

AGRICULTURAL eDUCATION

Volume 49

Number 12

June 1977

AZ 85721

007653 1277
DR. FLOYD G. MCCORMICK
UNIV. OF ARIZ.
COLLEGE OF AGR.
TUCSON



AGRICULTURAL EDUCATION

June 1977

Volume 49

Number 12

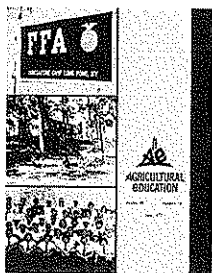
TABLE OF CONTENTS

THEME — CAMPING AND SUMMER ACTIVITIES

Editorials

- Summer FFA Activities —
More Than Just Recreation.....*Paul R. Vaughn* 267
- Fence Mending.....*James P. Key* 268
- The FFA Camping Experience —
Its Values and Future.....*Timothy C. Comings* 269
- Summer Program — Which of 3 W's —
Worthwhile, Wasted, or What?.....*Leonard DeBoer* 270
- How Does Your Summer Program Stack Up?
.....*M. J. Cepica* 271
- Conservation Day Camp Construction...*Donald G. Farrand* 273
- The Product Sells Itself —
FFA Alumni Camp.....*Mike Kastl* 274
- Book Reviews...*Alfred J. Mannebach, Richard D. Jones* 275
- The Vo-Ag Spring Educational Trip.....*T. D. Fanning* 276

- Summer Tour.....*Leon Applegate and Gordon Hampton* 278
- This Worked For Us.....*Hugh P. McClimon* 280
- Book Review.....*William H. Adams, Jr.* 280
- Women Agriculture Teachers.....*Herman M. Bass* 281
- Clarifying Some Assumptions About
Supervised Experience Programs...*Cayce Scarborough* 282
- Leader in Agricultural Education:
A. G. Bullard.....*C. V. Tart* 283
- Concerns of Professionals in Agricultural Education
.....*Bob R. Stewart, Glenn C. Shinn, and
William B. Richardson* 284
- South Dakota Vo Ag Teacher of the Year
.....*Hilding Gadda* 287
- Book Reviews.....*Daniel W. Scheid, Rick McElhaney* 287
- Stories in Pictures.....*Paul W. Newlin* 288



Top Photo — Under this banner leadership training is conducted by the New York State FFA Officers and chapter advisers.

Center Photo — This all-weather conference center serves Oswegatchie Camp, Croghan, N.Y. FFA leadership training and recreation take place here. (Photos courtesy J. Golub and Art Berkey, Cornell — Related article on page 269)

Bottom Photo — This is a group of chapter officers attending the leadership training camp sponsored by the Oklahoma FFA Alumni and conducted by the state officers and alumni. (Photo courtesy Paul Newlin)

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

Second-class postage paid at Athens, Ohio.

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

SUBSCRIPTION PRICE: \$5 per year. Foreign subscriptions \$10 surface mail, \$20 air mail (except Canada). Student subscriptions in groups (one address) \$3 for eight issues. Single copies and back issues less than ten years old are available at \$1 each. All back issues are available on microfilm from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. In submitting subscriptions, designate *new* or *renewal* and address including ZIP code. Send all subscriptions and requests for hardcopy back issues to the business manager: Charles W. Lebo, Business Manager, RD 2, Box 639, Halifax, PA 17032

MANAGING EDITORS

- JAMES P. KEY, Editor, Oklahoma State University, Stillwater, OK 74074
- CHARLES F. LEBO, Business Manager, Pennsylvania Dept. of Educ., Harrisburg, PA 17126
- MARTIN B. McMILLION, Consulting Editor, Virginia Polytechnic Institute & S.U., Blacksburg, Virginia 24061

SPECIAL EDITORS

NORTH ATLANTIC REGION

- ARTHUR L. BERKEY, Cornell University, Ithaca, New York 14853
- JAMES H. MORTENSEN, The Pennsylvania State University, University Park, 16802

CENTRAL REGION

- ROLAND L. PETERSON, University of Minnesota, St. Paul, 55101
- WILLIAM B. RICHARDSON, Purdue University, West Lafayette, Indiana 47907

SOUTHERN REGION

- JAMES C. AHERTON, Louisiana State University, Baton Rouge, 70804
- JOHN D. TODD, The University of Tennessee, Knoxville, 37916
- HERBERT SCHUMANN, Sam Houston State University, Huntsville, Texas 77340

PACIFIC REGION

LARRY P. RATHBUN, California Polytechnic State University, San Luis Obispo, California 93401

DOUGLAS BISHOP, Montana State University, Bozeman 59715

IRVING CROSS, Colorado State University, Fort Collins 80523

BOOK REVIEWS

JOHN HILLISON, Virginia Polytechnic Institute and S.U., Blacksburg 24061

PICTURES

PAUL W. NEWLIN, State Dept. of Voc. & Tech. Edu., 1515 W. 6th St., Stillwater, OK 74074

NVATA

JAMES WALL, Box 4498, Lincoln, Nebraska 68504

INTERNATIONAL EDUCATION

GORDON I. SWANSON, University of Minnesota, Saint Paul, 55101

HISTORICAL

CLARENCE BUNDY, 1607 Bel Air Drive, Ames, Iowa 50010

EDITING-MANAGING BOARD

JOSEPH G. CVANCARA, Washington State University, Pullman, Chairman; LARRY NELSON, South Dakota State Dept. of Educ., Pierre; MARTIN B. McMILLION, Blacksburg, Virginia, Secretary; W. R. JEFFRIES, Florida State Dept. of Educ., Tallahassee; JAMES P. KEY, Oklahoma State University, Stillwater; CHARLES LEBO, Pennsylvania Dept. of Educ., Harrisburg; NEVILLE HUNSICKER, U.S. Office of Education, Washington, D.C.; JAMES WALL, Lincoln, Nebraska; SAM STENZEL, Lincoln, Nebraska; RICHARD WEBER, Larose, La.

Summer FFA Activities — More Than Just Recreation



Paul Vaughn

by
Paul R. Vaughn
Teacher Education
Virginia Polytechnic Institute
and State University

After being in high gear throughout most of the year, many FFA chapters shift into neutral at the close of school. They coast through the summer by conducting two meetings (the minimum number needed to qualify for a superior rating), attending the state FFA convention and sending several members to the state FFA camp. Except for the two meetings, little substantive activity takes place on the local level, and usually one or both of these meetings are, in reality, some type of recreational activity.

The summer months lend themselves to a variety of recreational activities, and an active chapter should not hesitate to provide for such functions. However, summer also lends itself to a variety of other activities which are not entirely recreational in nature — activities which are educational and serve to enhance the smooth and orderly operation of the chapter in the upcoming year. Although it is often difficult to assemble members during the summer, many chapters have still been able to host many activities which effectively combine education and recreation. Some of the more successful activities are the following:

LEADERSHIP SCHOOLS

Along with the annual summer camping or fishing trip, some chapters have found it beneficial to hold a leadership development workshop. Sometimes the group may consist only of the chapter executive committee, other times it will be the entire chapter. The members (and advisor, of course) still take part in recreational activities, but sandwiched between the recreation are sessions devoted to the study of parliamentary procedure, public speaking, opening and closing ceremonies, social graces, personality pointers, and other aspects of leadership and personal development. These sessions are usually conducted by past officers, the chapter advisor, or the current officers. Because their schedules are more flexible during the summer months, a state or national officer can often attend and participate in leading the sessions. This type of activity is one that can really set the stage for the upcoming chapter year and will produce many tangible benefits for both the individual members and the FFA chapter.

The summer should not be a time when the FFA program begins to lag, or worse yet, comes to a halt. It should be kept alive and active year-round.

In a variation of this activity, some chapters take the entire membership on a 2-3 day retreat where they devote a major portion of their time to developing the upcoming year's program of activities. The value of such a session is readily apparent. When school starts, only minimal revision of the program will be needed, and it can be shipped off to the printer early in the school year. This enhances the major function of the program which is, of course, to provide a guide for the chapter to follow during the rest of the year. Most of the headaches created by the rush to complete the program at the beginning of the year will have been eliminated by this one activity, which by no accident, turns out to be fun. If some members are unable to attend the retreat, their input can be obtained early in the school year before the program is printed.

FUND-RAISING ACTIVITIES

Fund-raising in the summer? Why not? Many chapters have conducted activities during the summer which raised enough money to finance the entire chapter's operation during the rest of the year. Many of these activities are also educational — plant sales, sales from produce grown in vegetable gardens, construction of equipment, etc. The students learn and practice skills that they will be utilizing as future employees in agricultural and agricultural-related occupations. Some chapters devote one day per week in the summer for a "Chapter Project Day." Members come into the school laboratory and spend the day constructing various items (hay racks, hotbeds, feeders, etc.) which are later sold, providing funds for upcoming chapter projects. The members enjoy the opportunity to work together while sharpening skills necessary for later employment.

(Concluded on page 272)



FROM YOUR EDITOR

James P. Key

FENCE MENDING

FFA camps, state conventions, interscholastic contests, field days and other educational activities of a recreational and leadership training nature are a vital part of our vocational agriculture program, and many times take place in the summer. With vocational agriculture teachers being hired on a 12 month basis in fewer and fewer states, these activities and others normally carried out in the summer are endangered. Many times at activities such as these, students get the spark of enthusiasm which turns them on in other phases of the vo ag program. Are we going to lose these educational and motivating activities to the 9 or 10 month trend?

How about work with prospective students, supervision of student experience programs, work with young and adult farmers and professional improvement? Are we willing to allow these and the other summer activities for the vocational agriculture teacher to be lost in this alarming trend? The legislation which established vocational agriculture indicated a need for a 12 month program and established it as such. What has happened to start this trend away from a 12 month program? Have we, as vo ag teachers, carried out an effective summer program? Have we publicized our summer activities and kept the community and administration informed about what our summer program has accomplished? Have we let our legislators know about the importance of our program, especially our summer program, and what it has accomplished? Have we let our students and their parents know what our summer activities have been, and have they felt the results of those activities?

If these questions can all be answered affirmatively, we are probably not in danger of losing our summer program and being put on a 9 or 10 month salary. However, the statistics indicate otherwise. So, what can we do to halt and reverse this alarming trend?

Each one of us should know our community and its needs better than anyone else. However, a little soul searching might be good for the program. Perhaps we should ask:

1. Do I really know what this community needs in the way of a summer program? Or, might I be able to get some good ideas from advisory groups, other teachers, young and adult farmers, students, parents, administrators, supervisors, businessmen or others?

2. If I know what summer program is needed, am I most effectively carrying it out? Or, might I be able to use help effectively from some of the groups mentioned before?

3. If the program is being effectively carried out, am I letting others know it is being done? Or, could I give the administration a summer calendar so they will know what I am doing and where I am going during the summer? Could I better publicize the student's summer accomplishments and activities through the local newspaper? Could I invite parents, advisory group members, young and adult farmers, business men and others to take part in summer activities as time permits? Could I sit down over coffee with legislators to let them know what is going on in the vocational agriculture program, and especially the summer program?

Sometimes we can be so busy chasing pigs we cannot take time to mend the fence. Is this the case with us and our summer program? If so, maybe we better get busy at fence mending before we lose our whole herd and the summer program too!

COMING ISSUES

COMING ISSUES

JULY — Facilities — Planning, Maintenance and Improvement

AUGUST — In-service Education and Teacher Conferences

SEPTEMBER — Fairs, Shows and Contests — Competition, Practice and Motivation

OCTOBER — Preparation for Agricultural Resources and Forestry Occupations

NOVEMBER — Multiple Teacher Programs — Patterns and Priorities

DECEMBER — Ornamental Horticulture Occupations — A Growing Field

COMING ISSUES

★ NEEDED — PICTURES ★

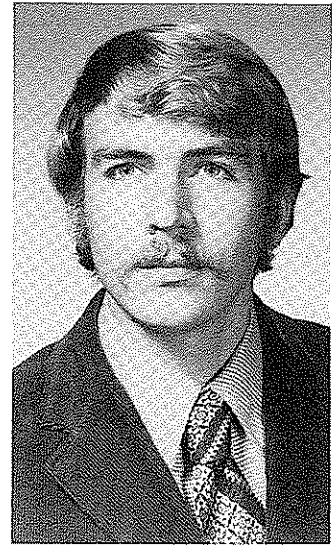
If you have pictures which illustrate any of the themes of coming issues, please send them to the Picture Editor or Editor.

We would like to use pictures from across the nation for the covers and Stories in Pictures.

★ SEND PICTURES ★

The ● FFA Camping Experience Its Values and Future

*Timothy C. Comings, D.V.M.
Past Director, Oswegatchie Camp,
Croghan, N.Y.
Fort Plain Animal Hospital
Fort Plain, N.Y.*



Timothy C. Comings

The FFA Camp has been a valuable summer activity in the state of New York.

The use of the camping experience as a means of aiding in the development of youth has been practiced for over one hundred years. The idea gained momentum in the early 1900's due to the migration of rural families into cities. Parents wanted their children to have contact with the basics of life common on the farm. The camping idea was adopted by numerous organizations as a means of developing the physical, mental, spiritual, and social qualities that they felt would be important in life.

During the past one hundred years camping has established itself as one of the finest settings possible for the development of youth. It was with these thoughts in mind that the teachers of Agriculture in New York State sought, and purchased, a camp in the Adirondacks for providing youth leadership training for the vo-ag youth of New York. The camp was purchased in 1945 and was named Oswegatchie. The New York Leadership Training Foundation was established to oversee the operation of the camp and camping began in 1946. The property is isolated and consists of 1200 acres of forest and includes four lakes. It was purchased for \$33,000 and represents one of the wisest investments the F.F.A. in New York has ever made.

Last summer marked the thirtieth year of camping at Oswegatchie and was a time of reunions and reflection. It was also a time to consider the future of the camp and what part it might continue to play in the development of the vo ag youth in New York.

VALUES

What are the values of camps like Oswegatchie that are important for today's youth, and what will it take to continue to produce a meaningful camping experience? These are key questions to consider.

A camp as an educational institution is unique in that it is a community in itself — a 24 hour a day adventure outdoors. To leave family and friends, and urban or rural home, and to travel deep into the woods is an experience hard to find outside of camping. The totally different environment where everyone is a stranger forces the student to adjust, make new acquaintances, and to learn new ways.

Camping provides freedom from the pressures of urban society and a change to a simpler living style. It provides an excellent opportunity to know and associate with people from different social levels, races, and cultures. It is also an opportunity to be exposed to the harmony and beauty of a natural environment. Camp is an opportunity to rekindle interest in an organization and to rally the group for a new year. It is also a chance to succeed, and to work with one's peers toward common goals.

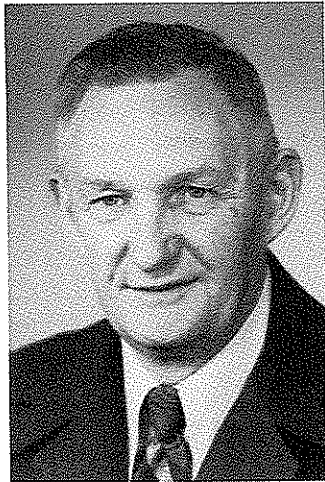
In addition, camping can teach values important to our society. It is an opportunity to live in a community with a concern for basic moral and ethical values, to learn to accept responsibility for personal and group actions, and to live in an atmosphere of honesty and frankness. I believe in thoroughly discussing the rules as well as the consequences and then making it understood that if you "play the game, you pay the price." At Oswegatchie Camp we have strict rules regarding alcohol and drugs. Society also has rules regarding the use of these items.

The difference is that we enforce our rules strictly such that the campers know they will be held responsible for their actions. Developing a sense of responsibility to one's peers is a very valuable lesson that lends itself well to the camping situation whether it be cleaning the campsite, doing K.P., building a road, acting as an officer in a leadership training class, or being the top man on a ten man pyramid.

STAFF

In order for a camper to realize the potential values of camping, the camp must have a staff that is hard working, understanding, and motivated toward achievement of the common goal of aiding in the development of youth. The most important decision a Director makes is in the selection of his staff. And, of these people, the counselors are the most important. The importance of the counselor cannot be overemphasized. His personality, concern, and understanding will determine the affect he will have on each camper. The "model" represented by the counselor is critical to the development of the campers around him. Although most camp counselors are dedicated young adults, their limitations must be recognized. Most are in college but have had limited training on how to live and counsel in the out of doors. It is a taxing job requiring patience and tremendous energy. Counseling in camp for 24 hours a day requires the best personal qualities as well as subject matter knowledge and skills.

(Continued on page 272)



Leonard DeBoer

by
Leonard DeBoer
Vo-Ag Instructor
Chamberlain, SD

More articles are written, more suggestions made, and maybe more evaluation sheets drawn up on the subject of summer programs than any other part of our Vo Ag program. And yet, somehow it seems a lot like the weather — lots of people talking about it; but not much being done to change it. The summer program is highly successful for some, fair for some, and a dismal waste of time and taxpayers' money for others. And certainly this article is not going to change it for you. You, and only you, can decide what you want to accomplish with your summer program, and only you can achieve those goals or slip behind your schedule and not get them done.

For starters — what does the term "Summer Program" mean to you, to me, and even to our State Supervisors and local administration? Here again, we could fill several pages or make long lists and it would probably be impossible to agree on their priority. Probably the main reason would be the individual differences of instructors, administrators and local communities. To me, the summer visitation portion is one of the most, if not the most, important phase of the summer program. And here again we can have a variety of methods. We can use the casual method of dropping in, or visiting by appointment only, or a combination of the two methods.

— SUMMER PROGRAM — — WHICH OF 3W'S — WORTHWHILE—WASTED OR WHAT?

VISITATION

I enjoy making those home visits whether they be the casual drop-in type or the appointment type for the student hard to find at home, etc. I like to think that when I go on a home visit, I'm as keyed up as a high powered salesman. Maybe you never thought of it as such, but you have to be keyed up to sell — magazines, aluminum pots and pans, or the Vo Ag program. In addition to seeing that productive project, you are in respect selling yourself, the local school and the Ag program. So be ready to present your best or don't turn in when you get to the driveway of one of your students.

Basically, seeing the productive project is a necessity in itself. It is also the toe-in-the-door needed by the salesman — namely you — to get to meet the parents and the rest of the family on their home ground. Parent-teacher conferences held during the school year and in the school building meet one purpose and need. Meeting the student and his parents in their home and on their home base is another thing. Have you ever pondered the differences between your conception of the student and his home life and compared it to the actual thing when you visit out there? Pretty poor score, wasn't it?

In Vo Ag we have a definite advantage over the other teachers and the administration. We get to actually meet the student and his parents under normal surroundings. With pre-registration and the like we should have met the freshman student and his parents even before the school term starts in the fall. What better opportunity to lay the groundwork for a good productive project, as well as a lasting friendship and working relation with the student and his parents. Think of the advantage of meeting them under these circumstances rather than in the principal's office to settle some grievance. The main thing is that we make the most of this opportunity.

LESSON

In my first year of teaching, I learned a valuable lesson from the superintendent who spent his spare time selling Lutheran Brotherhood Insurance. They weren't all Lutherans in that area; but anytime he passed a farmer in the field who was within waving distance, he waved. If the farmer was heading toward the road or was near the end of the field, he'd stop and end up walking out and saying "Hi." And sometimes, that was about the extent of the conversation. When I finally asked for an explanation, he told me they were school patrons and also prospective insurance customers. He filled his shoes with freshly cultivated soil on more than one occasion, but they filled his pocket with insurance sales bonuses. He said you don't have to give them a hard sell every time you see them, but give them a chance to see and remember you.

So don't pass up that former student, parent of a student, or even just a patron. Stop and say "Hi" and spend a minute or two. He'll probably be relieved to find you aren't actually selling something. You can chalk up the time and effort as good public relations. Not only that, you may have a pleasant chat plus he'll remember you the next time you meet in town or some other place.

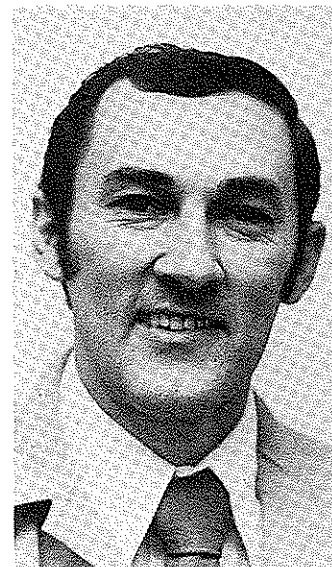
LENGTH

A good question is: "How long should the farm visit be?" Visits are a lot like kissing a girl — you gotta time them according to the situation. Some are short and some are lengthy. Or, like the salesman I mentioned earlier, he has to know when to wind up his sales pitch and leave or lose the sale. The same applies to us on these farm visits. I've had satisfactory visits that lasted three to five minutes and others where we spent several hours or longer and I still hadn't worn out my welcome.

(Concluded on page 272)

HOW DOES YOUR SUMMER PROGRAM STACK UP?

by
M. J. Cepica
Graduate Assistant
Oklahoma State University



M. J. Cepica

For the past 60 years the summer program of vocational agriculture has been an integral phase of the total vocational agriculture programs of many states. However, as more and more pressure is placed on funds for public education some administrators may question the vocational agriculture summer program as they attempt to allocate financial resources for maximum educational returns. This may be especially true if the summer program is deficient. Evidence of this contention is that less than one-third of the states in the nation have 100 percent of their vocational agriculture teachers currently employed on a twelve month basis.

The act that made vocational agricultural education possible, envisioned the need for twelve months employment in the beginning of the program. The principles incorporated in the Smith-Hughes legislation are no less important today than they were in 1917. According to recent information, however, only 16 states presently have 100 percent of their vocational agriculture teachers employed on a 12 month basis. Oklahoma, along with several other states, recognizes the summer program as being vital to a good program in vocational agriculture and is included in this list of 16 states.

METHODS

In order to strengthen Oklahoma's position on the summer program and as an effort to continually improve the total vocational agriculture program, a study was recently completed at Oklahoma State University with the cooperation of the State Department of Vocational Agriculture, Stillwater, Oklahoma. The purpose of this study

was to examine those segments which are basic to the summer program of vocational agriculture as viewed by Oklahoma vocational agriculture teachers and to determine differences between various Oklahoma vocational agriculture summer programs. Additionally, it was the purpose of this study to examine administrators' opinions concerning selected portions of the summer activities.

Three hundred forty-six Oklahoma vo-ag teachers and 60 high school administrators participated in the study. Teachers were placed into two groups by their colleagues and their district supervisors. The two groups included those conducting superior summer programs and all other teachers.

FINDINGS

Through the analysis of data gathered, it was found that vocational agriculture teachers in Oklahoma agreed on the relative "importance" of groups of activities, however, when statistical tests were employed to determine differences in teachers' "visibility" and "activeness" in 24 areas of the summer program, eight, or one-third of the tests revealed significant differences at the .05 level. In all cases the superior group excelled other teachers in the amount of activity displayed. Differences between the test groups were particularly noted in areas of the summer program involving high visibility and contact with mass audiences. These areas included *work with prospective students, FFA and adult meetings, field days and contests, working with the administration and agricultural agencies and publicity concerning the vocational agriculture programs.*

The teachers agreed that work with all-day and prospective students was a number one priority during the summer. This was followed by the FFA organization and young and adult farmer work. Other areas of the program, such as professional improvement, teaching aids, work with other agencies and records and reports, fell lower on a list of priorities by vo-ag teachers but was regarded highly by superintendents. It was established that superintendents generally place the responsibility of the planning and conducting of the summer program with their teachers but want to be informed as to their activities. Both vo-ag teachers and administrators regarded the summer program of vocational agriculture as being highly important to the total program of vocational agriculture in Oklahoma.

IMPLICATIONS

Through a search of literature, one would find that of other studies conducted concerning the summer program, many are from states also maintaining a compulsory twelve month vo-ag program. As educators continually strive to strengthen the various aspects of programs in education and because they are not exempt from the scrutiny of their programs, research must be conducted to help firm convictions and guide decisions. A more detailed inspection of information provided by the Oklahoma study will be useful in pre-service and in-service training by those genuinely interested in Oklahoma Vocational Agriculture.



CONTINUED GUEST EDITORIAL — SUMMER FFA. . .

The advantages of summer fund-raising activities are many. Competition from school groups will always be less than during the school year. Some members are more likely to participate in activities which are held during the summer. In some cases, the summer is the most logical time for an activity to occur. In the Western states, the rodeo is a classic example. In the Eastern states, it might be post cutting; while in the Midwest, it could be a concession booth at the county fair. Having fund-raising activities in the summer assures an active FFA program year-round, and it allows the chapter to begin the school year with the confidence of a well-financed organization.

SUMMER TOURS

Tours of members' supervised occupational experience programs are often scheduled during the school months, but in reality, summer is likely to be the most appropriate time for such activities. While this is especially true for production agriculture, it should be noted that many other agriculturally-related industries also reach their peak points during the summer.

Often it is easier to arrange tours to greenhouses, markets, cooperatives, etc., during the summer. Such tours offer an excellent learning experience for the students, and again, recreational activities can be included as a part of such arrangements.

SUMMARY

These suggested activities are but a few of the ways that summer time can be used for valuable educational, as well as recreational, experiences for FFA members. Cooperative and community service projects are two other prime examples of enriching summer FFA activities.

In planning your summer program, keep these activities in mind. And don't forget to publicize summer activities of the chapter. Directing the activities of the FFA is a part of a vo ag instructor's job and publicizing these activities is one way of letting the community know you are doing your job. Publicity also lets the community know vocational agriculture students are busy learning and doing in the summer, as well as the winter. ◆◆◆

CONTINUED THE FFA CAMPING EXPERIENCE . . .

The entire camp staff needs to be closely knit and united behind its director as it administers the program offered. In order for campers to become motivated to attend camp and to enjoy their time at camp, there must be a full and interacting program. Instructors must be well versed in their subject and interested in sharing their knowledge with others. The program must provide many opportunities for new experiences and for developing

new interests. Again, the attitude of the staff is critical and it is the primary responsibility of the director to keep the staff morale high.

FUTURE

The camping experience will continue to be an integral part of the youth development so long as there are teachers, administrators and parents who realize the distinct values of camping and support it. In a world

that is rapidly losing touch with desirable qualities like honesty, responsibility, and respect, the camping experience remains as an opportunity for positive development. It is my hope that camps will be able to maintain their high standards of conduct and integrity. However, the future of camping will be in doubt unless adults are willing to continue to give of themselves in the support of camping as a means for development of youth. ◆◆

CONTINUED SUMMER PROGRAM — WHICH OF 3 W's . . .

In other cases I've driven thirty miles to see a boy and his project and stayed three minutes and left. If you see a situation that looks like the coffee ad — you know — smells stale — tastes stale — and he's going out to plow the back forty, just don't get in his way cause you'll get plowed under. The next trip around you'll sense things are calm and peaceful and you're welcome. I never time my visits or plan the length in advance, but rather go by instinct. Sometimes one thing leads to another, and you'll be there far longer than you planned.

ADMINISTRATION

Another important aspect of these summer or home visits is that you can

act as a pipeline of information back to the administration and school board. It is amazing the topics they'll bring up in these discussions. It may vary from dissatisfaction over the bus line and its schedule to the conflict with the school starting date and the state fair, for example. They don't really expect you to solve these problems, and in many cases you don't have any authority on the subject. You can advise them who to see or call or even recommend that a group of them go to the next school board meeting and present their wants and desires. Don't let your responsibility stop there. Make it a point to see the administration and pass the word on to them. It is only fair to them to tip them off that there

is a problem or that a group is coming for a visit. Many times they can do some ground work and may have a solution ready by the time they get the visit. So you earn some points and help smooth a school problem.

Along that same line, keep the administration well informed of your summer activities. Some morning when you aren't in the mood to make farm visits, spend the time selling the agricultural program in the front office. If you don't have a problem or gripe to work out, at least inform them of some of your activities. It is time well spent and it is the final step in your salesmanship role. ◆◆◆

CONSERVATION DAY CAMP CONSTRUCTION

Did you ever ask a friend if he would like to go camping and find out later after discussing it with him that his idea of camping and yours was completely different? Individual ideas of camping are almost as numerous as there are trees, flowers, and shrubs in the forest. It may include spending the night in a tent in your back yard, as my children used to enjoy doing, or miles away from the nearest village, town, or city in the remote wilderness. Campers travel by hiking, horseback, airplane, boats, canoe, expensive self contained mobile outfit or anyway he enjoys getting to his destination. The one thing that all campers have in common is being free in the out of doors, whether it involves resting and relaxing, hunting, fishing, hiking, boating, swimming, water skiing, horseback riding, photography, aesthetics or just plain packing in.

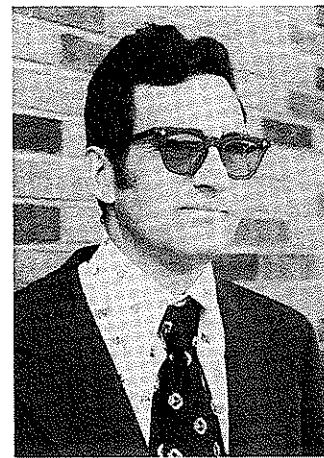
The type of camping I would like to expound upon is the day camp sites created by the Conservation students at the Vocational Center where I am a Conservation Instructor. This day camp was built over a period of a few years. It consists of a pavilion with three fireplaces, a concrete shuffleboard court, two horseshoe pits, an 8600' horse trail, a 7600' nature trail, two ¼ acre ponds, two lookout towers, and a lean-to with a fireplace.

PURPOSES

This recreational facility has served two major purposes. First it has been excellent for public relations in the community. This type of campsite is very popular with all age groups, youth groups such as the scouts, local schools, church and civic organizations. They have used it for recreation and for educational purposes. Second it has served as a practical and theoretical teaching and learning facility for the Conservation Program for the following reasons:



Maintenance of a recreational-picnic area at the BOCES center. The picnic area consists of a pavilion, 3 fireplaces, picnic tables, horseshoe pit, shuffle board, and water fountain.



by
Donald G. Farrand
Conservation Instructor
Schuylers-Chemung-Tioga Boces
Elmira, New York

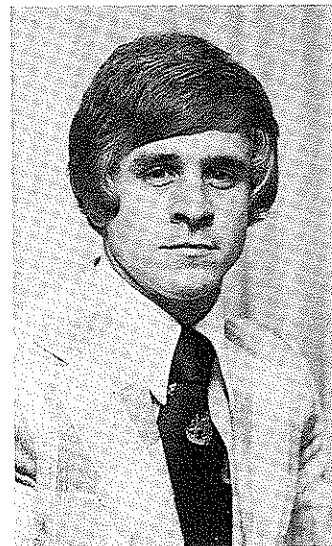
1. The poles for the pavilion and the lean-to came from teaching plantation management on local county property.
2. The erection of the pavilion, lean-to, horseshoe pits, and lookout towers served to teach units in carpentry.
3. Surveying, backhoe, and bulldozer operation units were taught in the construction of the horse trail and constructing the two ¼ acre ponds.
4. The requirements for conservation masonry courses were satisfied by building the fieldstone fireplaces, laying the concrete floor in the pavilion and construction of the concrete shuffleboard.
5. Fish management was studied and implemented for the stocking of large mouth bass in one of the ¼ acre ponds and brook trout in the other.
6. Soil science, soil erosion control, and soil and water management played an important role in all the plans and construction of the day camp facilities.
7. The use of soil maps, aerial photos, and topographical maps were incorporated in the planning and construction of the day camp by the students.
8. The construction of this day camp has provided an excellent opportunity to teach units in outdoor recreation. The students get experience in the planning, construction, maintaining, and the opportunity to set up and conduct tours for schools, civic organizations, and the general public.
9. One important teaching and learning process which must not be left out is the chance for students to supervise. They obtain this important experience when they have the unique opportunity and privilege of assisting and conducting hiking, educational tours on the nature trail, and providing games for 20 to 60 youth who are just overjoyed with the opportunity to be out of the classroom for a day.
10. As an educator in the field of Conservation, I feel it has to provide the student with a realistic experience of doing the actual type of work they will be expected to perform for different types of conservation jobs.

(Concluded on page 279)

THE PRODUCT SELLS ITSELF

FFA ALUMNI CAMP

*Mike Kastl
Chairman
Oklahoma FFA Alumni*



Mike Kastl

"Our youth of today are our leaders of tomorrow."
This inscription, dedicated by FFA campers and FFA Alumni members in Oklahoma, lies beneath the American flag at the Central Christian Campground near Guthrie, Oklahoma. These words should be an inspiration to all young people who attend the camp for years to come.

Leadership development for FFA members has been the primary goal of the Oklahoma FFA Alumni since its formation in 1972. To carry out this goal the Oklahoma FFA Alumni Leadership Training Camp for chapter FFA officers was established. Guidelines were set and for each 10 FFA Alumni members in the local affiliate, one FFA chapter officer can attend the camp at no expense.

So it all began in a small, but beautiful box canyon in western Oklahoma. Only 36 campers participated that first summer, but it was this group of FFA young people and dedicated staff that helped establish one of the best leadership training camps of its kind.

From that small group has emerged a program that has been expanded from 1½ to 4 days and to an expected participation of 140 FFA chapter officers from over the state this summer. This has come about in only 5 short years. The program is oriented toward leadership development, but several sessions have been added over the last few years of interest to all the participants.

STATE FFA OFFICER TEAM

The key to the success of the camp over the last four years has been the state FFA officer team. They help plan the camp program and are responsible for all the sessions during the camp. FFA Alumni members are a part of the staff and are there if the state FFA officers need anything during the week. The state officers commit themselves to total involvement of the FFA campers during the various sessions. Committees are formed such as vespers, flag raising, recreation, banquet and resolutions. This is the only time during the year that chapter officers truly have the opportunity to spend some time with the state officers. Whether it be in a small group discussion, a softball game or just relaxing in the cabins, the chapter officer can visit with these top young men and women in a relaxed atmosphere.

RESOURCE PEOPLE

The use of resource people during the week keeps the camp program interesting and informative. As a part of their youth leadership program, Farmland Industries has been most generous in sending two of their outstanding young people to conduct sessions on group dynamics and the key to cooperating with others. The state FFA officer team complement these sessions with group discussions concerning leadership and public speaking. As a follow-up campers give impromptu as well as prepared speeches.

FFA campers were fortunate last summer to have Dr. Robert Terry, head of the Agricultural Education Department at Oklahoma State University, speak on the qualities that a leader should possess in relation to, not only the FFA program, but to life in general. Dr. Terry is presently serving on the National FFA Alumni Executive Council representing teacher educators over the nation.

Sessions during the week also include agricultural careers, farm and fire safety, water safety, agricultural financing, drug awareness, public relations and motivation. Present and former national and state FFA officers, farm organization leaders, vo-ag instructors, newspaper editors, highway patrolmen, radio and TV farm broadcasters, state vo-ag staff, bankers and college staff are some of the many resource people that are so beneficial and take of their time to help make the total program a success.

ACTIVITIES

Involvement, gaining self-confidence and cooperation are some of the objectives of the leadership training camp. Opening and closing FFA ceremonies are conducted daily by campers. The evening meal on the last day of the camp is the "FFA banquet". It is complete with decorations, guest speaker and awards presentations.

Of course no camp is complete without a little fun. Campers participate in volleyball, softball, football, swimming, table tennis and other sports. The "watermelon seed spit'n" contest has become an annual event during the camp. Campers also display various kinds of talent during the skit night activities.

(Concluded on next page)



A state vice president, Randy Ritchie discusses leadership and public speaking with a group of chapter officers from across Oklahoma.

BOOK REVIEWS

ENCYCLOPEDIA OF AMERICAN AGRICULTURAL HISTORY, by Edward L. Schapsmeier and Frederick H. Schapsmeier. Westport, Connecticut: Greenwood Press, 1975, First Edition, 467 pp., \$25.00.

This book, written in encyclopedia format, includes a wide variety of agricultural information. The entries are defined and presented in a concise, readable format. All entries are listed alphabetically. Brief summaries describing each entry are presented. The summaries list the essential facts and a brief history of the entries.

In addition to the alphabetical listing of entries, a total of 55 special indexes are presented for easy use by the reader. As an example, included as special indexes are agencies and commissions, agricultural education, agricultural research, agriculturalists, animals, artists, commissioners of agriculture, conservation, crops and commodities, ecology, farm leaders, farming, food, legislation, organizations, pioneer and rural life, political figures, secretaries of agriculture and more. Comprehensive listings are categorized under each special index. A brief user's guide provides an overview of cross-references used and suggestions of how to use the volume most efficiently.

The authors, Edward L. Schapsmeier and Frederick H. Schapsmeier, are twin brothers. Both are professors of history; Edward L. at Illinois State University, and Frederick H. at the University of Wisconsin - Oshkosh. They have authored and co-authored a variety of books and articles related to agriculture and agricultural history.

The Encyclopedia of American Agricultural History serves as an excellent reference tool for the novice as well as for the scholar. It includes agricultural entries of interest to the browser as well as information relevant to the student seeking facts. It would be a valuable reference for teachers of agriculture.

Alfred J. Mannebach
University of Connecticut
Storrs, Connecticut

COMMUNICATIONS HANDBOOK, by American Association of Agricultural Editors. Danville, Ill.: Interstate, 1976, 3rd Ed., 199 pp., price \$7.50.

Communication is part of every occupation and everyone could improve the effectiveness of communication by giving it greater attention. Part of that attention is becoming aware of various communication techniques. The *Communications Handbook* includes information, techniques and basic "how to" on all aspects of communication. Topics included are communication concepts, speaking, writing, radio, television, photography, graphics, exhibits and meetings.

The handbook is comprehensive in that it covers all forms of communication and

Probably one of the most inspiring aspects of the leadership camp is the vespers service held each evening. Campers have the opportunity to express what they have accomplished during the day and how this will benefit not only themselves, but other chapter members when they return home for the fall school semester.

As a reward to outstanding FFA camp participants, campers elect two advisory members to return the following year to assist the new FFA officer team in conducting the camp activities. This is not only an honor, but a means of relating the ideas and activities of a successful camp program to other FFA campers the following year.

FIRED UP

After four days of fellowship, self-development, fun and cooperation these FFA chapter officers are ready to go back to their local chapters "fired-up" for the upcoming year. Many have come out of that so-called "shell" and have developed self-confidence, while others have sharpened their already keen sense of leadership ability. Ideas have been exchanged among these "future leaders" that will benefit the total program of each FFA chapter.

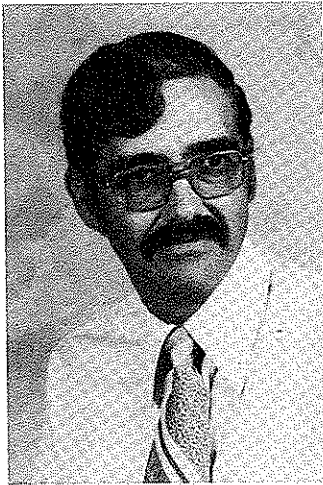
As FFA Alumni campers continually meet other FFA members over the state in competition or in conferences, the success of the camp and the development of leadership in these young men and women will continue to grow. No fancy gimmicks are needed — nor high cost advertising to sell the Oklahoma FFA Alumni Leadership Training Camp. *The product sells itself!!*

every type of media. It provides general techniques on effective communication. Specific examples are telephone techniques, speaking tips, news release format, how to conduct interviews, photography pointers and display ideas, only to mention a few. The book does not go into the great detail or specifics that a professional communicator would need. It is well written, illustrated and easy to read. It is a book written by professionals for use by amateurs to use in their day to day communication responsibilities as part of their job.

The handbook is authored by six agricultural college editors and, as members of the AAACE, they are well qualified to prepare a book like this. Their practical experience communicating with a variety of different groups makes them excellent sources for communication ideas.

I recommend this book for a teacher or extension agent's personal use to review and evaluate their own communication skills. It also can be an excellent reference for planning the use of any media. In addition, parts of the handbook also lend themselves to classroom use in teaching various aspects of personal and agricultural communication.

Richard D. Jones
Cornell University
Ithaca, NY



T. D. Fanning

The Vo-Ag Spring Educational Trip

by
T. D. Fanning
Vocational Agriculture Instructor
Mission Valley High School
Eskridge, Kansas

This spring will mark the eighteenth year that I have taken the local FFA chapter on a spring educational trip. At the end of the school term, up to 40 FFA members will go on this trip which usually runs a duration of six or seven days and may cover 2,000 miles. We will visit farms, ranches, agri-business units, manufacturers, and other points of interest to rural oriented youth.

This spring we will visit southern Kansas, southern Missouri, and Arkansas. Next year, the chapter will go through northern Missouri and Iowa. The following year, the tour will extend through western Kansas, Colorado, and Wyoming. In three years, a vocational agricultural student will be able to go on three different trips, each with a different set of experiences.

The question many vo ag instructors might ask is, "Why take such a trip?" Don't we, as teachers, already have more than enough work, without adding to the load?

There are several reasons why I believe that an extended trip has a useful place in today's vocational agriculture. First, it is one thing to read about a new development or successful idea, but it is quite another experience to view this practice in operation and to talk with the innovator about its applications and uses.

Another reason is that nothing breeds success like success. We visit numerous operations in which the operator started on a shoestring and, because of determination and intelligence, has developed it into a profitable, established enterprise. In many cases, this success followed several setbacks or failures. My boys get another dimension on what it takes to succeed.

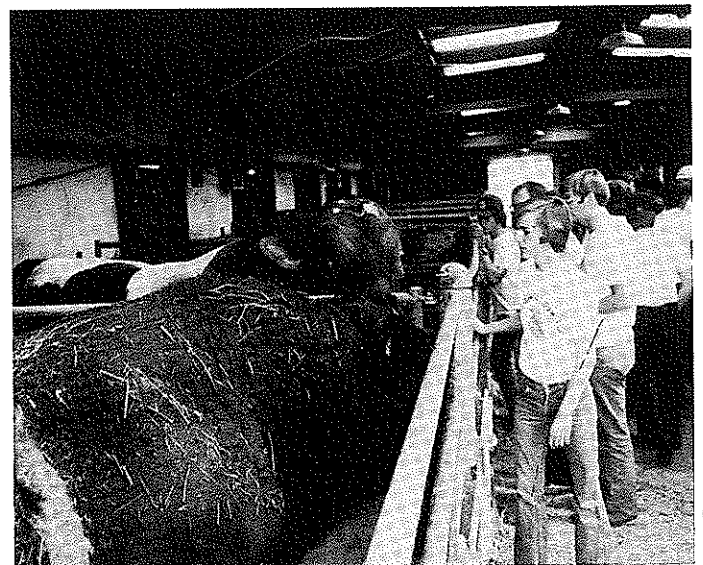
The FFA members also get the opportunity to visit operations that are beyond their realm of experience. Programs such as catfish farms, minnow farms, goat dairies, and rice cultivation might be commonplace for the people in that area, but are new and unusual to those of us from the bluestem prairie region of Kansas. Farming includes more than just that within our narrow range of experience.

Also, my boys are able to see that there are a wide variety of agricultural occupations available to people who have a wide background of education and work experience. They realize more fully that if they prepare themselves, the doors to many jobs and employment situations may be opened for them.

Through the spring trip, the FFA members can also explore farm supply services and farm product dissemination to the consumer. This is accomplished by visiting places such as tractor and equipment plants and mobile farrowing house manufacturers, as well as boards of trade and livestock and grain processing units.

I could go on and list other reasons but one of the more important reasons is the practical leadership training. The FFA members set up the trip, plan the itinerary, write the multitude of letters that are necessary, and make the primary personal contacts when we reach a particular stop. They spend about four months developing the trip. And, of course, there is the leadership involved in carrying out the logistics of such a trip. This includes planning the routing, loading and unloading a bus once each day, making arrangements for meals, and the discipline that is required on the bus, during a visit, and in the sleeping quarters at night. This is their responsibility. I am, as the title implies, an advisor.

(Concluded on next page)



Bulls at International Beef Breeders' stud unit and Mission Valley FFA members "eyeball" each other during the vocational agriculture spring educational trip.

CONTINUED THE VO-AG SPRING EDUCATIONAL TRIP

Some teachers might shy away from a Spring Educational Trip because of the finances, but this is not a big problem. Our school board, realizing the educational value of such a trip, furnishes us with a bus, which I drive. The FFA chapter pays for the operational cost of the bus and various fees. The members pay for their own meals and personal expenses. We tried cooking once, and only once. We discovered that the time consumed and the inherent problems were not worth any monetary savings, if any. Each member usually spends from 25 to 40 dollars depending upon the length of the trip, and the number of complimentary meals.

To cut costs, we stay overnight in high school gyms. The boys take bedrolls or sleeping bags and sleep on the floor. After an exhausting day, a gym floor is softer than you might imagine. After three or four days, it becomes downright comfortable.

By staying in gyms, we have the availability of showers and restrooms, all members are in a group that is easily "monitored" by the chapter officers and upperclassmen, and it allows us to utilize the recreational facilities. We take our own basketballs, volley balls, etc., so we do not have to borrow or use any of the host school's equipment.

Recreation during the evening should not be overlooked, because there is nothing like a good flow of perspiration to work out any aggressions or personal problems that might have developed because of continued close proximity to other members. After a good workout, the boys are ready for sleep and a busy day coming up.

The arrangements for using the gym are made through the local vo ag instructor. Usually, we have no trouble making such arrangements, because the ag teachers are contacted at least a month in advance. Sometimes a school is unable to accommodate us, because of board policy or maybe because an undisciplined tour group in years past left an unsavory experience with the local unit.



Mission Valley FFA members from the grasslands of Kansas learn siphon tube irrigation at the Paul Hoshiko farm near Kersey, Colorado.

You may wonder how we determine what places to visit on a tour. The best source of new stops can be found by reading agricultural magazines. Some ideas may result from writing to the state department of agriculture, state vocational agriculture office, or any other agency that may have this type of information. Sometimes word-of-mouth may supply a possibility.

Each trip has stops that are unique to that tour and may be slanted towards particular interests, depending on the FFA members who have the responsibility of organizing the trip. Following is a list of stops made on our western tour last spring:

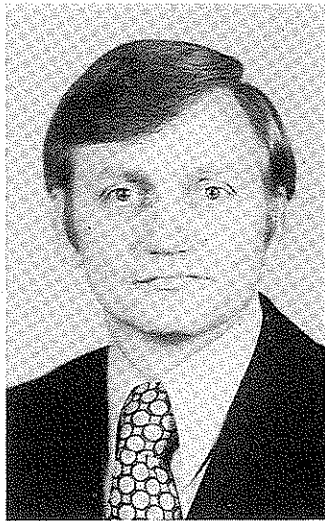
- Farm machinery manufacturer
- Commercial bee operation
- Boar testing station
- Wool marketing cooperative
- Waste recycling beef feedlot
- Beef slaughter plant
- Rotary irrigation system
- Air Force Academy
- Longhorn cattle ranch
- Beef cattle artificial insemination stud unit
- Largest cattle feedlot in the country
- Rose and carnation farm
- Turkey production unit
- Tube irrigation system
- Caged layer operation
- Commercial vegetable farm
- Herder type sheep ranch
- The Rocky Mountains

The spring educational trip is not the only activity of the Mission Valley FFA chapter. We also participate in safety activities, the BOAC and Better Chapter programs, and the normal regime of contests.

I do not believe that an extended tour could be utilized in every vocational agriculture department, but it will continue to be a viable part of our program. ◆◆◆



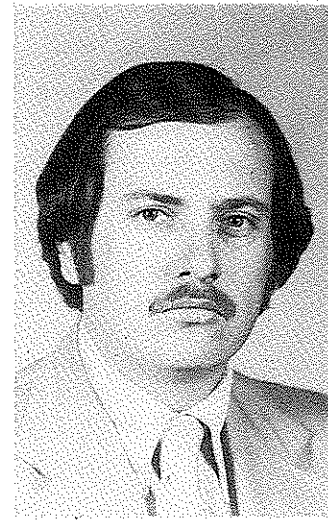
The manager of the Kitayama Brothers Flower Farm in Brighton, Colorado shows Mission Valley FFA members how to force rose growth.



Leon Applegate

SUMMER TOUR

by
Leon Applegate
and
Gordon Hampton
Vocational Agriculture Teachers
Sand Springs, Oklahoma



Gordon Hampton

Vocational agriculture summer activities may be both fun and educational. The Sand Springs FFA chapter has proved this through their summer educational tour. The event consists of four days of educational tours to points of agricultural interest throughout the state of Oklahoma.

The educational tour was started ten years ago. The primary objective then and now is *career exploration*. The students explore selected points of interest and uncover new careers. The event gives the students an opportunity to see careers in action and receive first hand information from the employees and owners.

Eligibility for the summer trip starts in the regular meeting held in August. Here chapter members set the criteria that everyone must meet throughout the year to be eligible for the trip. The trip is financed through the work of chapter members at the Tulsa State Fair. There chapter members clean horse stalls and erect sheep pens three nights. Each member must work two of the three nights to be eligible. Other finances for the trip come from the sale of sausage. Usually each member must sell twenty packages to qualify, also an 80% attendance is required for all regular scheduled FFA meetings. Each chapter member must meet *all of the requirements* set up by the chapter members.

LONG TERM PLANNING

Long term planning of the tour is the most essential part to ensure the success. Planning starts at Sand Springs with the recreation committee, whose members are in charge of chapter recreational events throughout the

school year. Once the recreation committee has met, they appoint members who have indicated on a survey that they would like to help with the event. This special committee then meets with the recreation committee to plan each phase of the trip. An Oklahoma map is utilized along with any other information that can be obtained to find points of interest, or areas the group has not visited on previous trips. Usually two or three trips of different routes and areas result from this meeting. They are complete with information on what the members will see on the different schedules, where they will stay, what types of recreation are available, and other information that will be useful to chapter members in the selection of the best route.

At this time eligible chapter members vote. When the wishes of the majority have been decided, it is time for the special committee and the recreation committee to go back in session. After securing the school superintendent's permission for the tour, two chapter members are given the responsibility of writing letters to the companies, firms, farms, museums, etc. that the group will be visiting. The correspondence includes the day the group would like to visit, the approximate time of arrival, the number of students and sponsors they can expect and the approximate length of time we would like to spend at this location.

Other members in the group form a food list (breakfast and the evening meal are cooked at camp, while lunch is purchased by chapter members on the road). This list is designed to stay away from perishable products as much as possible. Other members are working

on a chapter equipment list, such as gasoline cooking stoves, pots, pans, skillets, water containers, first aid kits, etc. The equipment list is then placed on the bulletin board in the room. Chapter members that have this equipment then sign up to bring it along on the trip.

FINAL PLANNING

After the correspondence has been returned and changes made in scheduling, if any problems arose, final plans are made. The schedule of the trip is then typed including time of leaving and return, locations we will visit and the approximate time and date we will arrive and leave each location and the telephone numbers of the facilities, in case of emergency. Other chapter members formulate a list of personal equipment that will be needed by each member on the trip, such as, clothes, extra shoes, swim wear, fishing pole, flashlight, etc. The next list to be made is the rules for chapter members on the trip, such as, no firearms, no use of profanity, no leaving camp, etc. This list should also include a copy of the FFA code of ethics. A parental consent form is drawn up which the parents must sign for the members to attend the trip. Also a medical form is prepared which they must have signed and notarized in case medical attention is needed while away from home.

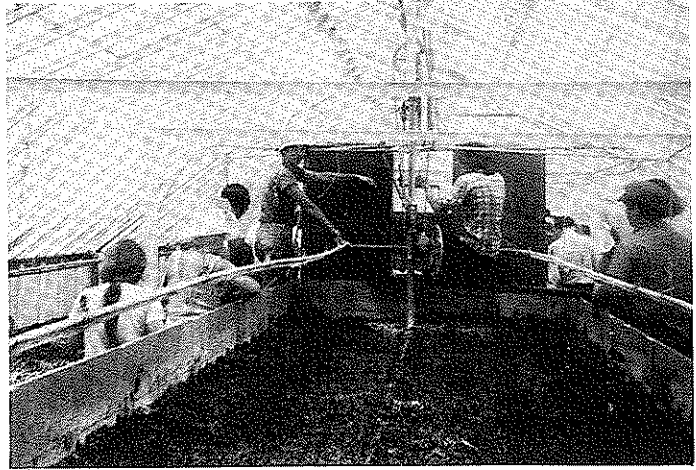
All material is given to the students two weeks prior to the trip. Items to be completed by the parents are returned within one week of the trip. One day prior to the trip, recreation members meet to make final plans, get equipment ready and purchase food and

(Concluded on next page)

CONTINUED SUMMER TOUR



Sand Springs vo ag students begin breakfast preparations while on the summer tour.



The summer tour visits a greenhouse facility as a part of the educational program.

supplies. School buses are used to transport chapter members and their personal equipment, while chapter equipment and food is carried in the agriculture pickup under a camper.

THE TRIP

We are now ready for our four day trip, that will start the day after Memorial day and run through Friday of the same week. We meet the first morning at 6:00 a.m. All equipment is again checked and loaded, along with the food. We then proceed with the written schedule of events for the remainder of the day. Time is usually planned to allow us to make it to camp at about 3:00 p.m. This allows time for recreation and to cook the evening meal. Clean-up at each meal is

divided among the members, with each member having at least one clean-up period. (If any of the trip rules are broken, this clean-up time may increase for the student breaking the rules.) Scheduling is made to allow us to reach our final camp on the next to the last day at about noon. This allows the students half a day for recreation on Thursday. We leave at noon on Friday for the return trip home. No activities are scheduled for Friday morning allowing the students to sleep in and have another half day recreation on Friday morning before the trip home.

Approximately thirty minutes prior to our arrival at Sand Springs, we will stop and let each student call their parents so they can have time to be at

the school to pick up their son or daughter (yes, we take girl members). Two or more sponsors are selected by the advisors to accompany the group. These people are usually members of the Young Farmers or the FFA Alumni of Sand Springs.

VALUE

Through this summer event the Sand Springs FFA chapter members have profited in many ways. The co-operative effort each member has shown in fund raising, planning, and organizing such a tour has created a feeling of unity among chapter members. The memories of previous years serve to generate the new year activities and to inspire members to work harder for a better tour in the coming year. ◆◆◆

CONTINUED CONSERVATION DAY CAMP



Conservation students are constructing a pond under the supervision of Conservation Instructor — Donald G. Farrand.

It wasn't my intent to write an article strictly on camping and summer activities as the title implies. I hope no one was misled. Any public library has a vast selection of magazines and books on all types of camping. It was, however, my intent to point out the advantages of constructing a day camp for educational purposes and public relations.

I realize that some of you are going to say, "sure it's fine for you to talk about constructing a day camp because you have a lot of land to work with." I would like to point out the potential opportunities on public lands. Most all communities have school, village, county, or state property suitable for day camp development. In fact you might receive some financial and technical aid for the development of these properties.

The last point I would like to mention is a lot of land is not necessary for a day campsite. In many instances a picnic table, fireplace and trash can along a roadside would be beneficial to hundreds of people. ◆◆◆

★ ★ ★ THIS WORKED FOR US! ★ ★ ★

by

Hugh P. McClimon

District Consultant, Agricultural Education
State of South Carolina Dept. of Education

The Belton-Honea Path Vocational Agriculture students developed and implemented an innovative idea in project construction that was presented to their families and friends at Christmas. The FFA Clock project was one of the most popular projects constructed by students in recent years. One hundred Vocational Agriculture students made a project. The project is believed to be the *First* of its kind developed in the *Nation* by a local chapter.

CONSTRUCTION

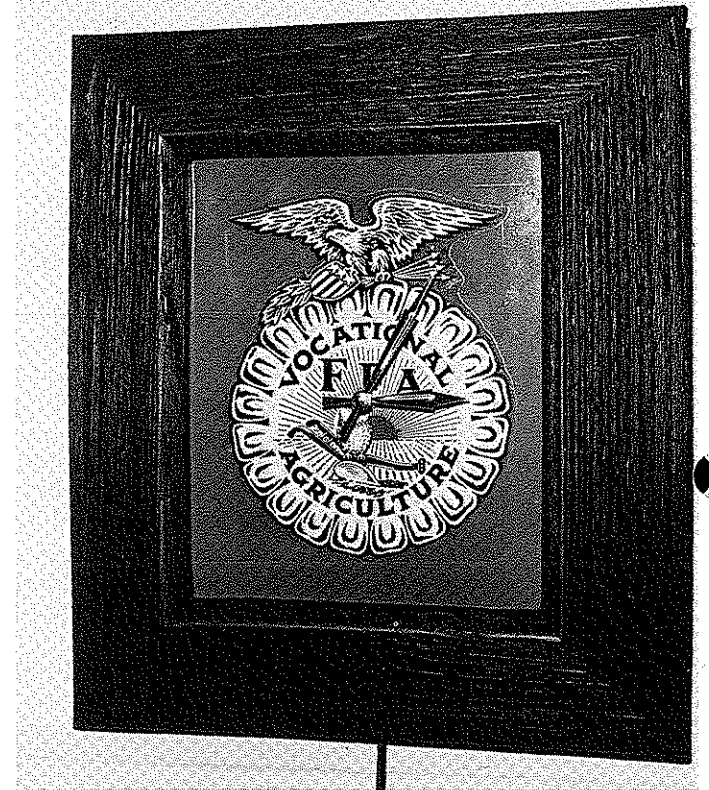
In making the clock project the students used the following items: one piece of 8" x 10" x 1/4" masonite as a base, various types and designs of frames using 2" and 3" moulding, national blue paint, a 6 1/4" x 8" FFA Emblem, and a special electrical clock assembled by each student.

The national emblem is a significant and meaningful part of the project. Used by members in all recognized units of the organization, the five symbols on the emblem are: the *Owl*, symbolic of wisdom and knowledge; the *Plow*, the symbol of labor and tillage of the soil; *The Rising Sun*, emblematic of progress, *The Cross Section of the Ear of Corn*, representing common agricultural interest; and the *Eagle*, indicative of the National scope of the organization. Upon the face of the emblem appear also the words, "Vocational Agriculture," and the Letters, "FFA." With the emblem as the background, the time is readily distinguished on the clock.

VALUE

The students presented a clock project as a special gift to the superintendent and district office personnel; the principal and faculty members, and the manager of the hardware company who donated the paint used in the project. The project was not only special to the students, but to the community. There were seventy-five requests for this innovative project from members of the community.

The clock project serves as a learning activity for all first year students and as a reminder to all former FFA members who were required to learn the five symbols that make up the FFA emblem and what each symbol represents. Harold J. Mackey, Vo Ag Teacher and FFA Advisor, feels this is an excellent project to teach skills and act as a motivator of students. ◆◆◆



BOOK REVIEW

APPLYING PESTICIDES, by Thomas S. Colvin and J. Howard Turner. Athens, Georgia: American Association for Vocational Instruction Materials, 1976, First Edition, 96 pages, \$4.95.

The manual is divided into two main sections. The first section is concerned with pesticide management, and the second with pesticide application equipment.

Section 1 includes topics on recognizing pests, selecting pesticides, and handling pesticides safely. Colored pictures and illustrations are used throughout to aid the reader in following the author's presentation.

Federal pesticide laws are covered very briefly. Persons interested in this area will probably desire greater detail than given in the manual, and, therefore, are advised to contact the EPA and/or appropriate state agencies for additional information on pesticide laws.

The opening section does a good job of presenting various characteristics of pesticides and information on the safe use, storage, and disposal of pesticides and containers.

Section 2 covers the selection of application equipment, operation of equipment, and the cleaning and storing of application equipment. While emphasis is on various liquid sprayers and granular applicators, other types of ground and aerial applicators are discussed. Several methods of calibrating liquid and granular applicators are presented and deserve serious review by anyone operating a sprayer.

The authors bring backgrounds in research and development, technical assistance from the American Association for Vocational Instructional Materials, and certified pesticide applicator knowledge together to offer a well-organized and well-illustrated publication.

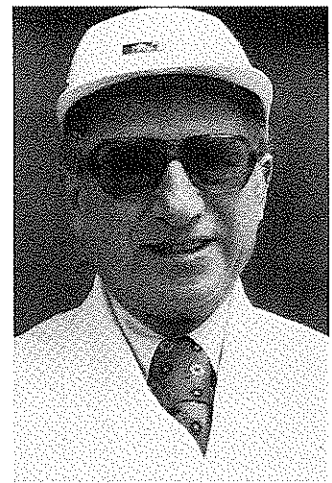
In addition to the manual, student workbooks, teacher's guides, and a cassette-slide audiovisual are available from the AAVIM.

The manual, along with the other supportive materials, should be a valuable text for senior high school students, junior colleges, introductory senior college courses, and teachers. Farmers, pesticide applicators, and pesticide advisors may also find the information and procedures worthy of study and review.

William H. Adams, Jr.
Davidson County Community College
Lexington, NC

WOMEN AGRICULTURE TEACHERS

by
Herman M. Bass
Teacher of Agriculture
Walter Biddle Saul High School
of Agricultural Sciences
Philadelphia, Pa.



Herman M. Bass

In order to determine the existing attitudes of agricultural educators in the Commonwealth of Pennsylvania toward women as agriculture teachers, a survey was conducted by the writer. The findings of this study can be used to encourage more female students to enter this challenging occupation.

METHODS

Sixty high schools and area vocational technical schools with agricultural education programs were randomly selected from a total of 214 schools in Pennsylvania. A questionnaire with a cover letter was sent to one teacher from each selected school. In addition, the nine teacher educators of agriculture at the Pennsylvania State University, and the ten supervisors and consultants of the Pennsylvania State Department of Agricultural Education were also surveyed. Comparisons were made among attitudes of teachers and teacher educators and supervisors.

The questionnaire consisted of eight items, four of which (1,2,4,7) were designed to determine the subjects' perceptions on the effectiveness of performance by women in various areas of vocational agriculture. Two items (3,6) were constructed to determine their perceptions on the pedagogical competency of female agriculture teachers in classroom instruction. One item (5) was used to resolve whether or not women agriculture teachers would be accepted in the community.

RESULTS

With an 88.6% overall return, no significant difference was found among the responses of the teachers, supervisors and teacher educators.

In order to find the extent of experience of each of the participants in the study, each respondent was asked to indicate the number of women agriculture teachers they have worked with. (Table I)

TABLE I
Number of Women Agriculture Teachers worked with by Respondents

No. of women Ag teachers	Response	%
None	60	85.7
1 - 2	6	8.6
3 - 5	3	4.3
5 or more	1	1.4
TOTAL	70	100

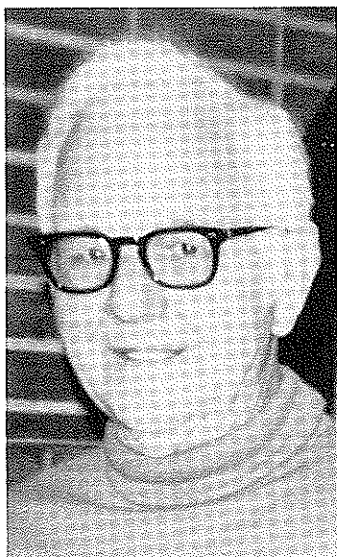
Most respondents (85.7%) had not worked with female agriculture teachers. The survey also found 8.6% indicated working with one or two women agriculture teachers, with 5.7% indicating they had worked with 3 or more female agriculture teachers.

Most respondents (Table II) agreed that women could perform well in all areas except large animals (50%) and agricultural machinery (25.7%). The consensus of opinion of the respondents also indicated that women should not be limited to ornamental horticulture. While 95.7% of the respondents felt that women had good classroom control, only 48.6% felt women could manage shop courses. Results also showed that 81.4% of respondents felt that women agriculture teachers could be accepted in the community.

(Concluded on page 286)

Table II
Attitudes of 70 Agriculture Educators Toward Women as Agriculture Teachers

Attitude	Response					
	Yes		No		Not Sure	
	Number	%	Number	%	Number	%
1. Women perform effectively as agriculture teachers	69	98.5	0	0	1	1.5
2. Women perform effectively in following areas						
A. Crop production	61	87.1	2	2.9	7	10.0
B. Animal production	58	82.8	3	4.3	9	12.8
C. Greenhouse management	63	90.0	2	2.9	5	7.1
D. Agricultural Resources	62	88.5	2	2.9	6	8.6
E. Agricultural Machinery	18	25.7	50	71.4	2	2.9
F. Laboratory animal technology	57	81.7	3	4.3	10	14.3
G. Meat technology	61	87.1	2	2.9	7	10.0
H. Ornamental horticulture	69	98.5	9	12.8	1	1.5
I. Landscape horticulture	55	78.5	3	4.3	12	17.1
J. Turf technology	52	74.3	6	8.5	12	17.1
3. Women agriculture teachers have poor classroom control	1	1.5	67	95.7	2	2.9
4. Women agriculture teachers should be limited to horticulture agriculture	2	2.9	65	92.9	3	4.3
5. Women agriculture teachers can be accepted in the community	57	81.4	4	5.7	9	12.9
6. Women agriculture teachers can manage shop courses	34	48.6	27	38.6	9	12.9
7. Women agriculture teachers can manage large animals	35	50.0	13	18.6	22	31.4



Cayce Scarborough

Clarifying Some Assumptions About Supervised Experience Programs

Cayce Scarborough
Teacher Education
Auburn University

New or revised standards are being considered for all phases of the Vocational Agriculture/Agribusiness Education Programs. This is highly appropriate and probably overdue. Underlying the objectives of any program are assumptions. The Number 1 assumption is that this program, or phase of the program **should be in existence!** Using current abrupt questioning of a situation, this would read, "*Is this trip necessary?*"

Applying this reasoning to Supervised Experience Programs you have this proposition:

1. Each student enrolled has in operation a Supervised Experience Program in farming or other agricultural business.
2. Class work is related directly to the Supervised Experience Programs of the students in the class.
3. Supervision by the teacher is planned and done on a systematic basis the year round.

Records and observation indicate that this situation does *not* exist in all classes everywhere. In other words, some of those enrolled, even in advanced (?) classes do not have any Experience Programs in operation. This is an intolerable situation. It is unfair to students as well as the program that was established for the purpose of learning to do by doing.

Why does this situation exist? The available answers seem to center around enrollment procedures at the school and lack of standards on the part of the teacher. If the teacher accepts the

proposition stated above, steps can be taken to improve the situation.

Some False Assumptions

The assumption that the student must live on a farm is false, and has been since the beginning of vocational agriculture. To require a student to furnish his own farm or agribusiness is unrealistic. In fact, in the early days of the Smith-Hughes Act of 1917, the school was more likely to be furnishing the farm for the students to get the necessary practice and experience. The key is "*practice for experience*" which should be a requirement for all students.

Another false assumption is that the student must have sole ownership of the land, livestock, plants or business. Managerial Experience is the key here, not ownership. The matter of ownership in agricultural operations has changed radically in recent years. Decision-making is still highly desirable as part of a planned program, but the degree or extent of ownership may not reflect the extent of decision-making in a real-life situation. For example, experience in a modern broiler business operation will likely be more valuable than to own outright a few baby chicks.

For the teacher and student who wish to pursue the ownership idea, ornamental plants offer an excellent opportunity to experience ownership while learning to do by doing. A small garden plot of vegetables will serve the

same purpose. From propagation to harvest, experiences can be gained by any student who wishes to go to the trouble to plan and do such a plant or garden plot. Materials for such learning to do by doing abound. Many in beautiful colors too. A few feet of soil or a window-sill or a 5-gallon can or barrel is all that is needed to get considerable experience in growing plants and producing vegetables. Again, the key is *planned experience*.

Summary

To put into practice the proposition that all students have in operation a Supervised Experience Program will require a decision to do so on the part of the teacher as well as a decision to take the following action steps:

1. Each student start his/her Ag Program early in first year (Before Thanksgiving!)
2. The Experience Program be big enough to challenge the student yet not more than he/she can handle.
3. Spend class time early in the year until *all* understand and can explain why each student must have a planned Experience Program.
4. Schedule all students for planned observation at Agribusiness as well as Farm operations by October 1st.
5. Show clearly how FFA activities, especially advancement in degrees and the Proficiency Awards, are tied to the Experience Program.



Leader in Agricultural Education:



A. G. BULLARD

by C. V. Tart*

The statement, "We must plan where we are going or we may get there and not know it," always brings memories of Mr. Amos Gentry Bullard, Sr. to members of the Division of Occupational Education, N.C. Department of Public Instruction.

Mr. Bullard, former director of the Division believed in planning, in setting goals and in determining strategies for reaching these goals as a means of improving educational opportunities for all people in North Carolina. He gave the opportunity to all members of the division to take part in the planning process.

Mr. Bullard was born in Moore County in North Carolina and attended high school at Salemburg. There he was enrolled in vocational agriculture and graduated from Acme-Delco High School in Robeson County in 1926. He completed requirements for the B.S. Degree in 1930 and the M.S. Degree in 1941 in Agricultural Education at North Carolina State University. His thesis for the Master's degree, "A STUDY OF THE FARM BOYS AND THE OPPORTUNITIES FOR PLACEMENT IN FARMING IN THE PATRONAGE AREA OF BETHEL HILL HIGH SCHOOL," was a thorough study in job opportunities and placement which served as a guide to many others doing such studies in later years.

In 1930 Mr. Bullard began teaching agriculture at Bethel Hill High School in Person County. There he quickly won acceptance by students and adults alike as a teacher, a confidant, a buddy and above everything else . . . as a friend. He served in this community for twelve years, except for one year at N.C. State when he was doing graduate work. He was recognized as a "State Master Teacher" in 1936-1937.

The war years brought a new assignment to Mr. Bullard. He was Assistant Supervisor of the N.C. Department of Public Instruction and was in charge of the Food Production War Training Program in the state. In this program he was instrumental in developing plans for the school-community canning program and assisted in supervising the operation of 250 canneries in North Carolina. He prepared 24 bulletins on Food Production and War Training courses and conducted over 25 cannery workshops for agriculture and home economics teachers.

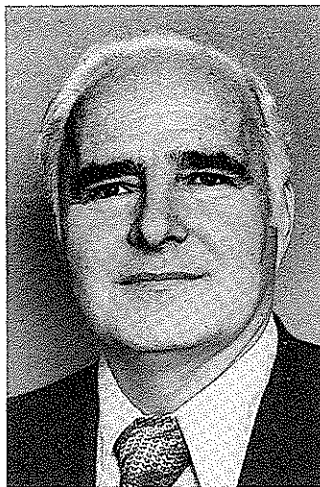
Mr. Bullard returned to teaching agriculture for one year following World War II, but was called back to the N.C. State Department of Public Instruction in 1946 to serve as subject matter specialist for the Veterans Farmer Training Program. In this capacity he cooperated with the Division of Teacher Education, N.C. State University in conducting 32 workshops on methods of teaching for veteran instructors; prepared 20 course outlines and bulletins; and assisted in supervising the Veterans Farmer Training Program in 52 departments of vocational agriculture. He also served as Photographer for the Agricultural Education section of the Department of Public Instruction during this period.

In 1954 he was appointed Assistant State Supervisor, Agricultural Education, in 1956 State Supervisor and in 1965 was selected for the position of Director of the Division of Vocational Education in the Department of Public Instruction. During these years, North Carolina was recognized throughout the nation as one of the leaders in curriculum development and many other phases of agricultural education. In 1966, Mr. Bullard led the Division of Occupational Education in launching a five-year plan for evaluating all occupational education programs in North Carolina.

In 1969, Mr. Bullard was appointed Associate Director of Program Planning in the Division of Occupational Education. He served until his retirement in 1974 in this capacity.

The State Plan for Occupational Education was developed and nurtured by Mr. Bullard during these years to the point to where it was a very usable document for planning and implementing occupational education in North Carolina.

(Concluded on page 286)



C. V. Tart

*C. V. Tart is Chief Consultant in Agricultural Education, Department of Public Instruction, State of North Carolina, Raleigh, North Carolina

CONCERNS OF PROFESSIONALS IN AGRICULTURAL EDUCATION

Bob R. Stewart, Professor
Agricultural Education, University of Missouri-Columbia

Glen C. Shinn, Associate Professor
Agricultural Education, University of Missouri-Columbia

William B. Richardson, Associate Professor
Agricultural Education, Purdue University

The AVA Agricultural Education Research Committee charged a sub-committee with the task of identifying the professional concerns facing agricultural education. A study was organized to focus on the perceived concerns of the profession as identified by teachers, supervisors and teacher educators.

The specific objectives formulated for the study were as follows:

1. To determine the major professional concerns about agricultural education as perceived by supervisors, teachers and teacher educators.
2. To determine if there was a difference in the perception of the concerns among the groups.
3. To determine if there was a difference in the perception of the profession among regions of the country.
4. To present a ranking of the major concerns identified and to further categorize the major components used to identify each concern.

A two phase procedure was followed to develop the data gathering instrument. Phase one involved a review of the literature reported from 1968 to the present which related to agricultural education. Phase two consisted of asking professionals in the central region to list their concerns about agricultural education. These responses were tabulated and compared with the listing of concerns identified from the literature review in phase one.

A questionnaire was then prepared which included a listing of the fourteen areas of concern. For each of these areas, statements were prepared which described components of the area. The questionnaire was mailed to each head state supervisor and teacher educator in the country as well as to the president of each of the state agricultural education teacher organizations. Respondents were asked to rank the listings in each area based on their perceptions of the importance of the statements in the group. The data tabulated for this report were based on the responses of 145 usable returns as indicated in Table 1. The usable returns comprised a response of 81 percent of the sample.

The mean value and standard deviation were computed for each item of the instrument. An analysis of variance was then computed for each item to determine if there was a significant difference in the responses among the three groups (teachers, supervisors, teacher educators) and among the four regions of the country (central, eastern, southern, western). When differences significant at the .05 level were found, Fishers LSD Method for Pairwise Mean Comparisons was used to identify the source of the difference.

TABLE I
RESPONSE BY GROUPS AND REGIONS

REGION	GROUPS			TOTAL
	SUPERVISOR	TEACHER	TEACHER EDUCATION	
CENTRAL	11	13	16	40
EASTERN	9	5	13	27
SOUTHERN	14	12	20	46
WESTERN	14	6	12	32
TOTAL	48	36	61	145

Major Concerns

The initial phase of the instrument asked for a ranking of the major areas of concern identified for the study. The rank order, mean value and standard deviation for these concerns are presented in Table 2. It should be noted that there was significant difference in mean ratings among the groups for only one of the first seven areas of concern, that of funding. Teachers rated funding to be of greater concern than did teacher educators. The rating of the supervisors did not differ significantly from either group.

There was also only one significant difference found among regions when the first seven areas of greatest concern were examined. The concern of teacher shortage was rated higher by the central region than the southern, eastern or western regions.

(Concluded on next page)

Of the remaining areas, the mean ratings for the concerns of FFA, research and manpower were found to be significantly different among groups. Teachers differed from both supervisors and teacher educators in their mean rating of concern about the FFA, rating it higher. When the research area was examined, it was found that teacher educators differed from both teachers and supervisors in the rating of this concern. Teacher educators rated it higher. Manpower needs were rated of greater concern by supervisors than by teachers.

Two additional concerns also differed among regions. The mean ratings for adult education was significantly different between the central and western regions, between the eastern and southern regions and between the southern and western regions. The mean ratings of concern about the FFA also differed significantly, with the southern and western regions rating it higher than did the central region.

Curriculum Development

The area perceived to be of greatest concern to agricultural educators was curriculum development. Two sections of the instrument related to this area. The seven instructional areas in agriculture were rated in terms of importance for curriculum development. Agricultural supplies and services and agricultural mechanics were rated the highest, followed in descending order by agricultural production, horticulture, agricultural products, agricultural resources, and forestry. Teachers rated agricultural production higher

and horticulture lower than did the other two groups. Agricultural supplies and services were rated higher in the central and western regions than in the southern region, and agricultural resources was rated higher in the eastern region than in the other regions.

The second section of the instrument contained items related to how the curriculum in vocational agriculture should be developed. The areas of greatest concern were the determination of a common core of basic skills for vocational agriculture instruction; and using occupational and task analysis as a basis for curriculum development. These were followed by the use of advisory committees in curriculum development; and, considering ninth and tenth grade courses in vocational agriculture as prerequisites for advanced courses.

Funding

The second highest ranked area of concern was funding. The item of greatest concern under funding related to the lack of a continuing commitment of vocational funds for preservice and inservice vocational teacher education functions. The next ranked item noted the trend toward the withdrawal of state vocational funds for vocational teacher education.

Teacher Education

Teacher education in agriculture was ranked as the third highest area of concern. Improving the preservice education program for teachers of vocational agriculture was ranked as being of greatest concern in this area. It was followed in descending order by items related to identifying teaching competencies and developing model delivery programs; the amount of other education versus agricultural education courses required; and, the amount of technical agriculture courses required. Concerns about teachers for specialty programs and about inservice education were ranked five and six respectively.

Teacher Shortage

The teacher shortage was ranked as the number four concern of the professionals in agricultural education. The items of greatest concern in this area related to improving the image of agricultural education to attract and retain teachers; and, to the recruitment of potential teachers. The present supply and demand situation was noted as the third ranked item. The mean ratings for the item related to recruitment differed significantly among groups. Supervisors and teacher educators rated it higher than did teachers.

Evaluation

The fifth ranked concern was the area of evaluation. The item of greatest concern under evaluation related to the evaluation of the conducting and supervising of occupational experience programs. This was followed by the items related to the evaluation of the relevance of course content; and, to the use of performance objectives.

(Concluded on page 287)

TABLE 2
THE RANK ORDER, MEAN VALUE AND STANDARD DEVIATION
OF THE AREAS OF CONCERN OF AG EDUCATORS

AREA OF CONCERN	RANK	MEAN VALUE	STANDARD DEVIATION
CURRICULUM DEVELOPMENT	1	4.79	3.67
FUNDING ²	2	4.98	3.56
TEACHER EDUCATION	3	5.81	3.48
TEACHER SHORTAGE ¹	4	6.02	4.46
EVALUATION	5	6.42	3.44
TEACHER CERTIFICATION	6	7.37	3.67
SUPERVISION & ADMIN.	7	7.56	3.34
ADULT EDUCATION ¹	8	8.11	3.57
MANPOWER NEEDS ²	9	8.30	3.81
THE FFA ^{1,2}	10	8.35	3.48
RESEARCH ²	11	8.94	3.68
POSTSECONDARY PROGRAMS	12	9.00	3.42
URBAN PROGRAM DEVELOPMENT	13	9.76	4.04
ADMINISTRATION	14	9.80	3.64

N = 123

¹SIGNIFICANT DIFFERENCE AMONG REGIONS AT .05 LEVEL

²SIGNIFICANT DIFFERENCE AMONG GROUPS AT .05 LEVEL

CONTINUED WOMEN AGRICULTURE TEACHERS

IMPLICATIONS

Agricultural Education devoted its June, 1975, issue to this timely and thought provoking subject. Gregg, Hampton, and Juergenson reported on a survey taken of the supervisors of the 20 women agriculture teachers in California. The major purpose of their study was to dispel certain fallacious stereotyping concerning the effectiveness of women agriculture teachers. The findings proved conclusively that women are performing well as agriculture teachers, and the so called myths are only myths.

In the same issue of *Agricultural Education*, Reynolds and Walker reviewed a study by Gardner to justify recommending encouragement of women to enter the challenging field of agricultural education.

The findings of this survey further reinforced those of the previously mentioned ones, in that they dispelled certain erroneous stereotyping of women as agriculture teachers. It was also proved that most male agriculture teachers, supervisors, and teacher educators in Pennsylvania have a positive attitude toward females as agriculture teachers.

Since the majority of agricultural education teachers and supervisors in this study had a positive attitude toward women as agriculture teachers, it is reasonable to assume that women can be successful as an agriculture teacher if they so desire to enter the field in Pennsylvania.

A female agriculture teacher at one school is doing an excellent job dealing with large animals. Probably not aware of the odds against her, she has established a good rapport with the students, parents and school staff. Her students are well motivated and with her fine instruction, have learned to work well with large animals.



Teresa Tullio, animal production teacher at writer's school.

Since teachers, teacher educators and supervisors hold positive attitudes toward women entering the field, why is the number of women agriculture teachers so small? In Pennsylvania, of a total of 368 agriculture teachers, only 11 are women. This implies that those who have the responsibility of recruiting, guiding and preparing agriculture teachers need to channel their efforts towards encouraging women to enter the teaching of vocational agriculture as a career.

Based on findings in this study, the conclusion can be drawn that women should be encouraged to enter the professional field of teaching vocational agriculture. ◆◆◆

CONTINUED LEADER . . .

Throughout his career, Mr. Bullard has been a member and supporter of all vocational and educational professional organizations and is a life member of the American Vocational Association. He has worked closely with the Grange and Farm Bureau, both at the local and state level, as a means of improving farm leadership in the state. He is a member of the Phi Kappa Phi honorary scholarship fraternity, N.C. State University.

Mr. Bullard served on many state and national committees during his career. They were: Member of the National FFA Foundation Board of Trustees, Member of the National Center for Advanced Study and Research in Agricultural Education, Member of National Committee to revise objectives for Vocational Agriculture Education, member of National Committee to study changes in the program of the Future Farmers of America and mem-

ber of the North Carolina Board of Farm Organizations and Agricultural Agencies serving as president in 1962.

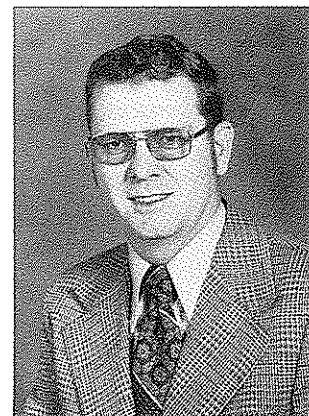
He was the recipient of many awards and received recognition on many occasions for his leadership and work in vocational education. A few of these include: the State Master Teacher Award, as mentioned earlier; recognition as Tar Heel of the Week by the *Raleigh News and Observer* in 1957; the Distinguished Service Award in Agricultural Education in 1961; and the Degree of Honorary American Farmer in 1961.

Mr. Bullard, a small man in stature, made big contributions to education in general, to Vocational Education and especially to Agricultural Education. Many people have better educational opportunities, many enjoy a higher standard of living and many communities are better places in which to live as a result of his life's work.

Church affiliation has been a part of Mr. Bullard's life in each community where he has lived. At present, he is a member of the First Baptist Church in Cary, N.C. He is serving, or has served in the past, as Deacon, Sunday School teacher, and as a member of the Board of Trustees, Building Committee, Finance Committee and Personnel Committee.

While teaching at Bethel Hill, Mr. Bullard met and married Miss Elizabeth Yarbrough, Thomasville, North Carolina. They have three sons . . . Dr. A. G. Bullard, Jr., Manager of Research and Development, Carolina Power and Light Company in Raleigh, N.C.; Rev. Charles Bullard, Pastor, First Baptist Church, Columbus, N.C.; Mr. Jimmy Bullard, Systems Analyst, International Telephone and Telegraph, Raleigh, N.C. The Bullards now reside at 116 West Park in Cary, N.C. ◆◆◆

BOOK REVIEWS



SOUTH DAKOTA VO AG TEACHER OF THE YEAR 1976-77

Mr. Palmer Eidet, Vocational Agriculture Instructor at Sioux Valley High School, was recently honored as the Vo Ag Teacher of the year 1976-77. This honor was presented to him at the Annual Agriculture Education Club Banquet at South Dakota State University.

Mr. Eidet has taught VoAg for 17 years. He taught VoAg at Barnard, South Dakota for four years and is presently concluding his 13th year at Sioux Valley.

Some of his teaching accomplishments include 27 State Farmers and 17 Silver Emblem State Chapter Awards. He has had two gold and one bronze National winning judging teams as well as serving on the National FFA Contests twice. He has served as secretary-treasurer and president of the NVATA and Committee Chairman of the State VoAg Teachers Assn. 12 times.

Eidet is originally from New Effington, South Dakota. He received his Masters degree in Ag Education in 1968. He and wife, Karen, have two children. (Courtesy Hilding Gadda, South Dakota State University)

RAISING SMALL MEAT ANIMALS, by Victor M. Giammattei. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1976, 433 pp. \$7.75.

Raising Small Meat Animals (Efficient Home Production of Cornish Game Hens, Chicken Broilers, Turkey Roasters, Fryer Rabbits, and Squabs) was written according to the author for those people who have little or no experience in raising small meat animals and who desire to do so in their backyards or on their small farms. Dr. Giammattei has had experience as a practicing veterinarian, animal raiser, teacher and writer. This book meets his objective very well, covering general husbandry practices, nutrition, housing and equipment, and special management problems for each kind. "Harvesting The Fruits Of Your Labors" (butchering of animals and preserving their meat) is forgotten in many references of this kind but is covered very well in this book.

This book would be excellent for high school agriculture students who desire to raise small meat animals as a vocational learning experience. It could also serve as a guide to post secondary agriculture students in courses where the raising of small meat animals is involved. In addition, it would serve as a good reference for the out-of-school novice who would like to gain the "animal sense" which is necessary to raise small animals successfully.

Daniel W. Scheid
Chairperson - Agriculture Division
Madison Area Technical College

500 ANSWERS TO BEE QUESTIONS, by A. I. Root. Medina, Ohio: A. I. Root Co., (1973).

This book covers all aspects of bee keeping from the bees' behavior on through marketing the honey and bee associations. It is made up strictly of questions and answers. I found it both informative and knowledgeable because it told me answers I had wondered about. It also posed questions that stimulated thought about them. Some of the questions were: "Can honey bees distinguish between sweet, salty, sour and bitter flavors?"; "How can you make bee candy?"; and "How acid is honey?"

Specific areas covered in the book are bees' behavior, members of the colony, the breed nest, seasonal management, beekeeping equipment, diseases and pests or honey bees, honey plants and pollination, honey, propolis, bees' wax, smokers, bee associations, marketing honey and bee venom.

The staff of authors seemed to know what they were saying and had a background to prove their answers.

The book itself was meant to be a reference book without too much scientific detail. I think they succeeded in this endeavor. However, I found the book hard reading, since the answers to the questions were in such small print.

This book is an excellent reference book for anyone interested in bees or raising bees and would be suitable for both high school and college students.

Rick McElhaney
Vo-Ag Instructor
Waurika, OK

CONTINUED CONCERNS OF PROFESSIONALS . . .

CONCLUSIONS AND IMPLICATIONS

Based on the data reported in this study, conclusions and implications may be drawn relative to the professional concerns of agricultural education.

1. The major areas of concern as perceived by teachers, supervisors and teacher educators in agricultural education have been documented. It is appropriate to consider the rank order listing of these concerns when planning research and development programs in agricultural education. The five areas of greatest concern to teachers, supervisors and teacher educators in agricultural education, ranked in descending order were: Curriculum development, funding, teacher education, teacher shortage and evaluation.
2. Teachers, supervisors and teacher educators in agricultural education basically did not differ in their ratings of concerns in agricultural education. The exception noted in the seven areas of greatest concern was in the area of funding. The few differences which were identified appeared to be related to effects of position or location. However, in a given

state, if there are noted differences among groups, the situation would warrant study to determine the basis for the difference.

3. Agricultural educators from the central, eastern, southern and western regions basically did not differ in their ratings of concerns in agricultural education. The exception noted in the seven areas of greatest concern was in the area of teacher shortage. Therefore, it would be appropriate for practitioners in agricultural education to utilize materials developed or take advantages of research findings conducted in other regions and states as well as their own.

Summary

The important finding in the study was the agreement found among teachers, supervisors and teacher educators and among these groups in the different regions of the country. We are much more alike in our needs and concerns than we may suspect. We must speak as one voice and attack our problems with singular purpose. Now is the time to expand our vision, learn from programs and studies from other states and utilize materials which fit our needs. ◆◆◆

STORIES IN PICTURES

by
Paul
W.
Newlin



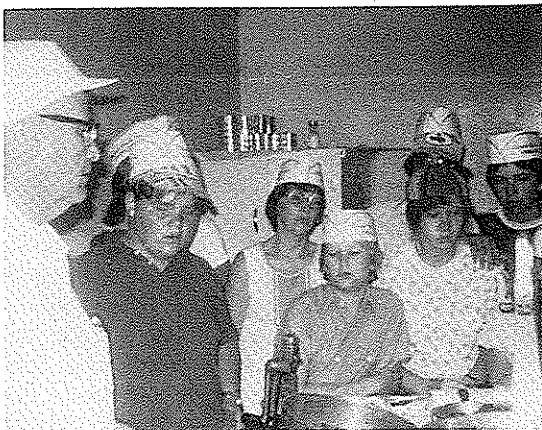
Top Photo — In a gesture of good will, the Oklahoma FFA Alumni Association presented a flagpole to the Central Oklahoma Christian Camp, where the alumni sponsor a leadership program for officers from across the state. On the left is Gary Weeks, Camp Administrator, and on the right is Mike Kastl, State Alumni Chairman and former vo ag teacher. (Photo courtesy Paul Newlin)



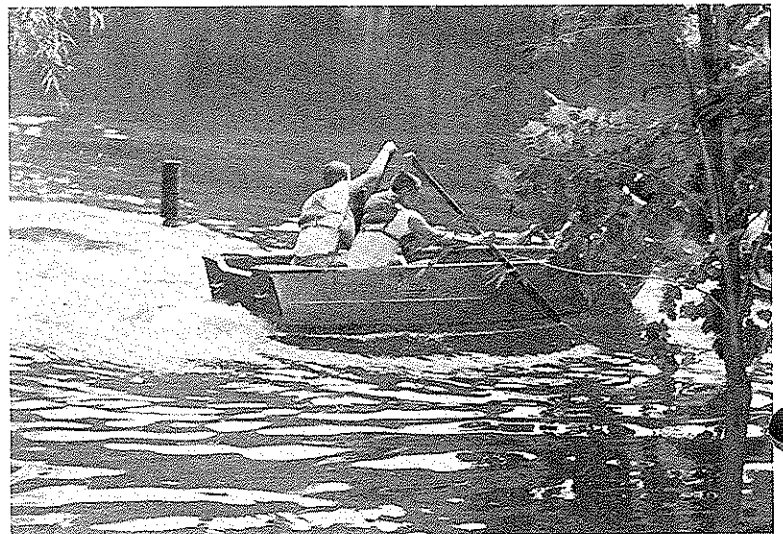
Top Photo — Sand Springs, Oklahoma, FFA members prepare supper during their annual summer tour.



Camp Clements, Tennessee's FFA Camp, sports a \$100,000 air conditioned cafeteria to feed campers and staff. (Photo courtesy Ken Mitchell, Nashville)



Bottom Photo — The Sand Springs annual summer tour takes the vo ag students to many interesting agrribusinesses. Here they observe a food processing operation. (Photos courtesy L. Applegate and G. Hampton, Sand Springs — Related story on page 278)



Camp Clements is located on the banks of the beautiful Caney Fork River, sheltered by the Cumberland Mountains of Tennessee. Here two campers participate in a boat race. (Photo courtesy Ken Mitchell, Nashville)