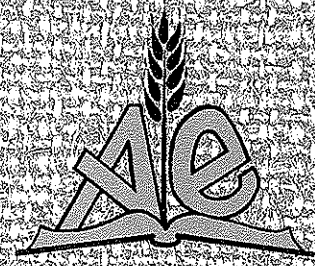


Theme → **ATTITUDES AND VALUES FOR EMPLOYMENT**



AGRICULTURAL EDUCATION

Volume 49 Number 1

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AGRICULTURAL eDUCATION

TABLE OF CONTENTS

THEME — ATTITUDES AND VALUES FOR EMPLOYMENT

Editorial

Let's Take Advantage of Our AdvantageRoy D. Dillon	3
The Changing Work Ethic: Implications for Vo-Ag ProgramsCharles W. Curry	4
Proper Attitudes Are Essential in Work Experience ProgramsJames A. Woodard	6
Attitudes and Values for Employment ...Kenneth J. Kolar	7
Positive Work Attitudes and Habits for EmploymentArthur L. Berkey	8
Work Adjustment for the Technical College StudentBob Hendricks	10
FFA—Fostering Favorable Attitudes ...Richard D. Jones	11

Work Attitudes of Eastern Ag College StudentsJohn W. Denison	12
The Load May Be Too HeavyJ. C. Atherton	14
Nothing New Under the SunAmanda J. Smith	15
Proper Attitudes—Instructor and StudentsE. B. Oleson and Larry Nelson	17
Leader in Agricultural Education: Ralph J. WoodinRalph E. Bender	18
Attitudes—Poetry of CurriculumLloyd H. Blanton	20
Use Print MediaFrancis Steiner	22
Book Reviews	23
Dates and Events	23
Stories in Pictures	24



The cover photographs show agricultural education and the FFA in action. In the top photo (from the University of Nebraska), Nebraska Governor J. James Exon is shown becoming an honorary FFA member in ceremonies conducted by the Prague FFA Chapter.

The center photo (courtesy of J. C. Atherton, Louisiana State University) shows John D. Vallois (right), Chief of Vocational Agriculture in Louisiana, explaining career opportunities in agriculture to a visitor to the fair booth at the Louisiana State Fair. The bottom photo (courtesy of Sam Stenzel, NVATA) shows the awarding of Special NVATA citations by NVATA past president, Luther Lalum (right), to (from left to right) Ralph Dreessen (Oklahoma), Horace C. Colvett (Tennessee), W. Harold Witt (Illinois), and Dwight L. Kindschy (Idaho).

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GUEST EDITORIAL

Let's Take Advantage of Our Advantage



Roy D. Dillon

*Roy D. Dillon
Professor, Agr. Educ.
University of Nebraska*

"I want to get a job," is an example of an attitude desired in our democratic society where each person is considered a contributing member. If we believe in the faith of the "common man" to be able to govern himself, then each person's abilities must be developed to the extent that each can become a contributing member of the society. The legislative bodies at federal and state levels have provided general policy to enable local educational programs to be conducted which educate the youth toward accepting their responsibility as an adult.

We have the minds of young people under our control during the formative years. As a result of the young people's experience with us, they *learn* or change attitudes about those knowledges we transmit to them. Teachers in the educational system (K-16) have, to varying degrees, made course content relevant to present and anticipated environments of students. The Career Education movement has been a meritorious attempt to systematize the development of positive work attitudes, through the "awareness," "exploration," and "skill development and application" phases. Teachers from K-16 have been involved in a substantial number of pilot programs across the U.S., in a major attempt to incorporate the concept of "what do I need to know and be able to do before I can—?" These career oriented programs have attempted to create learning situations where the total school experience is goal oriented, hopefully making the educational experience more *relevant* to each person. I believe the *greatest challenge* schools have today is helping students identify occupational goals, so they will have an objective around which to plan educational experiences and courses to be taken. The extent to which any particular school is developing student attitudes that school and education is important for work, can be measured by several criteria:

1. Commitment of board of education.

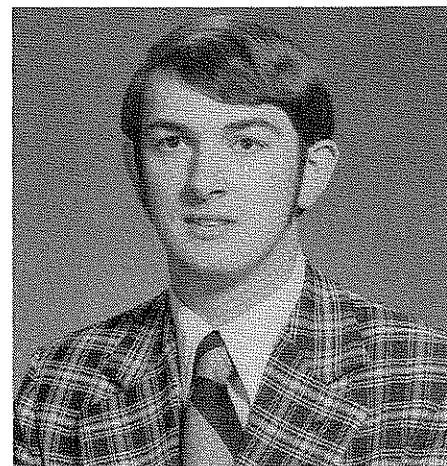
2. Attitude and participation of administrators and teachers.
3. Opportunity for job exploration by students.
4. Opportunities for length-of-course flexibility.
5. Opportunities for vocational education, including on-job experience.
6. Extent of use of the community and employers as resources for laboratory, observation, and evaluation.
7. Participation by students in clubs and other extra school activities.
8. Discipline problems related to student non-goal oriented courses.
9. Placement of graduates in occupations related to vocational education received in high school.
10. Enrollments in high school and post-secondary occupational oriented programs.

If students can be properly challenged in the elementary school to view their future role as performing an important job in society and then have the opportunity to explore, via many mediums, the possible jobs in their general areas of interest, they should be ready when entering high school to select classes and experiences meaningful to them. The high school program will be relevant because they have an identified goal upon graduation.

The teacher of vocational agriculture has a built-in advantage, because most youth have a natural interest in animals, plants, and earning money. This combination, when put together correctly, spells meaningful agricultural and natural resources education programs. ◆◆◆

The Changing Work Ethic: Implications for Vo-Ag Programs

Dr. Charles W. Curry
Teacher Education
Virginia Polytechnic Institute and
State University



Charles W. Curry

The American work ethic is presently in the midst of one of its greatest periods of change, and evolution, if you would, of a brand new work ethic. ". . . the traditional American work ethic is eroding. More and more Americans are goofing off, are looking to the government for support and financial security, no longer find meaning in their work, no longer find that their work provides them with satisfaction, pleasure or achievement," said a team of more than 100 life insurance executives working for the Institute of Life Insurance in New York.

Dr. Kenneth Hoyt, a well-known spokesman for career education and a specialist in guidance, counseling and educational psychology has stated, "The nature of work and the work ethic is changing. Much of what was once done by hand is now done by machine. It is true that many additional things now done by human labor could be automated, were it not that people are willing to do these tasks cheaper . . . Individual incomes and national strength still rest upon human productivity" (1974).

Historically, the American work ethic has centered around one or all of the following themes:

- (1) hard work is the key to success;
- (2) whatever the task you find yourself doing, do it well; and
- (3) individual dignity and fulfillment in an industrial society can only be given in and through work.

Why is the meaning and value of work changing for many Americans? The Industrial Revolution or the era of increased efficiency in the production of goods resulted from the advent of power, the division of labor, the inno-

Voluntary work, improvement projects and avocational work experiences might be added to the types of supervised occupational experience programs presently accepted as appropriate.

vation of interchangeable parts and the assembly line. For the first time America was producing great surpluses and this increased the trade potential in the world market. At the same time, the individual worker moved further and further from participating in the final product (Venn, 1964).

Hoyt reflected upon these changes when he wrote, "Ironically, those very changes that have increased our potential for work productivity—mass production, automation, cybernation and occupational technology—have resulted in making the work ethic, in its classic form less meaningful and seemingly less appropriate for the individual worker" (1972:67). The traditional American work ethic has become a victim of progress.

Today, as we look at the institution of work in our modern society, the following facts may be observed:

- (1) the average worker, better educated than his parents, often finds himself working beneath the level of his ability and aspirations;
- (2) less than half of the white-collar workers and only one-fourth of the blue-collar workers would choose to enter the same field of work if they were able to start again;
- (3) shoddy merchandise is becoming

more prevalent and foreign products become more competitive on the American market;

- (4) management complains of high rates of sabotage, negligence, absenteeism, alcoholism and drug addiction, which are eroding efficiency and production; and
- (5) the unemployment rate has recently been at a high level.

These facts should make us wonder why there is not a very ardent and vocal protest to the employment situation. Former Secretary of Labor, Willard Wirtz, in a recent presentation to Virginia's Fifth Annual Conference for Career Counseling and Vocational Education, identified unemployment insurance and an increased number of households with two adult members working as the "shock absorbers" which have lessened the impact of high unemployment rates.

The educational institution has the wherewithal and the obligation to assert some positive leadership in directing the evolution of our new work ethic. Until the recent career education movement, this change was delegated solely to a system of vocational education. Melvin Barlow (1973), historian for the American Vocational Association, stated, "Vocational education's ideal was to perpetuate the American work ethic under the best of conditions for the individual and the society in which he lives."

The status quo with respect to our present American work ethic is not satisfactory. It is inevitable that some change will take place. Responsible vocational educators must insure that any change will benefit both the individual worker and society as a whole.

(Continued on next page)

The Definition of Work

Equating the word work with the phrase "making a living" is one of the worst misnomers in our language. It takes Webster's New World Dictionary one-third of a page to define the word "work" but the phrase "making a living" is not among the many versions of the definition for the word.

Why then do we often insist that our students complete profitable supervised occupational experience programs? A broader definition for work would provide an expanded basis for the development of experience programs. Voluntary work, improvement projects and avocational work experiences might be added to the types of supervised occupational experience programs presently accepted as appropriate.

Why do we equate the completion of high school agricultural programs with being able to make a living? Gilbert K. Chesterton, well-known English novelist, essayist and critic, defines work this way, "work is the avenue of expression for the potential that you have. What you don't use you lose."

Is the purpose of work to earn money so the worker can enjoy life or is the purpose of work to enjoy life and obtain satisfaction? C. Wright Mills, author of *White Collar*, explains our present work attitude this way, "Everyday we sell little pieces of ourselves and at night we try to buy them back with coins." Certainly work is more than selling little pieces of our lives for coins.

Revamping Values, Integrity and Attitudes Associated with Work

One of the major areas of crime in

America which is not reflected in FBI statistics is employee crime. Ripping off the company by its own employees costs businesses between \$15 billion and \$50 billion annually. Employee crime ranges from the pilfering of pens, pencils and envelopes for home use to manipulating accounts and ripping off hundreds of thousands of dollars at a time.

Although an estimated 87 percent of employee crime is theft related, a company may also be the victim of sabotage. This means not only literally throwing a wrench into a machine but such activities as disrupting schedules so employees rack up much overtime (Oakley, 1975). Since businesses only continue to operate when they make a profit, these losses are passed along to the consumer in the form of a higher priced product. Society pays the price for its failure to indoctrinate high moral values, integrity and positive work attitudes within its citizenry.

One of our biggest challenges in agricultural education is identifying students with negative attitudes toward work and providing the appropriate attitudinal adjustment instruction. Aiding the individual student to come to grips with his own attitude and taking positive steps toward improving it may be one of the most valuable contributions that an agriculture teacher can make. Students need to develop pride in good workmanship, ethical conduct, integrity and honesty. No matter what task your students are asked to do, they should receive all the positive reinforcement that you can muster for taking pride in their workmanship. Shoddy

workmanship should not be accepted and should be eliminated.

We have relied on the FFA as a tool to teach integrity, citizenship, ethics, and leadership. Every opportunity should be taken to stress the FFA Code of Ethics in the agriculture classroom.

Shift from Production Oriented Occupations to Service Oriented Occupations

Almost three-fourths of the total increase in civilian employment is expected to be concentrated in the service industries group. In 1980 two out of three jobs are expected to be service rather than production oriented.

This trend indicates the importance that human relations skills will play in the success of the future worker. Research studies already indicate that from 60 to 80 percent of workers today lose their jobs not because they are not competent in the area of knowledge or skills but because they fail to get along with people. The development of communication skills, human relations skills and the ability to tolerate and appreciate others will be even more important to the worker of tomorrow.

Group activities, contests, role playing, analyzing the behavior of themselves and others are some of the more common techniques used to provide human relations development. These techniques should be utilized more in programs of agricultural education.

The Relationship Between Leisure Time Activities and Work

The relationship between leisure time activities and work will need to be
(Concluded on page 9)

COMING ISSUES COMING ISSUES COMING ISSUES

COMING ISSUES

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

JANUARY — Production Agriculture — Preparing to Feed the World

FEBRUARY — FFA — The Intracurricular Activity

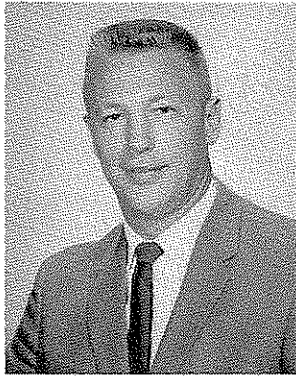
MARCH — Agricultural Mechanics — Keeping the Wheels Turning

APRIL — Supervised Experience Programs — Learning by Doing

MAY — Agricultural Products — Preparing Agricultural Processors

JUNE — Camping and Summer Activities

COMING ISSUES



James A. Woodard

Proper Attitudes Are Essential In Work Experience Programs

*James A. Woodard
Ag Teacher
Alden, New York*

Two years ago the Ag Department at the Alden Central School, Alden, New York started a work experience program where Ag students in their 11th or 12th year of school could elect to work on a farm or in an agriculturally related business. This could be done for school credit. Normally, students in this program would attend classes for half a day and then be excused from classes to work the other half a day. The work program is supervised and evaluated by the Ag teacher. Being responsible for this program has made me especially aware of the importance that attitudes and values play in successful employment.

Students who are willing to accept responsibility and who have a desire to do a good job will do much to enhance any work experience program. However, evaluating students for these qualities from only classroom observation is not an easy task. I'm sure all Ag. teachers have had students who do an outstanding job in classroom but seem to be allergic to any kind of manual work. There also are students who do only average or below average classroom work, yet these same students, when given a job, perform outstandingly. Agriculture teachers have a tremendous advantage over classroom teachers and work experience coordinators in evaluating students. They have the opportunity to observe students not only in the classroom but also during FFA projects, on home visits and working in the shop. Teachers should also be alert to changes in students' attitudes. Acceptance by peer group, aggressiveness, anger, etc. could indicate that there may be trouble at home or on the job.

What can be done for the students who lack, or exhibit a lack of responsibility and only want a paycheck once a week? It would be nice to have a secret

formula to hand out once a day that would miraculously change these students and make them highly productive. My few years of experience indicate that there is little that can be done to change these negative attitudes found in a 12th grader. However, an eighth or ninth grade class in agriculture should include open discussion and self-evaluation by students as to their attitudes on work. Role playing by students can be very effective. I like to have my ninth graders write a letter and fill out an application for a job then divide the class, having some students in the role of the hiring employer. The class members may then reverse roles, thus giving each class member the opportunity of being employer and employee. From this type of exercise, we usually can include an excellent discussion on work attitudes and their necessity in finding and keeping a job.

Many agricultural students that live on farms can relate readily to the employer since they usually have some hired help on the home farm. Any type of FFA crop demonstration or fund raising activity can be used in class to discuss work attitudes that make that activity successful. This is true of students in grades 7-9, especially since their attitudes are more readily changed than those of upper classmen.

The biggest complaint I hear from employers is that kids today "just don't have any common sense." When the employer is questioned further about the term "common sense," I find that what he really means is that the student is reluctant to take any responsibility and would rather watch than work. We could blame our society, since minimum wage laws, child labor laws and a highly mechanized environment have almost eliminated the job opportunities for anyone under 16 years of age. There is just no substitute for

experience. Students who have been taught to work by conscientious parents and teachers who instill these values of good work attitudes are giving their children and students a tremendous advantage in the short job market of today.

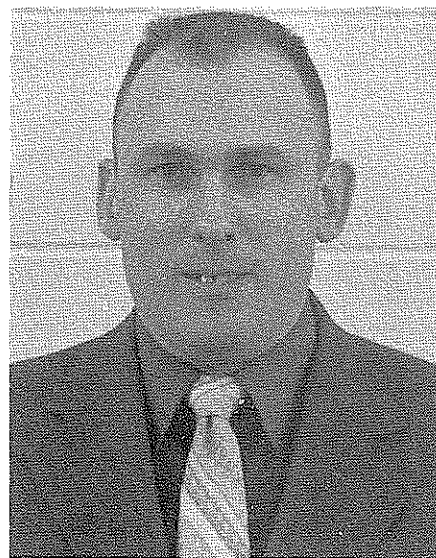
There has been a lot of emphasis placed on teaching specific job skills in the past ten years. Many vocational schools have been equipped with the latest machines to teach these skills. However, it has been my experience that students with good attitudes towards work and a desire to do a good job can learn job skills once they are placed on the actual job. I am not trying here to minimize the importance of job skills, but rather emphasizing the point that possessing job skills alone is not enough.

I could not conclude an article on work attitudes and values without emphasizing such old fashion values as punctuality, good grooming, honesty, hard work, proper language, cleanliness, alertness and many more. Many times students tend to overlook such values until they have to compete with others on the job market. Usually if they lose out once, they get the message. It is part of our job as teachers to prepare our students for the world of work. Regardless of whether we have a work experience program or not, it is part of our responsibility to spend time in the classroom developing good attitudes and values toward work.

If you would like to improve the image of your school in the eyes of your community, send them some students who possess the qualities of responsibility and a desire to do a good job. These students will be an asset to the community, their employer and make valuable contributions to your work experience program. ♦♦♦

Attitudes and Values for Employment

Kenneth J. Kolar
Instructor In Agriculture
Pulaski, Wisconsin



Kenneth J. Kolar

Looking behind a few years at my entry into the world of work, many experiences, ideas, and concerns have crossed my mind. As is the case of many people in vocational agriculture today, I was raised on a farm, attended college, and as a result migrated into the field of teaching Vocational Agriculture which I feel is an occupation as close to farming as I can have.

During the course of my years in teaching, I have implemented and am presently carrying out a cooperative work experience program in agriculturally related occupations. Having done so, I find myself in the midst of various types of relationships concerning educators, students, parents, and employers, most of which focus upon the latter three. It is because of this relationship that I feel very positively about the subject of this article.

In my career of teaching, I feel the pulse of the rural and urban community. I compare the attitudes of the farmer and the industrial worker, and attempt to analyze the attitudes of the offspring of the above mentioned categories. All of these segments of our society have a purpose in life, but their attitudes, values and attainment of success are as different as day and night. These observations raise the following questions which I shall attempt to answer as objectively as possible.

Do people have a desire to work?

The desire for work I feel depends largely upon a person's background. Did this person learn proper work habits and responsibility at home? The habits of parents concerning their daily tasks reflects directly upon their offspring. The attitude of teachers toward

work can reflect upon their students, positively or negatively. The habits of employers and fellow employees during each employment day can affect a person's desire. We as educators must be aware of this and must instill a proper desire in students.

What is the first job?

Many times students applying for their first job are concerned about how much they can earn or the hours they must spend on the job. Employers, on the other hand are concerned about the student's willingness, honesty, dependability, aggressiveness and personality. Somewhere between these two philosophies there must exist a bridge of cohesiveness through which a mutual understanding between the employee and employer can be developed. A wholesome environment in which people can develop proper skills, pride in their accomplishments and a willingness to achieve should occur at the place of employment. Student employees must be able to pursue their goals and aspirations toward success. It is here where the individual becomes a contributor or a parasite upon our society.

How do we perform our work?

Many times I find myself telling students, "What you do here during these four years goes with you the rest of your life." We have those who believe only physical energy is a measure of achievement, just as those who feel mental energy is the only answer for success. We have people in which their lives focus upon monetary gain and those where concerns lean more toward personal satisfaction, a sense of well-

being, accomplishment and responsibility toward the cause. A prescription blend of mental and physical energy must exist within everyone if they are to attain true success centered around a balance of accomplishment, pride, personal satisfaction, and material gain. We can all say we are busy, but can we all say we are dedicated to our cause? Yes, our cause, because that is the very basis for our existence and our contribution toward society. Students must learn this, educators must develop this, and employers and parents must implement this.

Do we as teachers, parents, educators and employers exhibit punctuality, initiative, pride, fairness and understanding with our clientele on a daily basis? Are we an example of esprit de corp on the job? If we are both of the above, working people are on the road toward success.

What is the feeling of true success?

I have seen people who measure it in dollars, prestige, social class, and profession. True success must be felt within the individual. This feeling comes as a result of individual input and the harvest of output. Input exists in all levels of occupations whether it be sacking feed at the farm elevator or conducting valuable research for a new feed additive. The input must provide not only a challenge, but a valuable mental gain from that challenge. True success carries with it a feeling of purpose, accomplishment and dignity. If all of these attributes exist within an individual, then material gains will follow. Let us focus on the true attributes of success rather than material gain. An employer

(Concluded on page 21)

Positive Work Attitudes and Habits for Employment



Arthur L. Berkey

by
Arthur L. Berkey*

Feedback from employers continues to stress the importance of positive work attitudes and habits for employment. Occupational programs are often subject to criticism by employers where graduates are unable to "see work," "know how to work," and to "get along with others." Research data on employer expectations for successful entry level employees show high importance placed on positive work attitudes and habits. In New York State, data from the Berkey¹ follow-up study of secondary agricultural graduates showed both employers and graduates rating work habits and attitudes between "Desirable" and "Essential." The 1975 study by Fisher, et al,² on the economic returns from secondary occupational education showed a significant non-technical knowledge and skill return. Another finding of this study was that occupational graduates were employed for more months during the year than were comparable general education graduates.

This continuing importance placed on work attitudes and habits by employers indicates teaching of these attitudes and habits to students to be a priority task for occupational education in agriculture as well as in other occupational programs. Neither recognition of the priority of this task nor efforts to accomplish it are new to agriculture. However, attitudes and habits are a difficult and long-term challenge to teach and measure — this becomes readily apparent when one attempts to state them in criterion-referenced, behavioral terms. Meeting this challenge will require specification of what is to be taught, an understanding of the process by which attitudes and habits are taught, and the use of class learning activities that will result in the development of the desired attitudes and habits.

*Dr. Berkey is an Associate Professor of Agricultural and Occupational Education in the College of Agriculture and Life Sciences at Cornell University.

What Are The Positive Work Attitudes and Habits?

Attitudes and habits desirable for employment can and have been stated in different ways. The listing below compiled by Brown³ is proposed as one that is comprehensive, while at the same time stated in terms that can be understood by most students:

- Neat and well groomed
- Accept and carry out responsibility
- Follow directions
- Assume initiative when necessary
- Know and follow safe working procedures
- Courteous to others
- Dependability
- Honesty
- Self-confidence
- Willingness to learn
- Punctuality
- Conscientious
- Thoroughness
- Loyalty
- Ability to get along with others
- Cooperativeness
- Regular attendance
- Willingness to work overtime when needed
- Follow established rules and procedures
- Flexibility
- Strive to do good quality work
- Fair day's work for a fair day's pay
- Listen carefully to retain information
- Accept constructive criticism
- Hold a good attitude toward customers
- Respect tools and other equipment

Teaching Positive Work Attitudes and Habits

The attitudes and habits developed by students will be a product of their total experience which includes home, school, and other activities. Thus, success in teaching positive attitudes and habits will vary depending upon the extent to which the classroom experiences are supported by the students'

out-of-class environment. The past work experience of students is also important. Students who have realistic experience in the world of work already have direct knowledge of employer expectations. Students living on farms or other family operated businesses may already have developed positive work attitudes through work as part of a family economic unit. Due to the expansion of vocational agriculture to include the non-farm agricultural occupations, work experience within the family unit will increasingly become the exception rather than the rule. Labor laws, higher minimum wage, and insurance problems have severely limited the types and extent of meaningful work available to students prior to age 16. This reduced exposure to the realities of the world of work and the decreased emphasis in general society on the work ethic "as such" makes teaching of positive work attitudes and habits an increasingly challenging task.

The literature on affective development suggests several generalizations useful to the teacher in development of attitudes and habits:

1. Students must see the attitudes and values being taught as needed and important — i.e., they must believe in them, and such beliefs must be reinforced by rewards.
2. Development of attitudes and habits typically takes place over a long period of time. Therefore, patience and persistence are important for teaching this area.
3. An effective teacher is viewed by students as a model or "significant other." Thus teacher example rather than what the teacher says is what counts. If, for example, punctuality is important, then the teacher will be punctual. Students learn what they live and classroom experiences are part of their life.

Teacher expectations are another im-

(Concluded on next page)

CONTINUED POSITIVE WORK ATTITUDES . . .

portant factor. High expectations may not always result in high student performance, but high student performance rarely results without high expectations. This means that the expected attitudes and habits desired for students to develop must be given and explained to students. Further, the evaluations of students in the course, i.e., performance profile and/or letter grade, need to reflect development of these desired attitudes and habits. For example, being late to or absent from class is equated to late or absent to work. An unsatisfactory or "F" grade is equivalent to "Fired." Some teachers record a daily class evaluation for each student that reflects attitude and habit development.

4. Work experience can develop student maturity and provide realistic experience about employer expectations, e.g., employees who can't get to work on time often end up losing their job. Field trips and use of employers and employed students as resource persons in the classroom can

also convey employer expectations to students.

5. Last, but not least, is the use of occupational youth organizations to provide peer pressure for development of responsibility and leadership. The committee work, cooperative activities, leadership contests, and other leadership activities in FFA can, and often have, resulted in major positive attitudinal changes in students. It is important to note that leadership skills, e.g., initiative, responsibility, and ability to work with others, are the same attitudes and habits listed by employers for successful employees. Occupational youth organizations provide teachers with a teaching tool of major potential in development of attitudes and habits at a time when it is increasingly needed.

Summary

Employers continue to emphasize the importance of positive work attitudes and habits as necessary for a successful

employee. Thus, these attitudes and habits will necessarily need to be taught to students along with technical knowledge and skills if graduates of agricultural programs are to be employable.

Areas important in development of positive attitudes and habits include establishing importance to students, teacher example and expectations, and student involvement in FFA activities. ◆◆◆

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CONTINUED THE CHANGING WORK ETHIC . . .

developed in the near future. To relate the concept of leisure activities to vocational education is risky business. Vocational programs including agricultural education is risky business. Vocational programs including agricultural education have not limited themselves to the areas where employment is imperative but have also included many avocational activities. Agricultural programs should prove valuable to the student whether he chooses to continue his education in agriculture, seek employment or go into an entirely different field of study. Certainly there are few subject matter areas, if any, that have more avocational appeal than agricultural programs.

The American work ethic is undergoing a great change. It is the responsibility of the educational institution including agricultural educators to influence the outcome of the new work ethic. Agricultural educators can make

a significant positive contribution to the evolution of a new work ethic.

The evolution of a new work ethic is certainly a just cause for the concern of all Americans. In our interdependent society, each citizen is dependent upon a host of other workers in every aspect of the labor force for the products and services that he desires to maintain or improve his standard of living. The fact also remains that there "aren't any free lunches." Some members of society can live without work only by lowering the standard of living of all (Hoyt, 1974). The new work ethic could be highly constructive or very detrimental to the American society because it is presently on the balance beam and receiving very little direction from the institutions within society. We can become a society of freeloaders until we reach the point of revolution. On the other hand the work ethic could balance the other way and we will become a nation where hard work is again con-

sidered noble and necessary and all honest work is dignified. ◆◆◆

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Bob Hendricks

Work Adjustment for the Technical College Student

*Bob Hendricks, Placement Director
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Many industries have located their production plants in the small, rural communities of this country in recent years because they believed in the work ethic of people in these areas. While modern technology has affected the agricultural industry today so that the work may be more mental than menial, nonetheless the work ethic of rural Americans remains strong.

This work ethic is considered a strength for future employment at the University of Minnesota Technical College, Waseca and a college-wide effort is made to stress its importance with students and faculty alike and to build upon that base which most young people at this institution bring with them from their rural background.

Combining a bit of philosophy and some practical reaction, this same idea is constructed in another way. The UMW college bulletin states: "Technical education gives recognition to the fact that earning a living is a major motivating force in the lives of individuals." Two advisory committee members at the college recently made these comments: "The graduate will be able to reach as high a level in the agricultural industry as his or her abilities and ambitions allow; and the graduate must be able to assume responsibilities of leadership, salesmanship, management, and show a concern for public relations and community awareness if he or she is going to advance to the higher level positions in industry."

Assuming then that this college-wide objective is considered important in terms of attitude and value for employment, how can a placement officer work with students to help them experience

satisfying and rewarding careers once they leave the confines of an institution of higher education? As the song goes, "we start at the very beginning" in the always difficult task of job-seeking and job adjustment at UMW.

The "very beginning" is manifested in the prospective student. These persons are given information from the previous year's annual report as to average salaries for graduates pursuing specific jobs and percentages of students obtaining employment in their given programs.

Next, we try to counsel as many students as possible as to their career goals and objectives in their home situations prior to their arrival on campus. Then when they come to register, we provide on-campus orientation for them which includes some placement information as well.

As each student is required to take a one-credit orientation class in their first quarter of residence, we take this opportunity to work on their attitudes toward employment. We tell students why these attitudes are important and what some of the rewards are that may result. We are very fortunate because the typical student seems to possess high standards toward the value of the work ethic.

Although the termination of the student's program is two years away, I remain convinced that the concept of placement and the pertinent nuances must be established in the student's program. This hopefully starts students to think positively with some healthy perspectives into their chosen area in the world of work.

In order to give the students some-

thing relevant to immediately identify with, I go through a slide presentation with them showing actual graduates from the various programmatic areas working at their entry-level jobs. The materials for this presentation are updated through a couple of days of alumni follow-up and camera work each November. This presentation provides an excellent opportunity to discuss how and why these students attain their success.

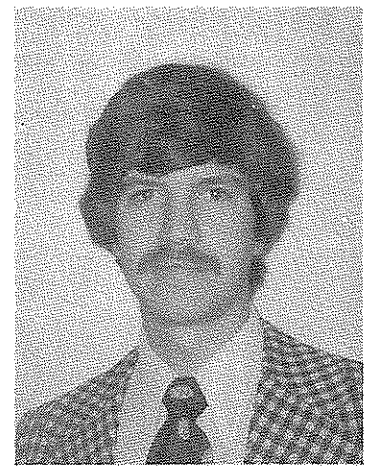
I also go into detail with these students about the value of establishing a credentials file and the necessity of selecting appropriate references. I feel it is essential that they realize early in their educational program that they are going to be evaluated very heavily on attitudinal items by their recommendation writers. (Our standard form calls for evaluations of a student's cooperation, initiative, attitude, capacity for future development, work performance and dependability, along with a narrative statement.)

The students are also briefed on the other information they will be receiving from the placement office. This includes information on writing a cover letter, survey information as to individual students' goals, expectations, location preferences etc., positive opening sheets, employer interview sheets, employer interview rosters, follow-up forms, an employment research pictograph, an interview report, a student performance review sheet and other assorted overheads. Perhaps one of the greatest eye-openers for students is the interview report where together we examine an actual post-interview form that is uti-

(Continued on page 19)

FFA — Fostering Favorable Attitudes

*Richard D. Jones
Graduate Student
Cornell University*



Richard D. Jones

My experience as a former FFA member, past state and national officer and teacher of agriculture has allowed me to view the FFA from several vantage points. My thoughts on the FFA begin with fond memories of high school activities, pride in accomplishments as a state officer and appreciation for the responsibilities of a national officer. These experiences alone are sufficient to establish a high regard for the FFA organization, but it was not until I became a teacher of agriculture that I fully appreciated the merits of the FFA as an educational activity.

The FFA blends with work experience and classroom instruction to form a complete educational program in agriculture that can benefit any student that comes in contact with it. Each of these three aspects of agricultural education — FFA, work experience and classroom instruction — offers its own unique contribution to agricultural education, and none of these can be sacrificed and still offer the best educational experience.

It is the FFA's role in this complete education program that has attracted my attention. I have observed in my students that one of the major contributions that FFA membership makes is development of attitudes and values.

When educators start talking about teaching attitudes and values, we enter a whole new educational area. These things called attitudes are not defined in our courses of study. Perhaps we discuss them in teacher training programs, but we rarely spell them out in course objectives and we make even fewer attempts into the uncharted area of measuring what values we have taught. Even more perplexing is the fact that values may be the principal characteristic in determining an employee's success or failure. If we pin employers down, many will agree with this statement and

some will even go so far as to state that schools should primarily concern themselves with teaching students to become reliable, honest, ambitious, and cooperative. The employer will then give the students the skills they need to perform the job. Aren't the technical skills and knowledge we teach wasted unless we somehow develop positive attitudes within a student?

Nearly six decades of agricultural education in secondary schools has yielded thousands of success stories of the training of young men and women capable of assuming important roles in American agriculture. Agricultural education has taught the skills, knowledge and *attitudes* that students need. I contend that the FFA has provided that extra dimension of training in the area of attitudes and values. The FFA has been instrumental in distinguishing agricultural education as a successful education program.

Critics of youth organizations contend that anything taught through the FFA can be taught in the classroom. I won't argue with this contention because I have seen outstanding teachers develop positive attitudes in their students without the benefit of youth organization activities. However, I feel these are exceptional teachers and the restrictions of classroom instruction make it too difficult for all teachers to achieve this success. The FFA offers a vehicle that all teachers can and should use to develop good attitudes and values.

In order to prove my point, let's look at several specific aspects of the FFA that lend themselves to attitude teaching. First is the student-centered approach of the FFA and its close relation to the subject matter in agricultural education. Students join the FFA for a variety of reasons, but these reasons usually boil down to a basic feeling in the student that he or she can get some-

thing out of belonging, be it enjoyment, recognition, education or just friendship. FFA activities are planned by students and they become more enthused in those activities because they can see their personal contribution to the goals of the organization. FFA membership is voluntary and the fact that a student must take the initial step to join the organization is significant. Once a student accepts the decision to become an FFA member, he or she accepts its aims and purposes.

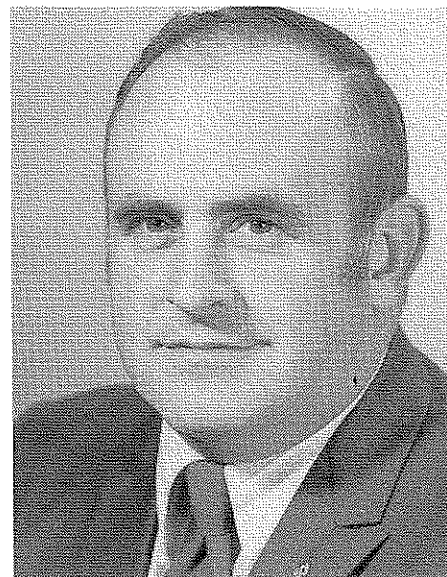
Sociologists have often recognized that the most potent influence on the formation of attitudes is peer influence. It is often this group influence of a small circle of friends that reinforces many of the *undesirable* traits in some of our students. When a student takes the step of joining the FFA, he or she accepts a larger peer group. The FFA, through its emphasis on committee activity often throws the student in contact with other students they may not of even known before. Also, because the FFA membership is continuous over several years and carries over to outside activities, this peer influence is much more significant than in-class activities without a youth organization.

Another important aspect of the FFA is its structure. While students do have decisions and responsibilities, the FFA program of activities, aims, and purposes map out the direction that these decisions should take. For example, chapter members are confronted by sections of the program of activities that ask what activities the chapter has planned in leadership, scholarship or community service. Individual recognition through the FFA awards programs provides a reinforcement and incentive to achievement. This too contributes to the development of positive attitudes.

Attitudes and values can be taught in
(Concluded on page 13)

Work Attitudes of Eastern Ag College Students

*John W. Denison, Director
School of Agriculture
University of Massachusetts*



John W. Denison

If you were looking for a job in agriculture, would your attitude be positive or negative? If you are teaching or counseling students about to enter the job market, how is your attitude in regard to agriculture? Do you take time to check a student's values and attitudes in order to better counsel him or her?

In this article, I am going to discuss some of the values and attitudes that I have come across in my associations with people working, teaching and studying in the broad field of agriculture. Oftentimes in discussions with these people, their values and resulting attitudes cause me to react in different ways. Sometimes I shudder in disbelief! Other times, I ask them to repeat so that I can better understand. More than once, I have caught myself thinking "How in blazes can a person believe such a thing?" Generally, after I think for a second or two, I realize that their backgrounds are quite different from mine, so why shouldn't some of their values be a little different!

Our values on basic beliefs are formed during our entire life, but more especially in our formative years. They are subjected to the many pressures and customs of society. These values have been influenced by our families, schools, churches, friends, socio-economic backgrounds and many other factors. If we were to compare the values of a person from rural New York State with a person from an urban environment outside of Boston, we would find differences. Yet, I will wager that we could find many values that would be quite similar. Most would believe that to work with plants and/or animals is important and satisfying. Each person would believe that he/she could be

quite happy studying and working in some part of agriculture even when their concepts of agriculture might be vastly different. For example, a boy raised in the corn-growing area of Illinois might visualize himself sitting on a huge diesel tractor planting 1500 acres of field corn as he fills out an application to college while a boy raised in New Jersey might visualize himself sitting on a small gasoline tractor planting 100 acres of sweet corn. Each boy believes the "corn" business is exactly what he wants to study, because it should provide a good income and a food product for society. Therefore, just because these boys grew up in quite different circumstances, many of their values related to agriculture would be very similar.

Our values regulate and influence our attitudes. If a person's agricultural values were out of tune with the real world, then I suggest that this person could have a poor attitude or a negative line of thought. I talked to a young dairy farmer the other day who is general manager for a 325 milking cow herd. He was complaining about the poor work attitudes of many of his employees. I asked him to be specific. He reported that too many were not willing to work weekends, that many were quite unhappy when workdays often ran over eight hours and that many would take sick days when not really sick. I believe these poor work attitudes are partly a result of these employees having been raised in an industrial, urban environment. Their values have been shaped by associating with unionized labor and people who do not understand that a farm is not exactly like a factory. Their values and attitudes toward employment would surely be

very different than employees who were raised on farms in rural areas of the country.

Throughout the United States, there has been an exciting increase in the numbers of young people desiring to study and find employment in agriculture. In the East these students are coming to college with quite different values and attitudes. A great many are interested in the ornamental horticulture industries such as floriculture, landscaping, arboriculture, turf and nursery management. These are often the only parts of agriculture they have been exposed to. There is still a large group of students who wish to find jobs or start their own animal, fruit or vegetable crop farms. Of these two general student groups, it is the latter one which seems to exhibit the greatest differences among values and attitudes. Why? I believe one of the main reasons for these greater differences is their lack of exposure to the real world of commercial, production agriculture. Students from semi-rural, urban, and metropolitan areas studying and seeking jobs in the ornamental horticulture industries, then, should have a better set of related values and, thus, a better attitude toward working. I believe they do. They have had some exposure to a relatively young, expanding industry. Students from these areas who wish to enter commercial farming probably have seen some relatively small farms that have survived by retailing their products but very few of the larger sized operations. Thus, when they enter college or a commercial business, many exhibit negative attitudes because their values are being challenged and tested.

If we accept the notion that there are
(Concluded on next page)

CONTINUED WORK ATTITUDES OF EASTERN . . .

more problems with values and attitudes for employment in production agriculture than ornamental horticulture, then let us take a look at some of the possible reasons. Following are a number of statements showing desires, likes, dislikes and thoughts gleaned from eastern college students which may give us a clue to their values and resulting attitudes:

I want a small, self-sufficient farm (dairy, livestock, horses, apples or vegetables) near home.

We dislike the bigness and vicious tactics of large farms today that have and still are causing the demise of small, family farmers.

We want to start an organic vegetable farm and learn to live with nature.

We would like to see the food industry, along with the oil and auto industries, broken down into much smaller and less powerful companies.

We do not believe so many farmers should be so dependent on chemicals, pesticides, fertilizers and machinery because oil is a non-renewable resource.

We believe each state should be as self-sufficient in food production as possible, even if it costs extra. Big agricultural firms are no different than other big businesses, they will exploit resources and workers to make a profit.

I do not see why I have to take so many courses in economics and management when I am here to study agriculture.

I think the Federal and State Governments should help more young people get started in agriculture.

Now that I have got a college degree, I do not have to start at the bottom.

If I received adequate pay and was happy with what I was doing, I would not mind working long hours and occasional weekends or holidays.

We should be taught how to sur-

vive in Massachusetts because we do not think we should be forced to move out-of-state to find the type of life-style we want.

I have spent six thousand dollars for a good education, and I cannot afford to work for that poultry farmer as a working foreman for the rest of my life. It is a dead-end job, no chance for advancement and he claims he cannot ever pay more than five hundred per month plus free eggs and meat.

I am so glad to have the opportunity to get out of this urban area with its many pressures and frustrations that I would be willing to give up some of those material things that many people believe they must have.

I could go on, but I think I may have made my point with these statements. Some of these student desires, thoughts and values are surely quite different from those of many older farmers. They are probably quite different from the values of students brought up on efficient, commercial farms. I will bet their values would differ from those of ag students in the big agricultural states in the Midwest!

Whether we agree or disagree with some or all of those statements reflecting the values of those students, we must listen to them. We must test their values against ours and try to understand the difference among them. We must convince students to test, question and try to understand other peoples' values. I have discovered that in some cases it was my values that needed a little updating or changing, not theirs!

To conclude this article on values and attitudes for employment, I will list a number of values which I believe all of us might consider if we are to exhibit positive attitudes towards employment in agriculture. When I say all of us, I mean from all of us who are working in some phase of agriculture to those who wish to.

Agriculture will be one of the most

essential industries in tomorrow's world. Initiative and the willingness to work is essential when working with plants, animals and people. Agriculture has made many dramatic changes to reach its present state and will surely make many more in the future. It is expected that the world population will double in less than twenty-five years (7 to 8 billion mouths to feed every day). If so, there will be an accompanying need for agriculture specialists at all levels of employment to perform the many functions of agribusiness throughout the world.

Even though much of our food is produced by commercial full-time farmers, there will be an opportunity for many part-time farmers to produce food and to enjoy some of the satisfactions and problems of production and marketing.

Considering that the energy resources now utilized by agriculture will undoubtedly be more expensive, there will be an increasing demand for innovative and alternative methods of producing, processing and marketing food.

To enjoy some of the satisfactions of working in some specific phases of agriculture, one must be willing to consider moving away from the home territory.

The general public will eventually understand that agricultural technology has been and will continue to be a most important factor in making our society the best ever.

In the foreseeable future, it will remain difficult for a small producer or agribusiness person to own and supply all the land, labor and capital required for an efficient business. Yet, this could change someday.

To offer incentives to young people wishing to find jobs in production agriculture or those hoping to stay in agriculture, employers must offer fair wages and the opportunity to earn satisfaction, advancement and/or part-ownership in the business. ◆◆◆

CONTINUED FFA — FOSTERING FAVORABLE . . .

secondary schools. While measurement of these attitudes is still at best an imprecise art, better teachers recognize when students are developing attitudes that will lead to successful employment.

All agricultural teachers can effectively meet the challenge of teaching positive attitudes by developing a strong and active FFA chapter. We must never lose sight of the fact that the FFA is

an integral part of a complete agricultural education program. If we in agricultural education are to foster favorable attitudes in students, FFA is part of the solution. ◆◆◆



J. C. Atherton

The Load May Be Too Heavy

J. C. Atherton
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The worker in agricultural education may possess a bundle of energy, have enthusiasm to spare and an unclouded vision of what can and should be accomplished. This is the type of worker the local administration dreams of employing. Each of these characteristics are noteworthy and commendable. But even with these qualities, the instructor may be an ineffective leader and a poor developer of the educational program in agriculture.

With the broadening of the responsibilities of the educator it is not humanly possible for the teacher(s) to carry the full load. Assistance must be sought and secured locally in order that a well-rounded program may be instituted and maintained. It is impossible for the educational staff to be the entire show. In fact, it is unwise and even foolish for them to attempt to be. And if proper care is not exercised, one may find himself majoring on minors while primary responsibilities suffering from neglect and lack of appropriate attention.

Through shared responsibility and an orderly arrangement of priorities, the instructor can secure some relief from being overburdened while at the same time more is accomplished and the more important tasks are not overlooked. This will also assure that the instructor has some time which may be spent with his own family and he still not be unduly worried about unmet professional obligations. This in itself reduces tension and minimizes the frustrations which one faces whenever the work load is unbearable and no relief is in sight.

Each person has his own limitations and the teacher of agriculture is no exception. Trying to be the entire show is just acting foolishly. Where one attempts to do so, the individual loses effectiveness and the entire program suffers. The community is the real loser.

Development of people is a prime responsibility of the teacher. How else can this be done except by allowing them to share the load, make decisions and live by the results of their decisions and activities? It is true that the task will not always be accomplished in the exact manner that the teacher may have done it. This is the price the teacher must pay for the development of others. Only by participation will they grow. It is equally true that numerous things would not get done if they all had to be done by the instructor.

There is a reasonable probability that members of the community may do a better job with some tasks than the instructor, for they possess some talents that he does not have. Helping people visualize the talents they have, making considered judgments about use of these talents, and then seeking opportunities to use them for the good of the community is a challenge of the first magnitude facing the educator. In doing this, the educator is assisting persons to prepare themselves to fit into the American social and economic system and then to utilize their talents constructively.

Some flexibility in the program activities is desirable and must be accepted by the teacher as the abilities of others are utilized in the conduct of the program. People do not all see alike and even if they did they would not all react identically to the same stimuli.

Value should be found in each task performed. This makes even an onerous task more bearable. Pleasure should be associated with the carrying out of the assignment in a commendable way. One way to assist individuals to reach their potential is to get them to realize that success and fame are not found but are merited through effort. There is need to get persons to recognize that one does not have to be resigned to life

as it is and that effort when correctly applied can produce desirable improvements.

Fears that others may not do the job satisfactorily is a deterrent which prevents some timid instructors from venturing forth and utilizing the cooperative efforts of the populace within the community. They fail to realize that there is some risk involved in carrying out any venture. However, one should recognize that little that is worthwhile will be gained from a failure to use these valuable resources.

Opportunity is found at many of life's doors. Often it goes unseen by the instructor. In fact, it may be viewed as an obstacle with the possibilities being completely overlooked. Human resources may be waiting for someone to grasp them and put them to use. The size of the task may be of such magnitude that it simply overwhelms the teacher. He needs to realize that he can not do everything, but that he can and should do some things. By dividing the task into "bite size" pieces and tackling them one by one, progress can be made toward a desired conclusion. Combining one's own efforts with those of others in the school community can do much to make the work load more manageable and increase the total effectiveness of the educational program. Through cooperative effort the department may serve better its constituents and provide an educational climate that will aid individuals in the development of effective contributions to the civic and economic well-being of American society.

It comes hard for some individuals, but it seems essential that the teacher realize the important thing is to get the task done, not who accomplishes it. Carrying the entire load is a needless burden when others are available and willing to assist. Delegation is far more

(Concluded on page 16)

Nothing New Under the Sun

By Amanda J. Smith*

Women invented agriculture. Anthropologists believe it was probably women who progressed from random gathering to organized planting and reaping. Ruth and Naomi and their Biblical sisters would surely have been startled to hear that farming was not "women's work." Women were essential to America's pioneering effort. At the age of sixteen, Eliza Lucas of Charleston, South Carolina, was left in charge of her father's plantation. Her determined and successful experiments with indigo proved to be the foundation for this major cash crop of the American colonies. Yet, her name is known to only a few today. And many of our own mothers worked corn and tobacco or broke the mule to the plow. I, myself, was bucking hay bales at the age of twelve. No, women in agriculture are nothing new under the sun.

But in the cool of the air conditioned classroom, women are a scarcity. In India, it is women who do most of the farming. Yet, when foreign aid programs come to teach improved new methods, it is the men who learn. In America, in many rural schools, agriculture has been required for boys, and forbidden to girls. This imbalance has never reflected reality, as can be seen by the fact that 4-H clubs, independent of schools, have long had girls fattening feeder calves and excelling on judging teams. The FFA, on the other hand, has until recently been almost entirely male.

Traditional Values. The number of young people trying now to find ways to return to the land underlines some of the values of the traditional way of living — husband and wife working together toward a common enterprise, with the children taking part according to their ability. This way of life provides a family structure which is stable and unified. Agriculture is one of the few professions where children can take

a meaningful part. This enables them early to see themselves as contributing members of society, an important factor in self-esteem. Many educators are turning to the field of agriculture for school projects that can allow even small children to develop healthy self-concepts. Rural schools can have a garden, city schools can give five-year-olds a potted plant. Girls, who may have been taught to feel helpless, need this self-esteem at least as much as boys.

Professions of the Future. The many new fields related to agriculture that are opening up now provide ideal opportunities for women. Because these fields are new, there are few stereotypes about who should do them. Ornamental Horticulture and Applied Ecology are already attracting large numbers of girls in North Carolina.

Individuality. Finally, the major reason for opening agriculture programs is to let everyone follow their own interests. Not every girl wants to sit behind a desk.

How Do We Go About It?

First, stop hiding our lights under bushels. We need to develop imaginative programs to let all students know what agriculture programs have to offer. Girls are unlikely to find out by word of mouth, because their older sisters did not take agriculture. In fact, many schools are discovering that as they develop good programs for informing girls about the agriculture offerings, they find they are doing a far better job of informing the boys than they had ever done before!

Some Strategies:

1. *Rewrite all course descriptions* to state specifically that both girls and boys are eligible for the course and can pursue related careers. Neutral phrasing will not reassure a hesitant student.
2. *Teacher In-service.* Teachers will need a chance to learn about new opportunities for women and to "talk out" some of their apprehensions.

And they can easily undercut a student's effort in a new field without meaning to do so. Remarks that indicate that they assume that the girl will only take the course for a consumer purpose, or so she can talk intelligently to her boy friend, tell her that she is not being taken seriously. Teachers need to make positive efforts to point out the possibilities of high salaries and interesting work.

3. *Role Models.* We need to find women who are active in various phases of agriculture and get them into our schools. Best of all, of course, would be more female agriculture teachers. But visitors are a big help. Role models are essential to open up a girl's imagination. Even though she may work on her father's farm, if the school's agriculture teacher is a person with whom she cannot identify, she may have difficulty perceiving herself taking part in the program. Both girls and boys need to talk with women in agriculture and see that they are leading happy successful lives.
4. *Bulletin Board Displays.* The women's pages of local newspapers are full of stories of women doing unusual work. A poster or display with a title such as "A Woman's Place Is Everywhere" with articles showing women in a variety of careers can help. Girls discover that their horizons are no longer limited.
5. *Publicity.* The local newspaper will be delighted to feature your efforts. One phone call to the feature editor is likely to bring an eager reporter and photographer to take pictures of boys and girls working side by side in your school. Enthusiastic interviews from teachers and students won't be hard to find. You will get
(Concluded on page 16)

*Amanda Smith is employed by the North Carolina Department of Public Institution.

wonderful publicity for your program, at the same time you are encouraging boys and girls to take themselves seriously in your courses.

What Happens When Agriculture Classes Are Mixed?

Teachers in North Carolina are reporting very few complications, although many confess that they expected some. With few exceptions, the girls are working out splendidly. In fact, say teachers with amazement, some of them are even better than some of the boys! Many teachers report that the morale in their classes has improved. They say that the boys are behaving better and working harder! Although some boys are uncomfortable with the idea of girls in their classes at first, they soon relax and treat girls like people. Some teachers report some boy-girl competition, but that, too, seems to dissipate quickly.

Informal Resegregation. Even after you have mixed your class, the students themselves may slip into stereotyped behavior. In fact, many students are more stereotyped in their thinking than adults. For instance, in one horticulture class it was observed that the boys did all the digging, while the girls dropped the plants and patted the earth around their roots. An alert teacher informed the girls that they would have to learn to use a shovel! Many girls, although capable of pulling their own weight, are not used to doing so. We will do them no favors if we let the boys carry half their load. If girls come into our programs, they must do the work like anyone else. Sometimes

it is the girls who point this out to the teacher! One carpentry teacher tells of the day when he unthinkingly assigned all his boys to unload lumber from the trucks, and asked the two girls in the class to fix up the bulletin board. The girls objected vociferously. "But what will happen to my bulletin board?," asked the teacher. Two boys quickly volunteered to handle the bulletin board, and life went on.

Relations With Cooperating Agencies.

Title IX forbids us from having cooperative relationships with agencies that discriminate. We must take it upon ourselves to explain to an employer who wants only boys or girls for a particular job that this policy is not only illegal, but contradictory to the philosophy of our programs. Further, any cooperating educational project, such as a forestry camp, must be helped to adjust its programs to accommodate girls. The excuse, "We don't have the facilities," is no longer acceptable.

The Proof of the Pudding:

Sue Long Gore graduated from North Carolina State University in December 1974. She is teaching Agriculture at South Brunswick High School, Brunswick County, North Carolina. She has one Agriculture I class, two Horticulture classes and two classes of Applied Ecology, with boys and girls in every class. She says there are quite a few girls in Brunswick County interested in agriculture, and she expects her enrollments to grow. She feels that the boys accept her as a teacher with no difficulty.

Sue thinks that the newer fields are particularly open to women. Girls don't

seem to relate Horticulture and Applied Ecology to a male teacher, as they did the old agriculture classes. She admits that a girl does have some disadvantages. "She'll have to get a lot on her own, a lot that a boy would already have in the normal course of his life." But she is enthusiastic about her girl students. She feels they do well in livestock judging, for example. "Women make better judges. They notice particularities more than do men."

Sue herself is a good illustration of the fact that women can handle unexpected problems competently. She was asked to fill in teaching Welding and Mechanics last year, though she had little preparation. I asked her how she handled it. The answer: "I did a lot of homework!"

The girls in her welding class did fine, too. Sue praises them for their careful approach. Did she think women could earn a living as welders? "Yes! Do you know what welders get paid? They have a couple of women welders down at the nuclear plant. I'm hoping to get them to come and talk to our students."

Sue, like most competent professionals, does not feel locked into her present occupation. She thinks about farming full time. She thinks about work as an agriculture extension agent. But for the moment, she is clearly happy and successful where she is. I ended the interview with the inevitable question: "Do you think a woman loses her femininity when she goes into a 'male' occupation like agriculture?"

"I don't think that's *quite* true!" Her laugh is warm and confident. "I hope not, anyway!"

worthwhile and inviting than frustration and stagnation.

By concluding that assistance is needed and then arranging for sharing the burdens, the teacher accomplishes more while conserving energy for the imperatives.

Another quality the teacher must cultivate is the ability to say "no" in a pleasing tactful manner. There is only so much time available and if devoted to one thing it can not be used at the same time for others. One may feel uneasy for not accepting an assignment

which of itself may be quite worthwhile. The question, however, centers around the availability of energy and time to do it in a satisfactory manner.

Before accepting or rejecting tasks outside one's own responsibility, several things should be considered. These include:

- a. Check one's own schedule to ascertain if it is feasible to accept the invitation. This may mean delaying the answer until one can check the calendar.
- b. Use tact in refusing to accept an

invitation. Cold "no's" are taken as a rebuff and offend persons.

- c. Give considered thought prior to making a judgment. At times one may consider it an honor to have someone distinguished ask a favor. Nevertheless, one should not be carried away by this and get into "hot water" by becoming involved when it is not feasible to do so.

One should recognize that it is difficult to say no but it may be to the instructor's best interest to do so at times.





E. B. Oleson

Proper Attitudes— Instructor and Students



Larry Nelson

*E. B. Oleson, State Director Vo-Ed.
and
Larry Nelson, State Ag.Ed. Supervisor
Pierre, South Dakota*

The primary purpose of vocational education is "to fit persons for employment on a useful and productive basis." This statement being true, we must ask the question, "What are the competencies necessary to get and hold a job?" After identifying these competencies, we must also ask, "Which of these competencies are the vocational educators best qualified to teach?"

Industrial personnel and businessmen are asking, "Where has our educational system failed?" We have heard statements such as, "We had to let this vocational graduate go after three weeks because he could not get along with people," or "We had to let John go because he was careless with his appearance."

There are those persons who look to vocational education as the "cure all" for combatting all social ills. There is a considerable amount of evidence that vocational educators do a great deal more than teach the mechanical skills and related technical knowledge. They emphasize the importance of the graduate as being a person who is socially adjusted as well as a productive worker.

As a vocational agriculture instructor, it will be necessary for you to identify those things for which vocational education teachers should be accountable in view of the varied demands. There is a great deal of emphasis placed upon accountability; however, most of the accountability has been limited to the numbers game rather than the qualitative factors.

The curriculum in vocational agriculture now places additional demands on the local instructor to teach and emphasize attitudes and values. In the past, their primary function was to prepare persons for employment in production agriculture. With the many new and emerging careers in agribusiness, attitudes and values become increasingly important as a major component of the curriculum. The two

most important questions every employer has in mind when they interview each job applicant are, "What about this candidate's interpersonal skills? Does he or she have the ability to get along and work with supervisors and co-workers?" A positive answer to these questions can mean the difference between success or failure for the applicant.

As State Director of Vocational Education and State Supervisor of Agricultural Education, we have had many opportunities to visit programs at the local level over the past several years. It is the policy of the State Board of Vocational Education to visit many local programs in order to familiarize the Board with the activities at the local level. Local visitations over the past several years have created some concerns on our part. Such things as safety practices, housekeeping, personal habits, personal appearance and dress have been grossly abused in many instances. These are the most important factors of attitudes and values and indicate that perhaps more emphasis should be placed on these factors in preservice teacher education. These concerns are not only those of the vocational educator but should be concerns of all educators. First we are educators and second, vocational educators. The nature of the work of the vocational educators lends itself to addressing the specific challenge of teaching sound practices of safety, housekeeping, personal appearance, dress, and the importance of each.

A quality vocational education program consists of essential components which will place emphasis on development of proper attitudes and values. The first major component is the instructor. The instructor must be occupationally competent and possess the skill and knowledge of the occupation to effectively impart the knowledge to the student. One of the major topics,

both in the laboratory and classroom, is safety. Safety must be stressed at every opportunity, keeping students abreast of all the latest safety developments and OSHA requirements. Good safety habits are emphasized constantly and practiced daily. Along with the safety habits, good work habits—punctuality, neatness, respect for others—must be constantly emphasized.

Good housekeeping is an essential quality of any vocational program. Students who acquire good housekeeping practices while in school most generally reflect good work habits and attitudes when they become employed.

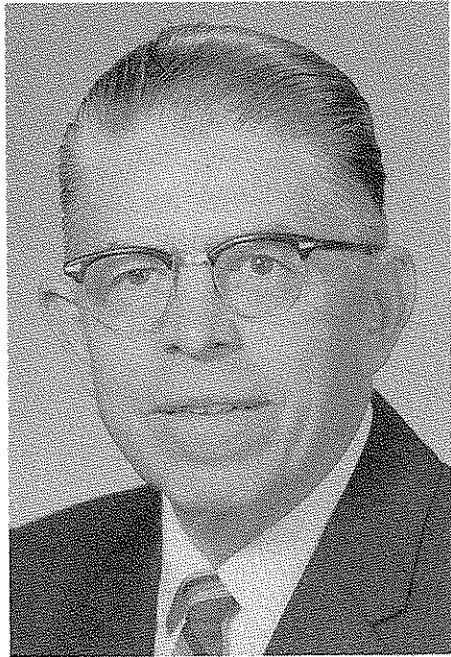
The second major component and undoubtedly the most important part of any vocational education program is the students. Students completing programs in Vocational Agriculture/Agribusiness should have two major competencies: 1) Technical skills necessary for job entry, and 2) The correct attitude for successful employment. The most important factor in job success is attitude. The development of the proper attitudes and values for employment in students along with a wide variety of abilities and interests is an extremely difficult task.

We have identified certain behavioral characteristics which we feel are necessary in a positive student attitude:

- (a) Willingness to change his or her ideas, dress, and behavior when appropriate
- (b) Able to see the other person's point of view
- (c) Complain only when there is a real grievance
- (d) Is honest about situations and doesn't make excuses
- (e) Uses tact when criticizing others
- (f) Maintains good eye contact when talking with other persons
- (g) Respects opinions and ideas of other individuals
- (h) Has a wide variety of interests

(Concluded on page 19)

Leader in Agricultural Education:



Dr. Ralph J. Woodin, Professor Emeritus in Agricultural Education at The Ohio State University, has been very influential in the development of people and programs in vocational education during the last 40 years as a dynamic teacher, a scholar, and a leader. He is noted throughout the nation for his contributions to programs of recruitment of teachers, program planning and evaluation, and the use of resources in developing more effective programs.

Dr. Woodin was born August 20, 1909 and reared on a dairy farm near Chardon, Ohio. Ralph was a high school student in vocational agriculture and received his Bachelor of Science in Agriculture degree with a major in agricultural education at The Ohio State University in 1931. His advanced degrees, including the PhD in 1951, were likewise from Ohio State.

During the first nine years out of college, Ralph served as a teacher of vocational agriculture in three local departments in Ohio. He was then named as an instructor at Ohio State to serve as a cooperating teacher in Hilliard, a local school near Columbus, where he directed the work of student teachers for eight years. He retired after 24 years of outstanding service as a resident staff member in 1972, at which time he was appointed as a Professor and Chairman of the Division of Vocational Education at the University of

RALPH J. WOODIN

by
Ralph E. Bender
Teacher Education
The Ohio State University

Tennessee where he served for two years. Ralph had the responsibility of providing leadership in merging the several service areas of vocational education into one division. Excellence in teaching and contributions to vocational education throughout his career led to extended service as a visiting professor at Auburn University, Pennsylvania State University, University of Nevada, and New Mexico State University. In most of these assignments he gave special emphasis to program planning and evaluation in agricultural education.

Dr. Woodin has been a prolific writer and contributor to research. He served as the Editor of *The Agricultural Education Magazine* during the period 1962-65. For 18 years he was the Editor of "The Ohio Agricultural Education News," a publication made available to all teachers in Ohio and to state departments and head teacher educators throughout the nation. He was Editor of "The Ohio Vocational Association Reporter" during 1954-55. Ralph authored approximately 100 articles in *The Agricultural Education Magazine*, *The American Vocational Journal*, and other national publications. His contributions to publications included many pictures used on the *National FFA Magazine* cover page and in the National FFA calendar. His writings included co-authorship of *Teacher Education in Agriculture*, Interstate Printers and Publishers, 1967; *Adult Education in Agriculture*, Charles E. Merrill Publishing Company, 1971; and *Meeting Ohio's Needs for Vocational and Technical Education* which was published by the Ohio Department of Education in 1958.

In cooperation with Dr. Howard Miller, Dr. Woodin developed AGDEX, a filing system for publications and teaching materials used by teachers of vocational agriculture and other agricultural educators. Two significant monographs were "This Is Program

Planning" issued in 1956 and "Better Communications for Agricultural Education" in 1958. In addition to his own personal research which was the basis for much of his writing, Dr. Woodin advised more than 25 PhD recipients and 60 Master's candidates.

Ralph Woodin has probably contributed more time and talent to the development of professional organizations than any teacher educator in agriculture. For 15 years he was the Executive Secretary of the Ohio Vocational Association. During his period of leadership in that capacity, emphasis was given to the involvement of teachers and others in the Association which resulted in increase in membership and effectiveness of the organization. For three years he was a member of the AVA Advisory Committee and served for 5 years (1965-70) as Chairman of the Professional Personnel Recruitment Committee of the Agricultural Education Division of the AVA. Incidentally, he was responsible for the development of a recruitment commission in Ohio comprised primarily of teachers of vocational agriculture, college and supervisory personnel. He likewise was involved in organizing a statewide committee for the development of teaching materials for agriculture which led to the establishment of the Ohio Agricultural Education Curriculum Materials Service.

Ralph Woodin was recognized for his leadership by being awarded a Life Membership in AVA by the Ohio Vocational Association in 1956. The AVA presented him a Distinguished Service Award in 1965. He was a recipient of the Outstanding Service Award of the American Association of Teacher Educators in Agriculture in 1971 and received Outstanding Service Citations from the National Vocational Agricultural Teachers Association in 1965 and 1967. He received the Award of Merit

(Concluded on page 19)

CONTINUED LEADER IN AGRICULTURAL EDUC . . .

of the Ohio School Guidance Counselors Association and was honored by the FFA with an Honorary State Degree and Honorary American Farmer Degree. In addition to the awards, he has been listed in *American Men of Science*, *Who's Who in the Midwest*, and *Leaders in Education*. He has been active in Phi Delta Kappa, Gamma Sigma Delta, and has membership in the National Society for the Study of Education.

The Ohio State University made good use of Ralph Woodin's expertise. He was on the Executive Committee of the University Graduate Council and a member of the University Committee on Teaching Aids. He served the College of Education through a panel con-

cerning the education of school administrators, Committee on Standards for a Doctorate in Education, and a Teacher Education Study Committee. In the College of Agriculture his committee work involved recruitment, resident instruction, exhibits, extension research and training, long-range plans, and advisory assistance in developing agricultural technical programs.

In his local community Woodin was chairman of a building committee for his church, chairman of the Board of Public Affairs for the city of Hilliard, and chairman of a Franklin County Citizen's Committee for the reorganization of school districts. Woodin was in constant demand in his community, in his department and University, and

throughout the nation because of his ability and capacity to work dynamically with people and make good use of resources in arriving at more effective programs.

Dr. Woodin resides with his wife Grace at 1383 Fishinger Road, Columbus, Ohio. They live near their only child, a daughter, and her husband who have four children. He is continuing to pursue his hobbies of gardening and photography as well as keeping up to date on the developments in the profession. His latest activities include some consulting to vocational education at the University of Tennessee and helping to prepare a history of the Ohio Vocational Agricultural Teachers' Association. ◆◆◆

CONTINUED PROPER ATTITUDES . . .

- (i) Smiles easily
- (j) Accepts responsibility

When reviewing these behavioral characteristics and attitudes, the question needs to be asked, "How can the Vo-Ag/Agribusiness Instructor develop these characteristics within these students?" The FFA youth organization offers the best opportunity to develop a majority of these characteristics. The FFA should be used as a teaching tool in the development of proper attitudes and values. In order for this to be accomplished, a challenging program of activities needs to be developed and implemented. An advisor's efforts should always be directed toward designing FFA activities which will develop proper attitudes and values.

Another excellent teaching tool for development of proper attitudes and values is the supervised occupational experience program. This program offers an opportunity to work individually with students in the development of proper attitudes and values. It also offers a very real situation where the behavioral characteristics we identified can be reviewed and discussed.

One of the most important roles of the instructor is to discipline students. Discipline is something most people automatically think of as being some form of punishment. This is far from true. Discipline is a method of teaching good attitudes and appreciation for values. Discipline must be enforced at all times in order to develop an apprecia-

tion of "why" it is important to arrive at work or school on time, or "why" it is necessary to replace tools upon completion of a project or job.

These are attitudes and values that are much easier to teach during early childhood education. Disciplinary action in the home at an early age develops the individual with good attitudes and habits.

Recognizing that we have many students who have not had the privilege of a sound home life and early childhood education which emphasized this type of discipline, teachers must place more emphasis on the students' interpersonal skills in hopes that employers will not have to remark, "Where has our educational system failed?" ◆◆◆

CONTINUED WORK ADJUSTMENT . . .

lized by a specific agribusiness in our area. This is a strong attitude and values assessment that leaves no doubt in anyone's mind about its intended use as the last statement states: This Applicant Should Be Hired: Yes No .

Additionally, we discuss the value and need for a clear concise resume signed by the student. No credentials file activity is generated until this signed form is in the student's file as this is also our consent and release form.

As time permits, I present a series of

cartoon overheads depicting various interview situations. This provides an excellent lead to discuss some of the "Do's and Don'ts of Interviewing." We also discuss some of the questions frequently asked during the employer interviews as well as discussing some of the negative factors evaluated during employer interviews which frequently lead to rejection of applicants. I generally conclude with a 10 point process of "selling oneself" suggested by the American Management Association.

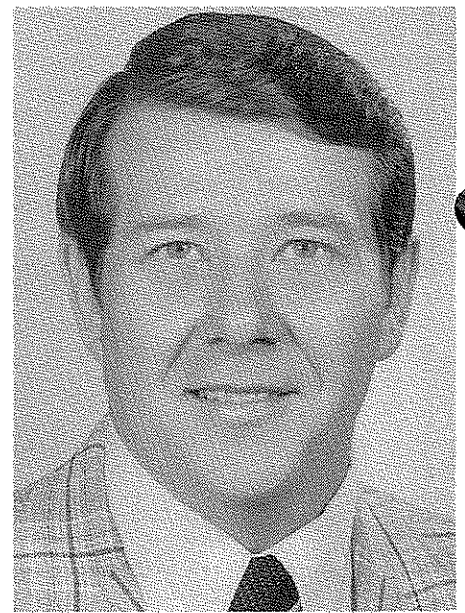
As our college takes a philosophy of education for entry-level employment, the tone of work adjustment generally permeates throughout the curriculum.

An excellent opportunity for students to "give and get" a great deal of vocational insight lies in the campus interviews. For obvious reasons, we stress the importance of this opportunity to the students. Generally speaking, they seem to be somewhat surprised as to just what employers are looking for.

(Concluded on page 22)

Attitudes — Poetry of Curriculum

Lloyd H. Blanton
Teacher Education
Clemson University



Lloyd H. Blanton

Don't let the curriculum designer write the poetry out of vocational agriculture. The poetry referred to here is that part of vocational agriculture that shapes attitudes, considered to be the most important of the three domains of human development. A recent study by Clemson University indicates that employers and employees believe attitudes to be very important for employment in agricultural chemicals.

Since primitive man began to wonder, to study the unknown, and to exercise intellectual curiosity, he has attempted to rationalize, explain, and categorize his world — past, present, and future.

Since early attempts, more refined methods for examining, categorizing, and reporting have evolved. Indeed, the scientific method is a useful tool. "The scientist and the philosopher differ from the poet and the prophet in that they are more concerned [than the poet] with rational explanation based upon precision, evidence, and system."¹

The poet Joyce Kilmer looked at a forest and wrote *Trees*; the world is richer because Kilmer saw beyond bark, leaves, xylem and phloem. The poet, possessing great imagination and intuition, labors to communicate passion, beliefs, and values in appropriate language. Similar vision should shape curriculum for vocational agriculture; let us see beyond the tools and the tasks.

Computers in Curriculum

Categorizing and counting operations resemble the scientist's role. We have tended to count those things suited to easy measurement and computer technology.

Often in attempts to categorize, rank, and verbally describe a vocation, curriculum has been reduced to abstract expressions of cognitive and psychomotor competencies.

Often in attempts to categorize, rank, and verbally describe a vocation, curriculum has been reduced to abstract expressions of cognitive and psychomotor competencies. After all, those two domains lend themselves more readily than the affective to behavioral objectives, LAPS and other acronyms for so-called individualized instruction.

Plato's Position

Voices of those believing that curriculum must consciously form attitudes may be lost in current trends to list competencies, write learning activity packages, and leave other than cognitive and psychomotor to chance — and to general education.

Plato appeared to lend support to those reducing vocational education to behavioral objectives, competency lists and psychomotor training. "To Plato, poetry at its best was merely attractive, never true. Hence, he considered the poet to be a danger to the state, a danger to be controlled by laws. . ."²

There are persons willing to eliminate the competition, responsibility, leadership, and fun from vocational curriculum merely because they lack ability to see the importance of such things in building competencies for employment; they reject the affective domain, the poetry.

The objection is *not* to the "scientific," the "competency list," the

"behavioral objective," the "task analysis." The objection is to the use of any one as the *sole* procedure for curriculum development.

Curriculum designers must use our best technologies to develop balanced curricula: cognitive, psychomotor *and* affective domains — and other areas yet to be discovered.

An Example

A recent study conducted by Clemson University in the area of agricultural chemicals provides a useful example of how the affective domain may be overlooked.³

Review of literature aided in compiling a list of cognitive and psychomotor competencies. Even a fairly comprehensive list of human relation competencies was formed, largely through use of a U.S.O.E. and Ohio State University curriculum guide.⁴

But, it took the input of employers and employees to call attention to a number of affective domain competencies. The employers, particularly, expressed emphatic concern for including affective items in vocational studies. Based upon respondents' ranking of affective competencies, the affective domain should be a deliberate part of curriculum for supply and service occupations in agricultural chemicals.

The first subject-area listing consisted of only seven of the final nine categories. Fortunately, the employee/employer group quickly detected that "personality traits and work habits" as well as job related "communications" had been overlooked as areas of inquiry, overlooked because they were not as tangible and not as easy to see.

(Concluded on next page)

Employee/employer representatives responded to a mail questionnaire, rating the relative importance of competencies for selected occupations in agricultural chemicals. Table I presents data reflecting the perceived importance of various competency areas for employment in agricultural chemicals. The number of items rated by respondents in each subject area is indicated by "N". Each competency on the questionnaire could be rated for importance by the respondents to be "Essential," 4 points; "Important," 3 points; "Of some importance," 2 points; or "Not important," 0 points.

A square root transformation more nearly follows the normal distribution and meets the assumptions for parametric statistics than Poisson distributions usually associated with small whole numbers, such as rating scales.⁵ Therefore, data were treated by the square root transformation for statistical analysis.

Under transformation, the greatest mean value for a listed competency was 2.12, for "Essential," and 0.71, for "not important." The composite values for each competency were generated; the mean value for each of the major nine areas was generated.

The dramatic results are that the *employee/employer group rated personality traits and work habits significantly more important than any of the other nine areas*. Important as this affective area appears to be, it is inexcusable to leave the affective domain to chance or general education.

For example, there is something more than money that keeps a man in the dairy barn with bovine, that keeps a youngster potting plants, that keeps a

Table I. Competency Areas and Domains Ranked by Mean Values for Agricultural Supplies and Service — Chemicals

Subject Area	Domain	(N) No. Items	(S) Std. Deviation	(\bar{X}) Mean*
Work habits; personality traits	Affective	21	0.11	1.96
Knowledge of labels; safety; common problems	Cognitive	6	0.20	1.87
Supervising application	Cognitive/Psychomotor	35	0.21	1.79
Business communications	Cognitive	12	0.32	1.79
Applying chemicals	Psychomotor/Cognitive	45	0.17	1.77
Equipment types; uses; major components	Cognitive	31	0.19	1.75
Equipment repair; maintenance	Psychomotor/Cognitive	18	0.22	1.73
Business organization; management procedures	Cognitive	23	0.36	1.66
Supportive equipment: selection and use	Cognitive/Psychomotor	35	0.37	1.46

*Mean could range from 2.12 to 0.71.

grain farmer going after hail, that keeps a repairman sweating over a soiled, broken piece of equipment.

I fear the day when the work force tending the food industry loses sight of the essential nature of that industry; I fear the day when the only motivation is a fatter paycheck, greater fringe benefits, shorter work day and less productivity.

Summary

Curriculum must use the best technology, the scientific approach, keen observation, relevant manipulative and managerial training *plus* the best the "curriculum poet" can offer for developing the affective domain.

Curriculum designer — scientist and philosopher or poet and prophet? Both types are needed but current trends

weigh heavily on the side of the scientist and the philosopher. The poet and prophet must not be abandoned. Employers and employees in agricultural chemicals agree. Aren't there other who agree? ◆◆◆

¹Newsom, George L., Jr., *Philosophical Perspectives*. Vol. VI of Basic Issues of Man, The University of Georgia Center for Continuing Education. (6 vols. Athens: The University of Georgia Press), 1961., p. 2.

²Ibid., p. 2.

³Blanton, Lloyd H. *Agricultural Chemicals Competencies for Supplies and Service*. (Clemson, S.C.: Department of Agricultural Education), 1976.

⁴*Career Preparation in Agricultural Supplies and Services*. (Columbus: Management Laboratory in Agricultural Education, The Ohio State University), 1974.

⁵Steel, G. D. Robert and Torrie, James H. *Principles and Procedures of Statistics*. McGraw-Hill Book Company, Inc., 1960., p. 157.

once told me a person need not be extremely intelligent but he or she should be ambitious. "Ambition and a willingness to do good, honest, hard work," he said, "leads only to success." Oftentimes I ask my students if their future is now, next year, or ten years from now. Have you really thought about your future objectively? Will your goals of today meet your needs of tomorrow?

Yes, the world of work is a challenge.

It is the task, the cause, and the future for all Americans—black, white, young or old, rich or poor, high or low I.Q.

Parents, teachers and employers give a person the environment to perform—a background that will have developed a positive attitude for this individual in the world of work.

I tell students: regardless of your individual background, you have a stake in the future not only for yourselves, but for all of mankind. Oppor-

nity exists for you. Let your leaders be your guide and remember you have a God-given talent that must be cultivated if you will allow it to develop.

Yes, proper attitude and values for employment are the responsibilities of all of us. I'd like to end this by saying, "Take an individual, feed him with security, groom him with knowledge and experience, reward him with kindness, fairness, and appreciation, and this individual will make use of his cause. ◆

USE PRINT MEDIA

Francis Steiner
Agribusiness Instructor
Granton, Wisconsin

There is an old Chinese proverb that says "He who does not toot his horn, his horn will not get tooted." How true we find this in our vocational agriculture programs.

Most of us teach in smaller communities served by weekly newspapers or area radio stations. Their small local news staff does not permit time to cover all local events — especially the many school activities. They welcome news, but need help in covering events and writing stories. Most newsmen welcome news—especially human interest stories from down on the farm.

A nearby editor says that he and typical small town editors put in upward of 70 hours a week to do the job the way it should be done. They have more than they can do; therefore, much goes unreported due to a lack of staff. They need not scramble around for hours to find a news source; instead they can simply go to a local gathering

spot such as a bar or cafe and find leads to all the stories they need to fill the week's edition. Therefore, it becomes obvious that if we want our news to make the headlines, it is up to us to see that it reaches the editor's desk.

A must for any vo-ag department is a camera and its proper place is in your car. This way it will be available when you find that "on the spot" picture. News editors especially like pictures that are pertinent to accompany news stories. One should remember that news is good news when it is new, not several weeks old.

Agricultural education departments in universities need to reevaluate their journalistic requirements for agriculture education students. Too many agricultural instructors feel inadequate to write news releases or stories. Why was it that in a recent issue of this Magazine not a single article was writ-

ten by a high school instructor? How to use radio and television needs to be included in a curriculum set up for agricultural education teacher preparation programs.

Many times we fail to recognize news. We think the students have done the job for us by taking corn yields, inviting their parents to the FFA banquet, or testing the home herd. But, are we aware of the fact that most papers travel to friends and neighbors in the four corners of the world? Informing the public should reach beyond the four corners of your school district. Improving the image of your department improves the image for all vocational agriculture.

Unless we make public the news of our vo-ag departments, we will have the public image of "hear nothing, see nothing, do nothing." It is up to every vocational agriculture instructor to make his story known to the press. ♦

CURRICULUM MATERIALS SOURCE

The need for up-to-date instructional materials in agriculture and natural resources education has never been more evident than in today's media saturated society. To assist teachers in identifying the most recent materials, The Curriculum Materials Committee of the Agriculture Education Division of The American Vocational Association (AVA) annually prepares a listing of the materials produced during that year. This listing, a publication entitled: "New Instructional Materials in Agricultural Education for 1976," was recently made available.

Through a cooperative effort of

AVA, Michigan State University's Agriculture and Natural Resources Education Institute, and The University of Illinois' Vocational Agriculture Service, 1,000 copies were distributed to the agriculture education state staffs and teacher educator departments. Several states have ordered copies for each of their vo-ag teachers as part of their service to teachers. Other states are distributing copies through the state agriculture teachers' association. However, in the past, this process has placed a listing in less than half of the vo-ag departments of the United States.

Arnold Mokma, Curriculum Mate-

rials Committee Chairman, reported the 1976 issue is 25 percent larger than the 1975 issue. The 1976 issue has over 230 entries from 28 states. It is the most up-to-date listing known with all entries having been produced during the 1975 calendar year.

Copies of New Instructional Materials in Agriculture Education can be purchased from the Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801. Prices are: single copy 50¢; 2-10 copies-35¢ each; and 11 or more copies-25¢ each. Orders should be placed as soon as possible. ♦♦♦

CONTINUED WORK ADJUSTMENT . . .

When the students are near completion of their programs, I conduct personal counseling interviews with them. This can be anything from a superficial information giving session to an interview role-playing situation.

Finally, I believe that it is important

to try and determine how the students felt about their experience at UMW and what success they have been able to obtain. Consequently, we utilize two follow-up studies. One is basically a vocational status update and the other is an attitudinal retrospect. This information will hopefully help us identify

some vocational trends and assist us in curriculum revisions. Work adjustment is a gradual and a continual process that needs to be achieved through a united effort. These efforts should result in a contented graduate who is capable of reaching his or her own level of success. ♦♦♦

BOOK REVIEWS

RANGELAND MANAGEMENT, by Harold F. Heady. New York: McGraw-Hill Book Co., 1975, 460 pp., \$16.95.

RANGELAND MANAGEMENT is an interestingly written, well-illustrated treatment of the total ecology of our rangelands. The book deals with the effects of both domesticated and wild animals on the range, the management of those animals for maximum beneficial use, and management of the vegetation. Dr. Heady has included very informative graphs and diagrams to illustrate important concepts. His descriptions are clear, but not wordy, producing a concise, usable resource of handy size that is well organized.

This text treats range management from three viewpoints: 1) The influences large animals have on their environment; 2) the management of these grazing animals; 3) direct manipulation of the range vegetation. **RANGELAND MANAGEMENT** can be most effectively used as a text for advanced and post-graduate studies at the college level. It will be invaluable as a teacher reference for introductory courses, and as a resource for researchers or specialists in the field. The extensive bibliography, well organized, should be a real time saver for the serious student of range ecology.

The author, Harold F. Heady, is currently Professor of Forestry and Range Management at the University of California, Berkeley. His broad experience as a consultant on range management in the United States, and for foreign countries all over the world is reflected in his description of range management principles under widely varying conditions, rather than only localized situations. The extensive bibliography provided by the author also reflects this worldwide concern.

Dr. Heady writes clearly, and concisely. Introductory and junior college students may have trouble with the terminology. The broadness of coverage, and the mass of detail explaining the widely diverse world conditions will probably discourage ranch managers who are seeking simple answers to their local conditions. These very characteristics, on the other hand, provide a scholarly and thorough coverage of the subject for students anywhere in the world and avoids the pitfalls of oversimplification of concepts.

Alden Knapp
Otero Junior College
La Junta, Colorado

FUNDAMENTALS OF HORTICULTURE, by J. B. Edmond, T. L. Senn, F. S. Andrews, R. G. Halfacre. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020. 4th edition. 1975, 560 pp. \$14.95.

Fundamentals of Horticulture has been developed for use as a college text for the first or basic course in horticulture. The reader should have some knowledge of biochemistry to fully appreciate the book.

The book brings to bear knowledge gained by research to bring about a more complete understanding of crop plant behavior. The fourth edition retains the emphasis on the manufacture and disposition of carbohydrates which was characteristic of previous editions and, in addition, discusses the significance of phytohormones and growth regulators in crop-plant growth and development. Further, the text presents the subject matter from the point of view that the crop-plant is essentially a biochemical factory.

The text is divided into three parts: Part I, a study of fundamental crop-plant processes; Part II, the application of fundamental crop-plant processes to horticultural crop practices; and Part III, a discussion of horticultural crops.

The book is highly scientific and technical in nature. However, it should serve as a valuable reference for the teacher who desires to add depth to his or her teaching.

Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

EVERYTHING YOU WANTED TO KNOW ABOUT FARM MANAGEMENT CONTESTS BUT DIDN'T KNOW WHERE TO LOOK, by Schneeberger, K. C. and D. D. Osburn. Columbia, Missouri: AGECO, Inc., 1976, 58 pp., \$4.00.

Dr. D. D. Osburn and Dr. K. C. Schneeberger are professors in the Department of Agricultural Economics and are authorities in farm management.

They state that this book has been written specifically to serve teachers and students of agriculture in their teaching and study of agribusiness management.

The text is organized in 10 major units according to "concept area." This affords the teacher numerous problems from which selection may be made to provide students with realistic examples on the application of economic principles to many business and consumer decisions. Answers and logical solutions are given for most problems at the end of each concept area.

Agriculture teachers will find this text very useful in teaching Agribusiness in their vocational agriculture programs because of its adaptability. It can be used effectively in Future Farmer contests dealing with agribusiness management, as a resource text or as a self instructional source unit.

Joe Cvancara
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PLANTS IN THE LANDSCAPE, by Phillip L. Carpenter, Theodore D. Walker, and Frederick O. Lanphear, San Francisco, Ca: W. H. Freeman and Co., 481 pages. \$16.00

Plants in the Landscape is a unique introduction to the principles and practices of ornamental horticulture in landscape architecture. Here is a wealth of information on subjects ranging from the history of landscape design and development to the practical details of landscape contracting.

The book begins with a section that provides both a historical perspective on man's efforts to develop the landscape and a de-

scription of the present-day landscape industry. Next follow two major sections that consider the kinds of plants used in landscape design, the principles of plant ecology and classification, and the functional and aesthetic considerations that the designer must balance while creating a landscape. Part IV discusses the preparation and implementation of landscape plans including the general practices of the landscape contractor. Part V presents details of landscape construction, and Part VI considers the important problem of ensuring that the finished landscape is well maintained. Part VII integrates the major ideas of the book, discusses the special problems of landscape design in rural, suburban, and urban environments, and describes the various kinds of work available in the landscape industry.

The text is closely integrated with more than 400 illustrations (more than 300 of these are photographs). The book is recommended as a teacher reference for courses dealing with ornamental horticulture, landscape design, landscape architecture, landscape construction, and landscape maintenance.

Harlan E. Ridenour, Director
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Curriculum Materials Service

EDUCATORS GUIDE TO FREE TAPES, SCRIPTS, AND TRANSCRIPTIONS, by Dr. Walter A. Wittich and James L. Berger: Randolph, Wisconsin, Educators Progress Service, Inc., 1975, Twenty-Second Edition, 256 pages. \$9.50

The twenty-second edition of this guide provides listings for 516 free audiotapes and cassettes, 196 free videotapes and cassettes, 18 free scripts, and 229 free audiodiscs, a total of 959 free resources. Of the titles 45.9 percent listed are new. Listings are categorized by subject matter, author, and title. Brief descriptions are given for each resource followed by pertinent information for ordering and use of the materials.

The authors, Dr. Walter A. Wittich and James L. Berger, have over 35 years of experience in the field of audiovisual education. Dr. Wittich, Professor of Educational Communications, University of Hawaii, provides a valuable chapter on selection and use of the materials.

The guide is an excellent source of free materials to assist the high school teacher in lesson planning. The major shortcoming of the guide is its limited listing of agriculture related materials. However, all schools should be able to benefit from the use of this guide.

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DATES AND EVENTS

Third Agricultural Education Research
Meeting December 3, 1976, Houston

STORIES IN PICTURES

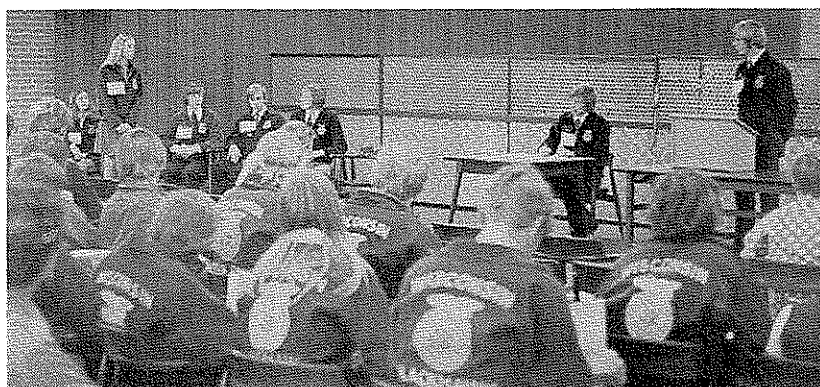
by
Jasper
S.
Lee



NVATA EXECUTIVE COMMITTEE MEMBERS — Current members of the NVATA Executive Committee are shown here. Seated (left to right) are Sam Stenzel, Assistant to the Executive Secretary, Nebraska; Luther Lalum, Past President, Montana; John Murray, President, Minnesota; and James Wall, Executive Secretary, Nebraska. Standing are vice presidents John Mundt, Idaho; Richard Weber, Louisiana; Quentin Christman, North Dakota; Jim Guillinger, Illinois; W. A. McLeod, Jr., North Carolina; and Richard Strangeway, New York. (Photo from Sam Stenzel, NVATA, Lincoln, Nebraska)



OUTSTANDING YOUNG MEMBER AWARDS — The United States Steel Corporation sponsors the "NVATA Outstanding Young Member Award." Recent winners shown here (left to right) are John Collins, Jr., Tennessee; Mark Pearson, Oklahoma; Charles W. Bourg, Manager, Marketing Agricultural Industries, U. S. Steel Corporation, Pittsburgh, Pennsylvania; Roger Slayton, Missouri; George Wheeler, Connecticut; Victor Bohuslavsky, Nebraska; and Buster High, Nevada. (Photo from Sam Stenzel, NVATA, Lincoln, Nebraska)



WORKSHOP IN PARLIAMENTARY PROCEDURE — Agricultural education students at the University of Wisconsin-Platteville are shown conducting a workshop in parliamentary procedure for high school students. Eleven workshops were conducted by collegiate teams this year, with 1,140 FFA members and advisors attending. Similar workshops were conducted by collegiate teams at the University of Wisconsin-Madison and University of Wisconsin-River Falls. (Photo from A. B. Cordes, Wisconsin FFA Executive Secretary)



HIGHWAY PATROL ROUNDS UP BANQUET GUESTS — A feature of the FFA banquet at West Jones High School, Laurel, Mississippi, is for the State Highway Patrol to stop an out-of-state car on Interstate 59 and, on the pretense of going to appear before a judge for a traffic violation, carry the occupants to the annual FFA Banquet. Shown are (left to right) Reese Ishee, teacher, West Jones High School; Ralph Newell, Mississippi Highway Patrolman; James Mulholland (the surprised "guest"), Indianapolis, Indiana; Fred Hutfield (Mulholland's traveling companion), Kentucky; and J. H. Webb, teacher, West Jones High School. (Photo from C. M. Brewer, Mississippi FFA Executive Secretary)