	1130 <sup>b</sup>
Oklahoma	12	865 <sup>b</sup>	905 <sup>b</sup>	970 <sup>b</sup>	1000 <sup>b</sup>
Oregon	12 <sup>g</sup>	850 <sup>b</sup>	900 <sup>b</sup>	1000 <sup>b</sup>	1200 <sup>b</sup>
Pennsylvania	varies <sup>j</sup>	792 <sup>b</sup>	958 <sup>b</sup>	none	none
Rhode Island	9	700 <sup>b</sup>	783 <sup>b</sup>	none <sup>b</sup>	1292 <sup>a</sup>
South Carol.	12 <sup>h</sup>	759 <sup>b</sup>	794 <sup>b</sup>	948 <sup>b</sup>	992 <sup>b</sup>
South Dak.	11	850 <sup>b</sup>	950 <sup>m</sup>	950 <sup>b</sup>	1050 <sup>m</sup>
Tennessee	12	743 <sup>m</sup>	793 <sup>m</sup>	959 <sup>m</sup>	1065 <sup>m</sup>
Texas	12	800 <sup>m</sup>	860 <sup>m</sup>	800 <sup>m</sup>	860 <sup>m</sup>
Utah	12	810 <sup>b</sup>	1040 <sup>b</sup>	875 <sup>b</sup>	none
Vermont	varies <sup>j</sup>	700 <sup>n</sup>	800 <sup>b</sup>	820 <sup>b</sup>	940 <sup>b</sup>
Virginia	12 <sup>e</sup>	790 <sup>b</sup>	830 <sup>b</sup>	900 <sup>b</sup>	950 <sup>b</sup>
Washington	varies <sup>i</sup>	693	none	1042	none
West Virg.	12	696 <sup>b</sup>	756 <sup>b</sup>	1015 <sup>b</sup>	1124 <sup>b</sup>
Wisconsin	12	800 <sup>b</sup>	900 <sup>b</sup>	920 <sup>b</sup>	1000 <sup>b</sup>
Wyoming	11 <sup>e</sup>	807	825	958	1050

a Maximum reimbursable salary schedule  
b Estimated salary  
c Estimated salary; no state min. or max.  
d Each district has own salary schedule  
e 95% f 90% g 80% h 75%

i varies, 9-12 months  
j varies, 10-12 months  
k varies, 11-12 months  
l varies, 10-11 months  
m yearly salary divided by 12 months  
n no change since 1974-75 report

TABLE II  
MINIMUM SALARIES PER MONTH FOR BEGINNING VOCATIONAL AGRICULTURE TEACHERS

Monthly Salary	B.S.		Monthly Salary	M.S.	
	Number of States	Per-cent		Number of States	Per-cent
\$1000 & over	1	2	\$1000 & over	7	14
900-999	2	4	900-999	10	20
850-899	8	16	850-899	8	16
800-849	12	24	800-849	10	20
750-799	13	26	750-799	7	14
700-749	8	16	700-749	2	4
Less 700	4	8	Less 700	0	0
No Minimum	2	4	No Minimum	6	12
Total	50	100	Total	50	100

TABLE III  
MAXIMUM SALARIES PER MONTH FOR BEGINNING VOCATIONAL AGRICULTURE TEACHERS

Monthly Salary	B.S.		Monthly Salary	M.S.	
	Number of States	Per-cent		Number of States	Per-cent
\$1200 & over	2	4	\$1200 & over	2	4
1000-1199	2	18	1000-1199	20	40
900-999	17	34	900-999	8	16
800-899	5	10	800-899	6	12
Less 800	3	6	Less 800	0	0
No Maximum	8	16	No Maximum	14	28
Total	50	100	Total	50	100

TABLE IV  
AMOUNT OF VOCATIONAL AGRICULTURE TEACHER SALARY INCREASE FOR EACH YEAR'S EXPERIENCE

Amount	No. of States	Percent
1000	1	2
600-800	1	2
500-600	3	6
300-500	9	18
200-300	7	14
100-200	6	12
No Information	5	10
Varies	18	36
Total	50	100

TABLE V  
BEGINNING VOCATIONAL AGRICULTURE TEACHER SALARY AVERAGES—ALL REGIONS

Region	Minimum Salary/Month		Maximum Salary/Month	
	B.S.	M.S.	B.S.	M.S.
Central	808	902	955	997
Eastern	812	835	904	1005
Southern	792	859	900	995
Western	827	908	985	1035

(54%) give a yearly increase for experience. These increases ranged from \$100-1000 for a teacher with either a B.S. or M.S. Also, a total of 40 states expect an across-the-board increase in salary for the coming year. The increase expected ranged from \$200 to as much as \$1000.

The regional salary averages noted in Table V show a variation of only \$35 for the minimum salary for the B.S. If Alaska were left out of this computation the spread would only be \$20. A similar spread was noted for the M.S. at \$73. An \$85 spread was shown for the maximum salary with the B.S. and \$40 for the maximum with the M.S.

Overall, the Western region was consistently in first place for average minimum and maximum salaries for the B.S. and M.S. degrees. Although not consistent at all levels, the Central region ranked second, Eastern region, third, and Southern region fourth. However, the spread between regions was so small that the rankings really could not be considered very meaningful.

A more complete analysis of the data from this study will be sent to Head State Supervisors and Teacher Educators along with the request for the 1976 information in late summer.

### RECOMMENDATIONS

Because of the widespread mobility of people due to job-related reasons, the effect that salaries and working conditions seem to have on vocational agriculture teachers' choice to remain in or leave the field, and the smaller number of potential graduates in Agricultural Education, the following recommendations were made:

1. That a similar study be made and published each year to keep the information current and useful.
2. That consideration be given to some central collecting point for information of this type. Possibly the NVATA. This would provide for better and more timely dissemination of the information.
3. That each state keep current records with information of this type so that it could be made available to interested people.
4. That each state's Teacher Education Department(s) make available information of this type to all prospective teachers. ♦♦

## CONTINUED SUGGESTED SUMMER ACTIVITIES . . .

include scheduling of films or other instructional materials.

- B. Working with principal or guidance person in class scheduling and possible grouping of students.
  - C. Reworking or reorganizing classroom or shop including equipment or teaching aids.
  - D. Special work with greenhouse, plants or other land lab activities.
  - E. Repair or sharpening of tools or shop equipment.
- V. *Agricultural Agencies and Farm Organizations:*  
The teacher of agriculture is expected to cooperate with the various agricultural agencies and organizations in promoting programs in the community and county. These may include:
- A. County Agricultural Workers Council
  - B. Community Improvement Organizations
  - C. Technical Action Panels
  - D. Farm Bureau
  - E. Grange
  - F. Chamber of Commerce
  - G. Civic Clubs
  - H. Extension Workers

### VI. Professional Improvement:

- A. To attend State Conference of Agriculture Teachers.
- B. To attend in-service workshops.
- C. To attend college or university for graduate work or certificate renewal.
- D. To read or review professional books, periodicals and magazines.
- E. To attend meetings of professional organizations.

Since it may be impossible or impractical for a teacher of agriculture to perform all of the activities, it would be necessary to select and set priorities according to school, community and personal needs. In the case of a multiple-teacher situation, these activities could be divided accordingly.

### SUPERVISED OCCUPATIONAL EXPERIENCES

THE SCIENCE OF ANIMALS THAT SERVE MANKIND, by John Campbell and John F. Lasley. New York, N.Y.: McGraw-Hill Book Company, 1975, Second Edition, 732 pp., \$13.95.

This text provides a comprehensive introduction to the fundamental principles of animal science. It emphasizes the biological and scientific aspects of animals that serve mankind. Initially, materials are presented that relate to the economic impact of animal agriculture upon the United States and the world. The book is not divided traditionally by commodities as beef cattle, dairy cattle, swine, sheep and goats, etc. Rather, chapters are arranged by principles: genetics, animal breeding, anatomy and physiology, endocrinology, reproduction, artificial insemination, lactation, nutrition, animal diseases and parasites, and animal behavior.

New materials presented in this edition relate to world population and food production trends; the importance of energy,

### IN AGRICULTURE:

Occupational Experiences in agriculture consist of those learning experiences, related to instruction, which are developed beyond normal class hours. These may be divided into four large areas.

1. *Occupational Exploratory Experiences* — These experiences consist of a broad variety of short-term learning activities in many agricultural occupations. The primary purpose is orientation to the occupation rather than development of occupational competencies. This experience would involve a visit to an agribusiness firm, to a farm, or to a professional agricultural person, at which time the student would interview a person connected with the occupation.
2. *Supervised Farming* — These experiences involve those gained in producing crops or livestock, in conducting improvement activities, and in completing supplementary jobs.
3. *Supervised Work Experience Program* — These experiences are somewhat formalized, long-term student employment for the purpose of developing occupational competencies. Many students enrolled in the agricultural curriculum in the specialized courses of the eleventh and twelfth grades will want to find employment related to this instruction for the after school hours and the summer months.
4. *Cooperative Work Experiences* — These experiences are designed to develop some occupational competencies in a specific area of agriculture. The student is formally employed. This program requires a cooperative agreement between the student, parent, employer and school.

A well planned and implemented Summer Program of Vocational Agriculture will not only enhance the image of agriculture, but will be effective in meeting the needs of the school and community, and most of all will help meet the needs, and aspirations of students. Let's continue to help them "Learn To Do By Doing." ♦♦♦

## BOOK REVIEWS

animal waste disposal, and recycling in animal agriculture, and recent research findings and applications.

A summary and a list of study questions are included at the end of each of the book's twenty-one chapters. In addition, the authors have defined several hundred words in a 60-page glossary.

The appendices deal with names and terms of farm animals, measurement conversion data, weights and measures, elements and symbols, and a list of agricultural colleges and experiment stations in the United States.

John Campbell and John Lasley are professors of dairy husbandry and of animal husbandry, respectively, at the University of Missouri. They collaborated on the first edition of the book, and both have written other texts. Indeed, their backgrounds indi-

cate a good basis for writing this book. Designed to serve as a text for college students who desire a broad introduction to the principles of animal science, this book may also be valuable as a reference text in the vocational agriculture library. Many colleges and universities use it in their first animal science course as well.

Gary E. Briers  
Iowa State University  
Ames, Iowa

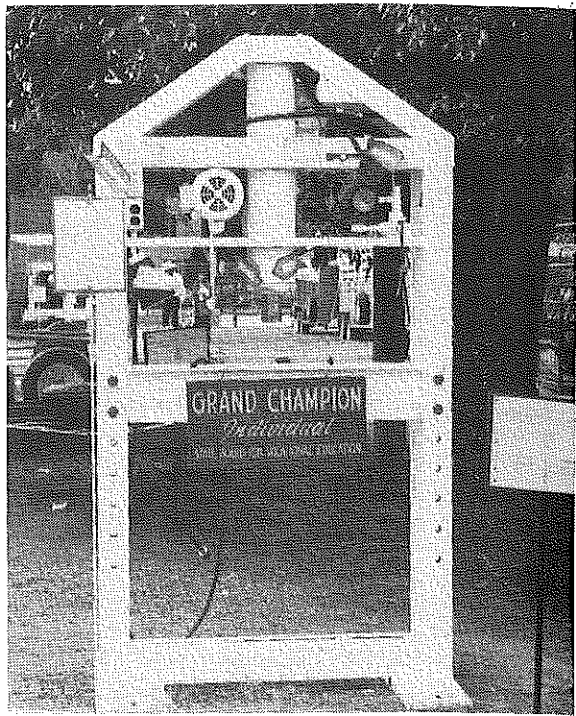
**DATES AND EVENTS**  
Third Agricultural Education Research Meeting December 3, 1976, Houston



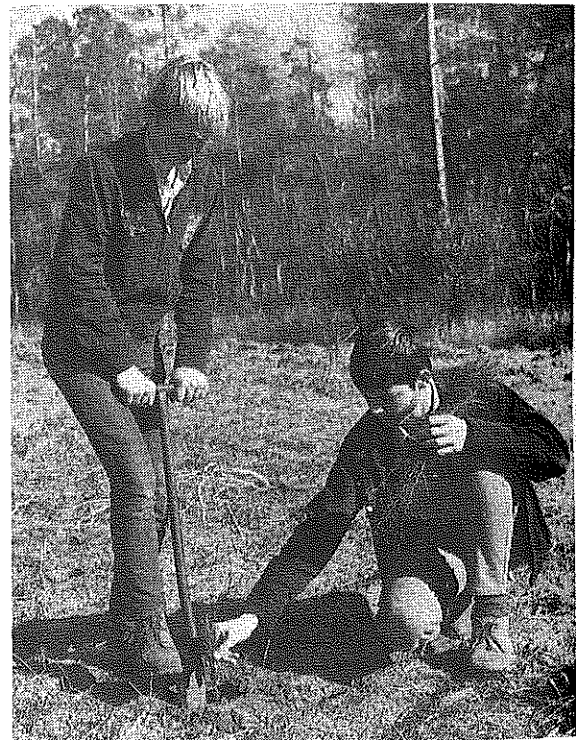
**SIMULATED SHEEP SHEARING** — These Virginia agricultural education teachers are observing a demonstration on sheep shearing by T. M. Cunningham, teacher at Tazewell, Virginia, during a summer methods course at Virginia Polytechnic Institute and State University. The sheep is simulated with a stuffed pillow case, pinned on stuffed socks for feet and head, and buttons for eyes. Dark chalk is used to draw direction of the shears on the sheep. (Photo by Jasper S. Lee, Mississippi State University)

# STORIES IN PICTURES

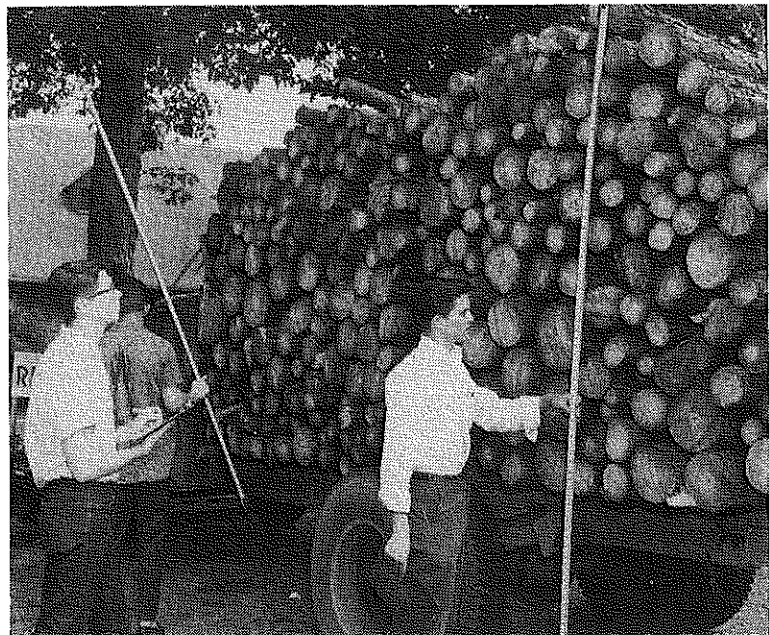
by  
Jasper  
S.  
Lee



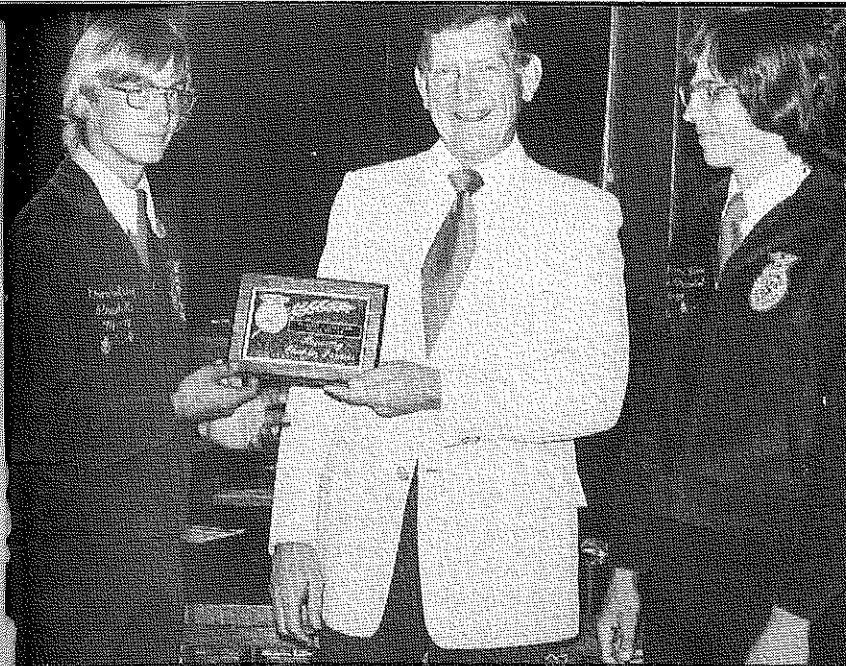
**FORESTRY CAREER EXPLORATION IN FLORIDA** — The two students shown here are participating in career exploration activities as part of their ninth grade vocational agriculture class. (Photo from F. Donald McCormick, Florida State Department of Education)



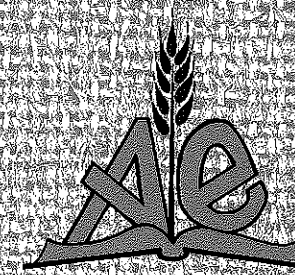
**CHAMPION HYDRAULIC PRESS** — Jerry Wirtz, a senior in vocational agriculture at Ellinwood (Kansas) High School, constructed the above 20-ton hydraulic press as part of his instructional program. The press was the Grand Champion farm mechanics project at the Kansas State Fair. Construction was from a number of old pieces of machinery: the hydraulic pump from an automobile power steering system, the cylinder from an old truck, and the like. Jerry received a \$500.00 Hesston Scholarship for the project. (Photo from Howard Wallace, Agriculture Teacher, Ellinwood High School, Kansas)



**FORESTRY FIELD DAY IN GEORGIA** — The students shown here are scaling a load of pulpwood. This is one of ten events in the Georgia Forestry Field Day Program. (Photo from Georgia Department of Education)



Theme: **ATTITUDES AND VALUES FOR EMPLOYMENT**



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