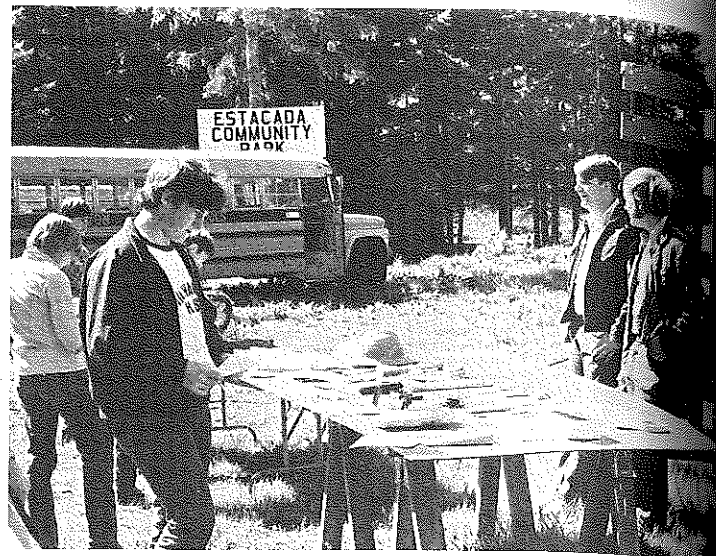


STORIES IN PICTURES

by
Paul
W.
Newlin



Vocational agriculture students from Oregon participate in a forestry identification and skill contest. Here they have to identify equipment for the forestry industry. (Photo courtesy of Howard Brock, Salem, Oregon)



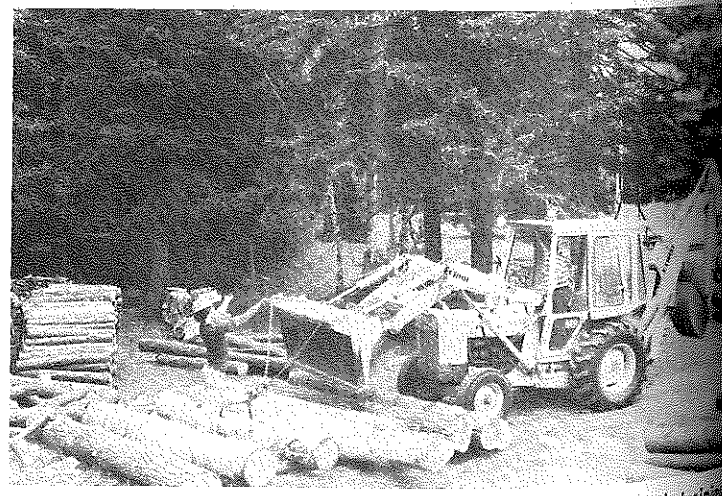
Students of vocational agriculture from Oregon learn how to scale at a forestry skill contest. Students learn how to determine the amount of lumber in the logs. (Photo courtesy of Howard Brock, Salem, Oregon.)



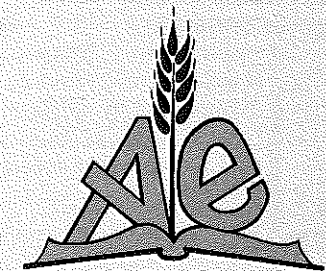
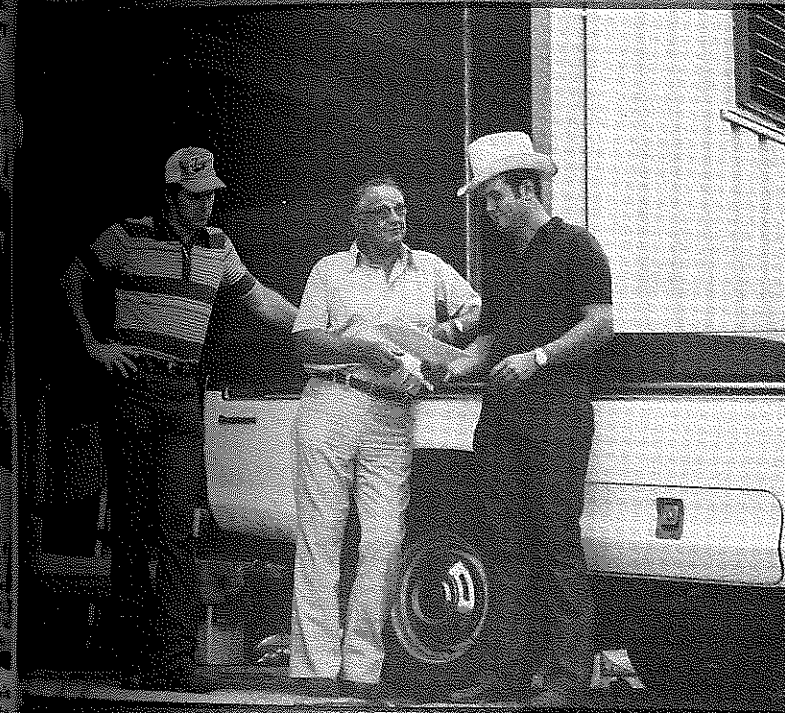
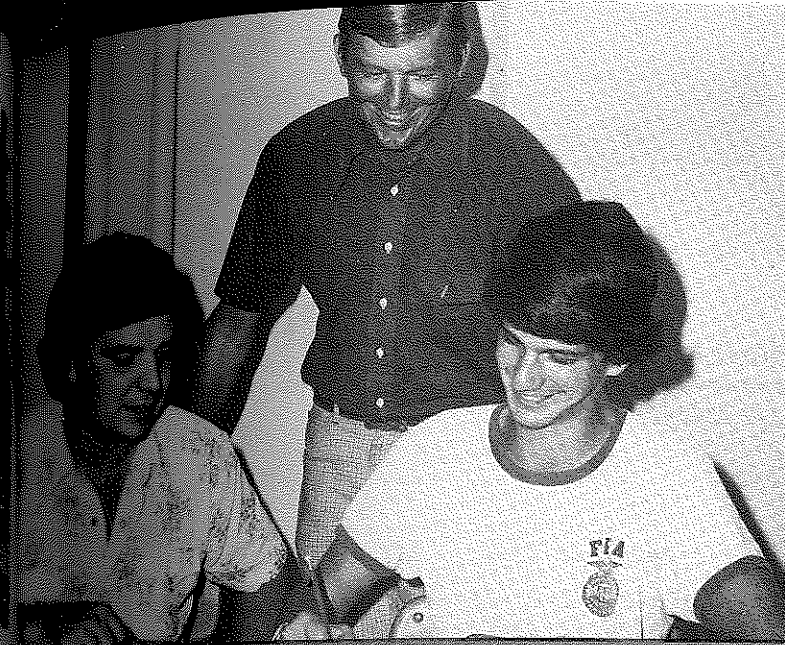
A student from the Kalispell, Mont., vocational agriculture program uses his small bulldozer to maintain his forestry project in good condition. (Photo courtesy Doug Bishop, Montana State University.)



Growing new forests keeps an industry in business. A Scotch Pine area in Virginia is maintained by vocational agriculture students with a forestry plot in the background. (Photo courtesy of George Lancaster, Louisa)



Students in New York are decking logs as part of their vocational forestry occupations training. (Photo courtesy of Warner C. Dietz, Adirondack Educational Center, Saranac Lake, N.Y. Related article on page 85.)



AGRICULTURAL EDUCATION

Volume 50

Number 5

November 1977

Teacher Programs
And Priorities

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— PATTERNS AND PRIORITIES**

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COVER PHOTOS



Top Photo: Mark Horinek, left, and Mark Pearson, standing, Vocational Agriculture Instructors in the two-teacher department at Ponca City, OK, assist Steve Brown, Ponca City FFA president, in working with the national chapter application. Middle Photo:

Moving into a new building is an exciting time in the multi-teacher approach at Cushing, Oklahoma. Left to right are Ron Snow, Cooperative Vocational Education instructor; Harold Williams, Vo-Ag Instructor and David Christ, Coordinated Vocational Education and Training Instructor. Bottom Photo: Even during local fairs, Vocational Agriculture Teachers in the three-teacher department at Guthrie, Oklahoma, take time to meet and plan chapter activities. Left to right are Mike Stephens, Raymond Cockrum and Lloyd Fletcher. (Photos by Paul Newlin)

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GUEST EDITORIAL



W. N. Barnett

GUEST EDITORIAL

A POSITIVE APPROACH TO THE MULTIPLE TEACHER PROGRAM

by
W. N. Barnett
Vocational Agriculture Teacher
Duncan, S. C.

The word positive can relate some key factors for a multiple teacher program.

- P — Planning, Program, People
- O — Organization, Objectives
- S — Solutions to problems
- I — Initiative
- T — Training, Teaching
- I — Implant, Improve
- V — Vigorous
- E — Evaluate

PLANNING a program which involves people requires a positive attitude in order to achieve the goals and objectives of the department. ORGANIZING an effective program and establishment of objectives should be a function in which all staff members participate. However, the chairman must take the lead in organizing and writing overall objectives for a program in Agricultural Education.

Based upon experience, a multiple teacher department presents more problems than a single teacher department. However, with a team of teachers seeking positive SOLUTIONS to these problems, much more fruit can be produced. This is one of the rewards in a multiple teacher program.

Once the overall goals and objectives are set up by the department staff, individual INITIATIVE should blossom. If individual teachers possess the spark of initiative, there will be no problem with the department progressing with a program that will be active and beneficial to the entire community.

TEACHING and TRAINING young people requires a great deal of energy and expense. Day to day activities, along with the burdens of fellow teachers, could deter efforts in developing a positive teaching and training program. With so many new ideas and such a fast pace of living, a staff should not lose sight of the fact that the teaching and training of young people is of utmost importance in a sound educational program.

A successful multiple teacher program will IMPLANT new ideas, values, and responsibility that will add to the school system and entire community. A continuous effort by all teachers will implant and improve the idea that the vocational agriculture program is a unifying force for all of the programs within the local school system.

Teachers in a multiple program should work diligently improving themselves as individuals and as teachers. The statement, "A chain is no stronger than its weakest link," is applicable to the standards and abilities of a multiple teaching staff.

(Concluded on page 105)

Teaching in a multiple department presents many challenges as well as rewards.

In some cases teachers in a multiple teaching situation are left to wander. Quite often leadership is lacking when this type of situation exists. It could be the lack or neglect of leadership among administrative personnel responsible for the overall program or among the teachers working in that particular department. Whatever the case might be, there is certainly a solution.

A multiple teacher department, in my opinion, should have a department chairman, head, leader or whatever descriptive term would fit the local situation. The title is not important. The total output of the department is the most important factor. Certainly, a department chairman, selected by the administrative staff, who can relate well with his or her peers, has a firm foundation for a strong and effective multiple teacher department. If the administrative staff does not select a department chairman, the teachers themselves should agree upon a leader and what role each individual teacher will play in support of the program. I am convinced that a chairperson must be known to all teaching and administrative personnel in order to provide the effective leadership and program direction for the entire department.

I do not mean to imply that a multiple teacher department is a one man show. The department must thrive on a spirit of cooperation and a desire to succeed or be the best in all phases of work. All teachers in a multiple teacher department should think positive. Another way to express this idea is to think positive with a cooperative attitude that will radiate so bright within the department that it will show to those on the outside.

SUMMING IT UP AND REORGANIZATION

The number of multiple teacher departments seems to be growing greater in every state each succeeding year. This trend appears to be brought about by increasing numbers of students who need increasingly specialized training for the various agricultural occupations. As has been pointed out in several of the articles in this issue, this approach brings with it advantages and disadvantages and works most effectively when certain principles are followed.

Since more than one person is involved, the utmost communication, coordination and cooperation from all individuals concerned is necessary to keep the department operating smoothly and efficiently and serving the students effectively. The team must work together efficiently and iron out differences quickly and quietly when they arise. All team members must work toward an overall common goal and support one another with the students and in the community.

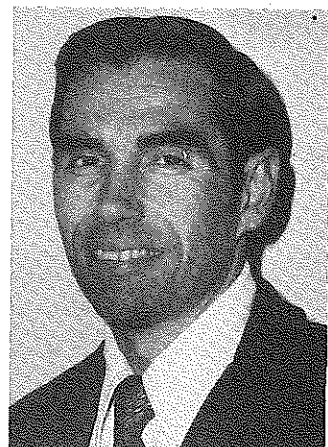
The articles in this issue listed and described various administrative approaches for accomplishing this. All seem to agree there needs to be a "Head" of the group. From there, the articles varied in their suggestions from the positive approach and shared responsibility to tried methods from past experience and group consensus about usable guidelines.

All of these suggestions and ideas are very useful and can greatly aid the smooth, effective operation of a multiple teacher department. However, if we stop and think a moment, I believe we will agree they were summed up very concisely many years ago when the World's Greatest Teacher said that doing to others what we would like done to us was the essence of LOVE. I think the teachers in the truly great multiple teacher departments share love with their students, among themselves, in their school and in their community.

COMING ISSUES COMING ISSUES COMING ISSUES COMING ISSUES

COMING ISSUES

- DECEMBER — Ornamental Horticulture Occupations — A Growing Field
- JANUARY — Agricultural Supplies and Services — Supplying and Serving the Nation
- FEBRUARY — The FFA — Training Leaders for Agriculture
- MARCH — International Education in Agriculture — Serving Our Friends There and Here
- APRIL — Serving Adults — Young Farmers, Adult Farmers, Agribusinessmen
- MAY — Post-Secondary Education in Agriculture — An Emerging Partner



FROM YOUR
EDITOR

James P. Key

REORGANIZATION

A reorganization of the regional editor system is reflected in the map on the back cover. Regions have been reduced in size to make regional editors more accessible to prospective writers and to reduce their workload somewhat to enable them to do a better job of soliciting articles and subscriptions. Several new regional editors have been added and a couple of past regional editors have been allowed to rest after many years of outstanding service. Irving Cross at Colorado State, and Larry Rathbun of Cal Poly at San Luis Obispo both have taken on added responsibilities at their institutions and deserve to rest after making fine contributions to the *Agricultural Education Magazine*. A very hearty thanks to each of you from all of us in the Ag Ed family.

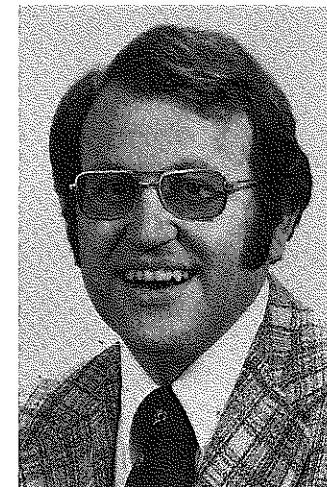
We welcome to our ranks Jay Lark of Cal Poly at Pomona, Joe Cvancara of Washington State, Paul Vaughn of New Mexico State, Larry Miller of Missouri and Jasper Lee of Mississippi State. We are looking forward to working with each of these men to produce a better than ever *Agricultural Education Magazine* which will serve more and more of our Ag Ed family.

Also, a hearty thanks must go to those faithful regional and special editors who have helped make the *Agricultural Education Magazine* what it is today and are staying in the traces to help make it that much better tomorrow. Art Berkeley at Cornell, James Mortensen at Penn State, John Todd at Tennessee, J. C. Atherton at L.S.U., Bill Richardson at

(Concluded on page 109)

- JUNE — Cooperative Education in Agriculture — Learning on the Job
- JULY — Careers in Agriculture — Summer Employment Opportunities
- AUGUST — Teacher Education in Agriculture — Laying the Foundation for Good Teaching
- SEPTEMBER — Student Competition — An Incentive Approach
- OCTOBER — Supervisors and Consultants — Important Members of the Team
- NOVEMBER — Effective Teaching — What's the Basis?

SHARED FFA RESPONSIBILITY A MULTIPLE TEACHER PRIORITY



Paul R. Vaughn

by
Paul R. Vaughn
Teacher Educator
New Mexico State University

It used to be easy to identify the local FFA advisor — he was the local teacher of vocational agriculture. Now it's a little different. The local advisor might well be a she, and it is very likely that she is only one of several FFA advisors in the local community.

Most of this change has been brought about by the tremendous expansion of agricultural education programs across the country. While the expansion has created many new departments, it has also brought about a general shift from single teacher to multiple teacher vocational agriculture departments. Inherent with this shift have been several problems, one of which deals with the question of "Who serves as the local FFA advisor?"

Because of the integral relationship of the FFA to the classroom, laboratory, and supervised occupational experience program, it would seem logical that each teacher in a multiple teacher vocational agriculture department would be involved with the FFA. But in reality, this does not take place. Recent studies in Virginia¹ and New Mexico² indicate that a surprising number of vo-ag teachers in multiple teacher departments do not share in the responsibility of advising and supervising FFA activities.

THE PROBLEM

While this lack of responsibility may have occurred because of a variety of factors, I am firmly convinced that the

major reason is the fallacy that has been perpetuated that one individual must serve as the local FFA advisor. This erroneous dictate has caused teachers in a multiple teacher department to sit down at the beginning of the school year and draw straws to see who has to serve as the FFA advisor for the rest of the year. Those who get the long straws breathe a sigh of relief because they now feel they can forget about the FFA program (at least until next year). The poor fellow who drew the short straw is "stuck" with all the problems of maintaining a superior FFA program. Despite assurances of "We'll help when you need us," it is likely that the advisor will end up supervising numerous activities which require the supervision of more than one teacher to be most effective. In this manner, FFA advisorship has become an albatross rather than the honor and privilege it should be. Little wonder that some FFA programs in multiple teacher departments are struggling.

THE SOLUTION

The only logical solution to the FFA advisorship problem in multiple teacher departments is a sharing of responsibilities. One person might be designated to recite the advisor's part at the meetings, but one person should never be the FFA advisor. A departmental chart of responsibilities similar to the one found in the *FFA Advisor's Handbook* should be established. This chart as-

signs specific responsibilities for each teacher in overseeing specific FFA activities. This does not mean that each teacher works only on "his" activities — far from it. It only means that he (or she) will have the major responsibility in that area and will be in charge of "seeing that it gets done."

This chart should be developed each year, and it is a good idea to switch responsibilities from time to time. This allows each teacher to gain expertise in a certain area (leadership training, parliamentary procedure, etc.) while at the same time exposing the students to a different philosophy or train of thought. In this manner, no teacher is left out of advising and supervising FFA activities, nor is one teacher given an unfair burden.

SUMMARY

Individuals sharing responsibility in an organization is not a new idea. The same basic principle has been used for the past 50 years by a youth organization to involve its members and develop their potential to the fullest extent. Let's hope that FFA members are not the only ones who learn from the experience of others. ◆◆◆

¹Vaughn, Paul R., and McMillon, Martin B., "Salaries and Working Conditions of Virginia Agricultural Education Teachers," Staff Study, Virginia Polytechnic Institute and State University, 1977.

²Vaughn, Paul R., "Factors Related to the Success of New Mexico Vocational Agriculture Teachers as FFA Advisors," Unpublished Ph.D. Thesis, The Ohio State University, 1976.



Don Brown

Guidelines For Multiple Teacher Departments

by
Don Brown and Marcus Juby
Teacher Education
Oklahoma State University

The number of multiple teacher departments of Vocational Agriculture in Oklahoma has more than doubled in the six year period from 1971 to 1977. There are presently 67 multiple teacher departments employing one hundred forty-one (141) teachers. As recently as 1971, there were only twenty-eight such departments. Recommendations for the operation of these departments had been informally made from time to time by district supervisors and Agricultural Education Staff members. However, no organized effort had been made to develop a set of useable procedures and guidelines.

With a very definite trend established toward an ever increasing number of multi-teacher departments, several factors became apparent to those involved in the administration and supervision of these programs.

1. This continued growth presented new and different problems in assigning duties and responsibilities.
2. Problems concerning the management of personnel and equipment needed to be addressed.
3. There was a definite need to involve the teachers from multi-teacher departments in identifying the procedures and guidelines necessary for operating an efficient and effective educational program.

With these factors in mind, a systematic approach to the development of a useable, effective set of guidelines and procedures was undertaken with the cooperation of the State Department of Vocational Agriculture and the Agricultural Education Department at Oklahoma State University.

In the fall of 1975, teachers employed in multi-teacher departments met and began to identify the major

areas of concern that needed attention. Administrators of schools where multi-teacher departments existed were also asked by written survey to help identify these major areas of concern. With eighteen areas of concern identified, all teachers employed in multi-teacher departments were assigned to committees and met in January, 1976, to begin to formulate their suggestions and recommendations concerning these eighteen major areas.

In June of 1976, a four day conference was held on the campus of Oklahoma State University. One hundred and twelve (112) teachers representing ninety-five percent of the multi-teacher departments in Oklahoma attended this conference. Three administrators from schools with multi-teacher departments were used as resource personnel. Dr. Don Herring of Texas A & M University addressed the group at the beginning of the conference. He reviewed his nationwide study concerning guidelines for multiple teacher departments and challenged the group to commit themselves to the improvement of vocational agriculture education through the formation of useable, effective guidelines for multiple teacher departments.

Each committee met and drafted their recommendations for the area assigned to them. These recommendations were then presented to the entire group of 112 teachers. *Robert's Rules of Order* were followed during the discussion to allow the teachers to voice their opinions and to offer additions or other changes before acceptance of the group by a majority vote. Each teacher in attendance was then asked to rate the committee recommendation as to its relative importance. From this individual teacher rating emerged the suggested guidelines and procedures for multiple teacher departments.



Marcus Juby

To assure that these suggested guidelines and procedures were useable and effective, all teachers in multi-teacher departments in Oklahoma were provided a copy of the conference recommendations and asked to incorporate them into the operation and management of their local department. A follow-up to this local application review of each of the suggested guidelines and procedures was held in August, 1977. At this meeting teachers were encouraged to express their views on each of the suggested guidelines and the final action approval by majority vote of the present.

The approved guidelines and procedures have since been submitted to the State Department of Vocational Agriculture to be used as a part of the State Policy and Procedures Manual.

The effectiveness of these guidelines in the establishment and improvement of multi-teacher departments can only be measured after several years of application in the local departments.

The guidelines and procedures that were recommended through this process are listed as follows:

SUGGESTED GUIDELINES AND PROCEDURES FOR MULTIPLE TEACHER DEPARTMENTS IN OKLAHOMA PUBLIC SCHOOLS

A. Organizational Structure of Multiple Teacher Departments

- (1) Local written guidelines should be developed to fit the local community, using the suggested guidelines.
- (2) One teacher should be designated as the department coordinator, who will be the principle communication link with the local school administration.
- (3) The department coordinator should be appointed by the local school administration with consideration given to:
 - (A) Experience in the local department
 - (B) Ability to organize
 - (C) Leadership ability
 - (D) Compatible personality

- (4) The selection of an additional teacher should involve the existing teachers in the department.
- (5) Additional teachers should be selected on their qualifications to meet the local needs of the department.
- (6) Compatible personalities should be considered in the selection of an additional teacher.

B. Planning the Instructional Program

- (1) The instructional program should be designed to meet the needs of the students.
- (2) Consideration should be given to the agricultural needs of the community.
- (3) Consideration should be given to the available facilities, equipment and funds to support the instructional program.
- (4) All teachers in the department should be involved in planning the instructional program.

C. Assigning Areas of Responsibility

- (1) Teaching responsibilities should be assigned with careful consideration given to the individual skills, knowledge and interests of the staff members.
- (2) Individual student needs should be stressed when assigning instructional responsibilities.
- (3) A team teaching approach should be utilized so that all teachers will be involved with Vo-Ag I and Vo-Ag II students.
- (4) Proper supervision of students working in the shop area or on field trips should include adequate safety practices.

D. Advisory Committees

- (1) Each department should have an advisory committee selected from the agriculture segments of the community.
- (2) Written purposes should guide advisory committee actions.

E. Selecting and Grouping Students

- (1) The selection and grouping of students should be done with the best interests of the students in mind, and should be a cooperative effort of the teachers, the counselor and the principal.
- (2) State policy concerning maximum enrollment per teacher should be followed in selecting students.
- (3) Individual student and teacher conferences should be held prior to enrollment in vocational agriculture.
- (4) Available facilities and equipment should be considered in the selection and grouping of students.

F. Discipline Standards

- (1) Written rules concerning discipline standards should be formulated and approved by the local school administration.
- (2) All teachers within the department should exert extreme effort to apply the discipline standards uniformly.
- (3) Consideration should be given to using women sponsors when girls are involved in activities away from the local school.

G. The Use and Care of Facilities

- (1) The number of classrooms provided for multiple teacher departments should equal the number of teachers on the instructional staff.
- (2) Classrooms should be located adjacent to each other and be accessible to the teachers' office.
- (3) Each classroom should provide a

- (4) Classroom space should be provided to accommodate FFA meetings or Young and/or Adult Farmer meetings.
- (5) Classrooms should be designed to fit the specific vocational agriculture courses offered, and should include a laboratory and library.
- (6) Glass viewing areas should be provided into classroom, office and shop area to assure effective teacher supervision of students.
- (7) The shop should provide a minimum of 150 sq. ft. of floor space per student, based on the largest class enrollment plus 20%; an additional 1500 sq. ft. should be provided for equipment and material storage.
- (8) Adequate equipment should be provided to teach the skills as recommended in the basic Core Curriculum.
- (9) A tool room should be provided of at least 15 ft. X 15 ft., and each student should be provided an individual locker for storage.
- (10) Individual office space should be provided each teacher in the department.
- (11) A telephone should be located within the office of the vocational agriculture department.
- (12) Adequate restroom facilities should be provided near the classroom and shop area.
- (13) An outside storage area should be provided in the form of an enclosed structure or blind to conceal stored materials and projects.
- (14) A school farm laboratory should be provided including a facility for storing supplies and equipment.
- (15) The general care and maintenance of building and equipment should be the responsibility of all staff members, with specific responsibilities assigned each teacher.
- (16) Any new facilities being constructed or planned should provide for future growth in the design of the facility.

H. Inventories, Budgets and Purchase Requests

- (1) All staff members in a multiple teacher department should jointly fill out annual inventories and budgets in compliance with local school policy.
- (2) Priorities, involving budget items and purchase requests, for the entire department should be agreed upon by all staff members in the department.

I. Reports and Records

- (1) All teachers in the department should cooperate in filling out necessary reports and records.
- (2) Teachers should agree at the beginning of the school year on a fair and equitable division of responsibility for reports and records.
- (3) Each teacher should keep a daily diary of all his activities for use in completing reports.
- (4) FFA officers should be encouraged to complete chapter reports under the guidance and supervision of the teacher or teachers in charge.

J. Supervised Training Programs

- (1) Every student in vocational agriculture should be required to have a supervised training program.

- (2) Teachers within the department should be assigned an equal load in the supervision of student training programs.
- (3) Supervision should be assigned to teachers according to their expertise and interest.
- (4) Transportation should be provided to fulfill the demands of supervision, and the use of transportation should be at the discretion of the teacher.

K. Organization and Operation of the FFA Chapter

- (1) All teachers should serve jointly and cooperatively as the FFA Advisor.
- (2) Teachers should agree on the contest areas for which each will be responsible.
- (3) Daily communication concerning the FFA Chapter operation should be held and all decisions made jointly by the teachers.

L. Adult and/or Young Farmer Education

- (1) Multiple teacher departments should have an organized Young Farmer Program.
- (2) One teacher should be designated as the advisor of the Young Farmer Program.
- (3) All teachers should be actively involved in planning and carrying out the Adult and/or Young Farmer Program.
- (4) Available state department funds should be utilized to pay teachers for conducting Adult Education Programs.
- (5) Local program needs for Adult Education should be determined through the use of an Advisory Committee.

M. Public Relations

- (1) Public Relations is an integral part of the vocational agriculture program.
- (2) Teachers should be assigned specific responsibilities concerning public relations.
- (3) FFA reporter news releases should be coordinated through the locally assigned teacher.
- (4) News releases should either name all teachers as advisors or none.

N. Professional Improvement

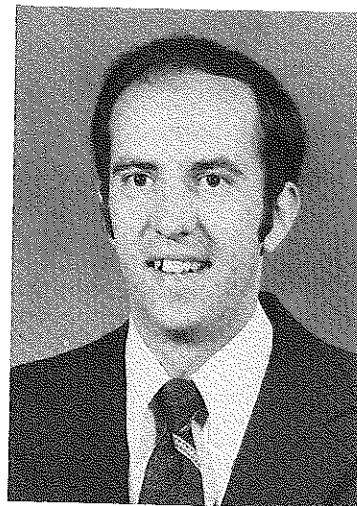
- (1) Teachers should attend those in-service training courses designed to improve skills in the area of instruction, for which they are responsible.
- (2) Each teacher should become actively involved in one or more local civic organizations.
- (3) Each teacher should belong to the professional vocational organizations.

O. Assignment of Other School Duties

- (1) The assignment of school duties in areas other than vocational agriculture should take into consideration the teachers' responsibilities to the FFA, Young Farmers and Community Service Programs.
- (2) The local FFA program of work should be covered in detail with the local school administration at the beginning of each school year.

P. Departmental Evaluation

- (1) An annual evaluation of the total vocational agriculture program should be held at the end of each school year, involving all teachers in the department, as well as the school principal or superintendent.
- (2) The evaluation should be based on state recommended policy with improvement of the local program as the goal.



James W. Legacy

THE STUDENT-TEACHER RATIO IN INDIANA'S MULTIPLE TEACHER DEPARTMENTS

by
James W. Legacy
Teacher Education
Purdue University

We know that nationwide in vocational agriculture, multiple teacher departments are replacing single teacher programs. But, is the teacher/student ratio for vo ag changing as we move to more multiple teacher departments? Reading the following job descriptions provides some clues to the changes that fifteen years of specialized teaching in multiple teacher departments has created.

TEACHING POSITION

DATE: April 22, 1962
TYPE: Vocational Agriculture
CONTRACT: B.S. Degree Agriculture; \$4,800, 12 months
GENERAL DUTIES: Plan and teach a program of vocational agriculture; responsible for (8 acre) school farm; advisor of Future Farmers of America.

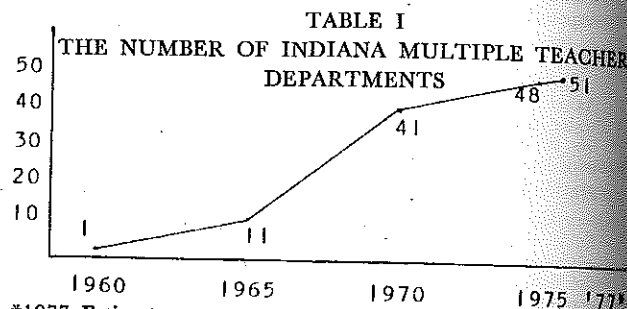
VACANCY ANNOUNCEMENT

STARTING DATE: August 1, 1977
POSITION: Horticulture Instructor
SALARY RANGE: B.S. (\$10,500 - \$13,500), M.S. (\$11,200 - \$15,000); 10 or 11 months.
DESCRIPTION: Teaching responsibility for Floral Design I and II, Greenhouse Production I and II; also possible classes in landscaping and nursery operations.

These job descriptions are representative of well published trends in vo ag, such as a) higher salaries, b) fewer 12 month contracts and c) technically specialized teachers. What effect have larger departments had on the teacher/student ratio in vocational agriculture? This is a question which was answered for Indiana by an analysis of the number of vo ag teachers, departments and students over the past 15 years.

INDIANA'S MULTIPLE TEACHER DEPARTMENTS

Today about one half of the vocational agriculture teachers in the state of Indiana work in multiple teacher departments where their duties are more specialized. Federal monies continue to promote construction of new and larger facilities. Each year new multiple teacher facilities replace traditional one-man departments.



The growth of multiple teacher departments from one in 1960 to 51 today has been accompanied with a decline in the total number of schools offering vocational agriculture.

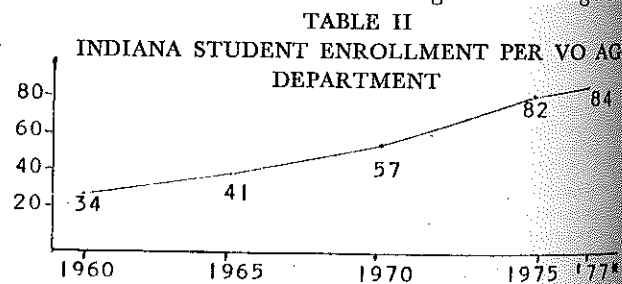
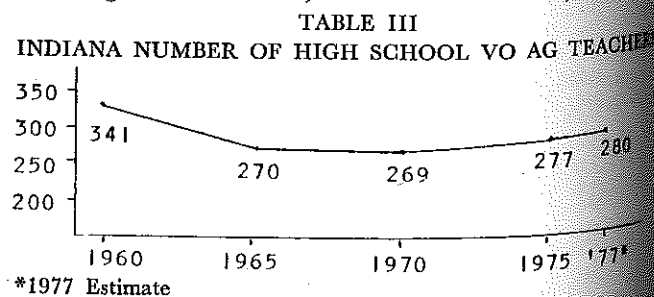


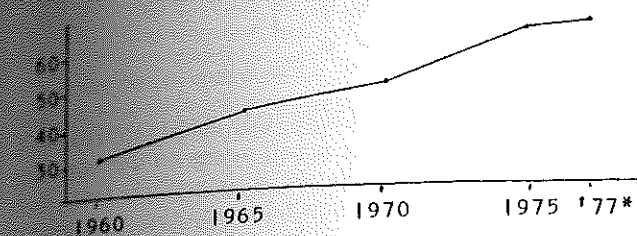
Table III shows the end of a recent trend towards fewer teachers. The average day student enrollment for each vocational agriculture teacher, which was 31 in 1960, is now 280.



(Concluded on next page)

CONTINUED THE STUDENT-TEACHER RATIO . . .

TABLE IV
INDIANA NUMBER OF HIGH SCHOOL STUDENTS PER TEACHER



In comparison with 1960, today Indiana vocational agriculture has 16% fewer teachers, teaching 82% more students in 40% fewer departments.

PROS AND CONS OF MULTIPLE TEACHER DEPARTMENTS

We in the profession of teaching vocational agriculture need to be continually aware of the scope of change that has occurred in the student/teacher ratio in the last 15 years.

Today, each teacher is responsible for the vocational preparation of twice as many students as were teachers in 1960. Increased student loads affect many phases of a vocational teacher's activities. From classroom individualized instruction to home visits and the extent of supervised occupational experience programs, today's teacher performs twice the job of the 1960 teacher. Or, is the 1977 vocational agriculture teacher doing half the job of vocationally preparing twice as many students?

Are multiple teacher departments of vocational agriculture better departments? The following is only a partial listing of some advantages and concerns of multiple teacher departments.

CONTINUED GUEST EDITORIAL

It is most important that multiple program teachers be VIGOROUS toward the development of the entire agriculture program. An enthusiastic, energetic teacher has the opportunity to light more fires than any other person in the school system. The rewarding part is when the teacher can observe how subsequent fires can be built from his initial energy and enthusiasm.

EVALUATION? How can we get along without it in the educational world? It is probably the most needed and helpful tool in our school system, yet at times it may seem that our particular evaluation program is inadequate. In my opinion, an effective multiple teacher program will have a constant and continuous evaluation program. The type and method of evaluation should be determined and used by all teachers. Evaluations that are made for the records only are worthless and should be eliminated from our programs. All

Advantages of Multiple Teacher Vo Ag Departments

1. Larger FFA's can be active in a wider range of activities.
2. More stable program is possible with 2 or 3 teachers.
3. Teacher time for extracurricular activities can be shared.
4. New facilities and equipment are more easily justified by larger student numbers.
5. Teachers have fewer specializations in which to become technically competent.

Concerns for Multiple Teacher Vo Ag Departments

1. There is a teacher shortage in some specialties and a surplus in others.
2. Teachers in area vocational centers need a student recruitment program.
3. How to structure FFA in a multiple program department must be determined.
4. Work experience for non-farm occupations must be organized.
5. Increased enrollment of students causes increases in home visitation.

Vocational agriculture has experienced 15 years of growth. There are more students. There are more multiple teacher departments and more students per teacher. One item which is constant is the purpose of vocational education. Preparing students for occupations in agriculture is the purpose of vocational agriculture. Can teachers maintain programs which meet this purpose, while the number of students they teach has doubled? In some states, vocational teachers' organizations are saying NO. They are negotiating for contracts, which limit the number of students per teacher in vocational programs.

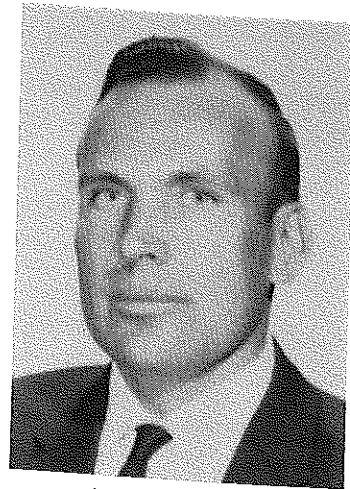
1. *Indiana Vocational Agriculture Facts and Figures Book 1935 to Date*, Agricultural Education Section, Purdue University, West Lafayette, Indiana.
2. *Learning a Living Across the Nation*, Vol. 5, Part II Statistical Report, Northern Arizona University, Flagstaff, Arizona, November 1976.
3. Price, Robert R. *Thanks for Our Heritage and Thanks for Our Challenge*, Agricultural Education Magazine, February 1966, Number 8, pages 174-75.
4. Woody, William T. *Small FFA Chapters Must Try Harder*, Agricultural Education Magazine, July 1975, Number 1, pages 16 and 18.

teachers within the department must feed information into the evaluation system in order to reap the benefits. Results obtained from the evaluation process should be used in planning the future program.

A staff that will:

- 1) Plan and develop a program which will meet the needs of the people,
- 2) Organize and help other staff members,
- 3) Seek positive solutions to problems,
- 4) Maintain their initiative and willingness,
- 5) Dedicate themselves to training and teaching,
- 6) Implant ideas and improve professionally,
- 7) Be vigorous and energetic and
- 8) Continuously evaluate

should enjoy the fruits of a strong and sound program which will glow throughout the school system and community.



Paul W. Emerling

SO THAT'S MY JOB!

by
Paul Emerling
Griffith Institute and
Springville Central School
Springville, N. Y.

Ideally, the entire staff should, at the very beginning, develop and share a strong belief in a common basic educational philosophy.

Anyone planning to organize or to work in a multiple teacher agriculture program may be interested in a few observations gleaned from my 25 years of trying to organize and work in one.

First of all, teaching is totally different — better — compared to my previous years in a one man department. It has been vital to my sanity to regularly consult another vocational teacher to try out my ideas and compare them to his ideas for solving problems. There is plenty of challenge and work to do, but a multiple teacher department leaves opportunity for everyone to blame someone else when things go sour.

BASIC PHILOSOPHY

Ideally, the entire staff should, at the very beginning, develop and share a strong belief in a common basic educational philosophy. I believe that this is the keystone to building a program in which we can work together successfully. It's pretty neat, too, if you can get others around you to agree — the boss, the board, the parents, the rest of the faculty, and even the kids.

Such a philosophy should include a clear, open understanding of each staff member's priority ranking and how hard he is willing to work in each of several areas: prevocational or exploration, vocational, out of school, and public relations. Then a mutual trust and regular, open communications can result in teachers working successfully together.

This one key leads to professional peace and personal quiet. When you know that your fellow teacher is trying to satisfy the same educational needs with which you struggle, it is easy to argue with zeal about little things and

still remain friends, working together toward a common goal. You can even overlook his stupid mistakes.

Conversely, if your colleague is convinced that you should be collecting tree identification samples, he won't feel any better *regardless* of how well you prepare students to show cattle at the fair.

EDUCATIONAL NEEDS

In Springville, the three of us totally agree that our program must meet two educational needs: 1) to help the student explore the clusters of agricultural jobs, and 2) to help him train for success in his chosen cluster.

Our New York State agriculture job clusters are reasonable and manageable. Freshmen Ag. 9 students use a whole year to figure out which (if any) is the right job cluster for them to enter: 1) Farm Production and Management, 2) Ornamental Horticulture, 3) Ag. Mechanics, 4) Agri-Business, or 5) Conservation.

After 28 years of teaching, I am solidly convinced that this educational need *must* be met. During my early teaching years, I paid the frustrating penalty for not meeting that need: my students thought they had no need to work — and they didn't. I "taught" for four years before I got that educational need in perspective and, looking back at those years, I doubt that I taught anybody anything.

When a student *thinks* he has chosen the "right" cluster of jobs to study, it becomes possible to help him train for successful job entry in "his" job cluster.

DIVISION OF RESPONSIBILITY

After a staff agrees on the work to be done, it is important that it be divided up fairly and that each works in his area of special interest and ability. We did that. I am responsible for Ag. 9 Exploration and Ornamental Horticulture. Harland Koster teaches Agri-Mechanization. Charles Couture teaches Agri-Business as well as Farm Production and Management. You know, it is comfortable when someone asks you a tough question and you can honestly send the questioner to a colleague who knows his stuff in his field. He can handle the question with ease.

As soon as a department includes more than one teacher, *one* should be designated the boss. This is a mistake. "We are all equal" can really get things screwed up because everybody's business may not get handled by anybody. The administration wants to deal with one person to be sure assignments are delegated and completed.

It is frustrating in any organization when things go wrong and nobody knows whose hind end to kick. It's a fact, too, that if a goof-off's behind doesn't get kicked, his work won't get done. Someone has to take responsibility for such things as department record keeping, budgeting and reporting on time, "running" the Advisory Committee, and representing the department at banquets.

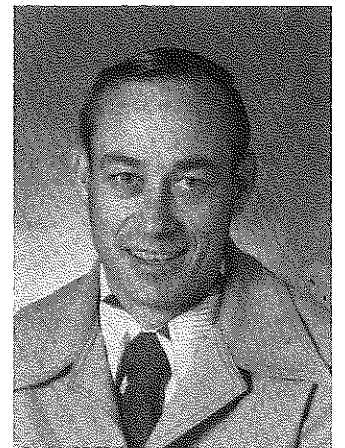
One of the staff should be designated as primary advisor to the F.F.A. Remember, "everybody's" work doesn't get done by anybody. It works the other way around, too, and life is too short for two teachers to each line up a main speaker for the same F.F.A. banquet.

It has been our experience in Springville that once the basic educational needs are agreed on and lines of specialization and responsibility are established, it is easy to work effectively. Each teacher has a freedom to use his creativity to develop and execute his parts of the program to meet student needs.

(Concluded on page 109)

REFLECTIONS FROM MULTIPLE TEACHER EXPERIENCE

by
Rev. J. Darrell Strain
Department Head, Vocational
Agriculture
Alton, MO



J. Darrell Strain

I remember a conversation between two teachers of vocational agriculture that went something like this, "So you are planning to hire another teacher and go to a multi-teacher department now I don't want to discourage you but you are certainly asking for trouble why, you'll no longer be able to do what you want to do, or teach what you want to teach, and you'll just have problem after problem." I don't know if that teacher went ahead with the plans to enlarge the department or not. Needless to say, I was somewhat surprised. I teach in a multi-teacher department and never experienced the problems and trouble mentioned. For the first time I really began to sit down and analyze the merits of a multi-teacher department. After some thought I reached the conclusion that I never want to go back to a single teacher department again.

Let me explain. I began my career as a teacher of vocational agriculture in 1963 in a brand new department — single teacher with 76 students. I have since moved and started teaching in a two-teacher department. Now we have grown to a three-teacher department, and if we could come up with the finances, we would hire additional teachers in our program. I would never hesitate to recommend the multi-teacher concept if a few simple common sense rules are followed. These rules have never (to my knowledge) been researched or published in the printed text.

Common Sense Rules

They are simply things which I have found to work.

First, be certain that your administrative superiors, including the superintendent, understand the nature and scope of your program and the future needs of your community. Develop a written schedule of teaching and FFA activities during school; include after-school duties in which you must engage to do an effective job. A written program looks far more impressive. Use this written plan to sell the fact that you need help in your department to meet the needs of the students.

Second, develop the philosophy with the administration that someone must be put in charge of any program where two or more persons are employed in the same area, using the same facilities, etc. This philosophy is sound and will be accepted due to the fact that his job is based on the same principle. Concurrently, the administration develops written guidelines regarding the responsibilities of the individual in charge of the program. These guidelines must be as specific as possible and include the needed authority to carry out the responsibility. Present this plan to the administration for approval. This approach will eliminate the problem of who has authority to make decisions and who is responsible for the operation of the department. The head of the department (or whatever name or title you wish to use) should be directly responsible to the principal or vocational administrator. It is crucial to recommend that this information be included in the board of minutes and/or the policies of the school district because administrators and board members can change. This approval will allow for long term and orderly operation of the department.

Inherent in these guidelines is this author's opinion that the department head should be the teacher, or one of the teachers, who teaches in the secondary program and works with the all-day program. He should also have had experience in teaching adults. Of course, the school should compensate the head of the department, commensurate with the duties and allow time in the school day to exercise his responsibilities.

Third, it is important that you develop with your co-workers in the agriculture department a list of duties and responsibilities of each teacher . . . taking into account experience, likes, expertise, etc., of each teacher. This should be done in an informal setting.

Fourth, keep the doors of communication open and encourage suggestions from your co-workers in the department. The department staff should solve problems as a group, if possible. Always remember that someone must make the decision and be responsible.

The department of Vocational Agriculture at the Alton R-4 School System in Missouri is organized with a department head, who teaches 5 classes per day, a second all-day teacher who teaches 5 periods per day and advises the FFA and an Adult Vocational Agriculture Teacher who teaches adults and advises the Young Farmer Program.

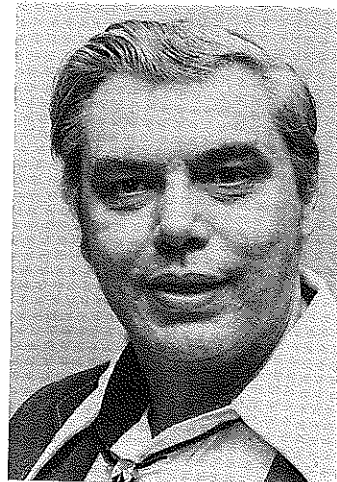
Planning and organization is important for any teacher of vocational agriculture but it is especially critical for the department head. I have found that through careful planning, hiring good prospective teachers and administrative cooperation we are able to accomplish much more in a multi-teacher program.

ADVANTAGES

As I see it, the main advantages of the multi-teacher department can be listed as follows:

1. More students can be accommodated.
2. Smaller class size enables the teacher to do more individual instruction.
3. Course offerings can be expanded.
4. Duties in FFA activities can be shared.
5. A more complete adult course offering can be offered.
6. Community activities and public relation programs can be shared, thus cutting down on the extra hours required outside class.

(Concluded on page 118)



Frederick H. Miller

PET INDUSTRY INVOLVEMENT IN OCCUPATIONAL EDUCATION

by
Frederick H. Miller
Teacher of Small Animal Care
Board of Cooperative Educational
Services of Nassau County
Westbury, New York

The purpose of this article is to demonstrate and describe how the pet industry has been working with the Board of Cooperative Educational Services (BOCES) of Nassau County in its small animal care program at the BOCES County Center in Westbury, New York.

SMALL ANIMAL CARE PROGRAM AT THE NASSAU BOCES

In 1969, the Nassau BOCES initiated plans for a small animal care program, one of 60 occupational education programs offered to high school youth at five BOCES centers.

An advisory committee was formed which helped determine the need for the program, the design of the facilities, and the development of the program in time for the first class to start in September, 1970. The program was started with 49 students and one instructor. It was designed to give the students an entry into laboratory animal and veterinary assistant fields. The following year the program doubled in size and moved to new facilities with two instructors. The facilities included 12 animal rooms, an operating room, laboratory room, and an area for classroom instruction. The program continued to grow in number of students and was expanded to include a dog grooming and kennel area. The pet shop started in an area 90 feet by 40 feet which had about 12 20-gallon fish tanks and some small mammals and birds from the laboratory section. Today, there are some 200 students enrolled in the program and facilities now include a full line pet shop operation, along with four full time instructors.

INDUSTRY GETS INVOLVED

In 1973, plans were made for acquiring a full line pet shop. The advisory committee made arrangements for the instructor of the pet shop area to speak to the executive board of the American Pet Products Manufacturing Association (APPMA) at one of their regular meetings. At this meeting, which was held in the early part of 1973, the instructor described the small animal care program and the general plans for developing the pet shop area.

The APPMA executive board turned the information over to its educational committee and the Pet Industries Joint Advisory Council (PIJAC) for review and recommendations. It is interesting to note that the pet industry has a very active educational committee which may well be the reason for its continuing growth and success.

The instructor was contacted by the APPMA board to meet with them in the early spring of 1975. At this meeting they planned to set up complete pet shop facilities at the BOCES County Center in Westbury. The various manufacturers were given a list of the supplies needed and the material was donated and shipped to the center. The students at this BOCES center were given the task of setting up the shop. The pet shop students were to set up cinder-blocks and boards to hold the aquarium tanks along the walls for the tropical fish and reptile areas. The carpentry students built shelves for the mammals and bird cages, while the electrical and plumbing students ran the pipes for the air pump and electrical outlets for the aquarium lights and heaters. As the various supplies came in, they were set up and the pet

shop developed rapidly. Supplies were included to stock the shelves and per boards in the room with dry goods material such as fish foods, extra cages, toys for animals, shampoos and some medications, etc. The school stocked the aquariums with tropical and water fish, the reptile room was supplied with reptiles and the bird cages were filled with canaries, finches, parakeets and doves. Additional small mammals such as hamsters, gerbils, rabbits and guinea pigs were moved into the mammal area. The end product was a complete line pet shop with the goal of training the future pet shop employee and manager.

INDUSTRY'S OUTLOOK

It is not the aim of the industry to donate a full line pet shop to every school which hopes to offer a course in pet shop management. The program as designed by BOCES and aided by the industry, is intended as a model for other programs to follow. Since Nassau BOCES had been offering the small animal care course with programs in veterinary assistance, laboratory animal and dog grooming, the extension of the course to include pet shop operation was a natural extension of the curriculum.

When the pet shop was set up completely, the APPMA board of directors held its business meeting in the classroom section of the pet shop so that the members could see and discuss first hand the progress of the program. During this meeting, the instructor of the program and the principal of the school were asked to discuss the program and current needs.

(Concluded on next page)

CONTINUED PET INDUSTRY INVOLVEMENT . . .

Since the success of any occupational program is measured by the employment of its graduates, the industry was informed of this need. As a result, the APPMA planned ways to help BOCES find employment for its graduates. The plans called for the manufacturers to spread the word to the rest of the industry and invite others in the field to tour the facilities with them. Arrangements were made for the four pet industry trade journals to carry placement advertisements for one year to help place the graduates of the program at no charge to the BOCES.

INDUSTRY LOOKS AT THE FUTURE

The pet industry recognizes the need for educational programs in vocational high schools and is doing something about it. In addition to working with the Nassau BOCES, many of the APPMA and PIJAC members serve on advisory councils in Nassau County and in other programs including the advisory council for the Animal Science teachers of the Association of Teachers of Agriculture of New York, and educational committees within their organiza-



tizations.

The industry is also currently in the process of planning a course in Small Animal Science for the occupational teachers of New York State to update their skills in the field.

As indicated before, it is the aim of the pet industry to have a model which will be emulated by others in occupational education. By keeping involved in educational programs, the industry is protecting its future. ◆◆◆

CONTINUED EDITORIAL

Purdue, Roland Peterson at Minnesota, Herb Schumann at Sam Houston and Doug Bishop at Montana. All of these editors have done a fine job in the past and will continue to do so in the future.

In addition, special editors Clarence Bundy (Historical), retired from Iowa State, Gordon Swanson (International), at Minnesota, Paul Newlin (Pictures) of the Oklahoma State Department of Vocational-Technical Education, John Hillison (Book Reviews) at VPI & SU, and James Wall (NVATA) all deserve special credit for their excellent contributions. We thank you for work well done and for your continued contributions.

I would be amiss if I did not single out our Business Manager for a "Well Done." Charlie Lebo of the Pennsylvania State Department will be leaving us at the end of the year after several years of keeping us in the black financially, keeping subscription lists straight and the many other tasks

he has carried out so well. A very special thanks to you, Charlie.

Martin McMillion at VPI & SU always stands ready with advice and counsel as Consulting Editor. After three years of editing an excellent professional journal his advice and counsel is always welcome.

One other accolade needs to be tossed to my dedicated secretary, Judy Grosh. Judy is a junior here at OSU in Horticulture and does an outstanding job of editing copy, keeping things organized and handling the tremendous volume of correspondence which goes with this job. A special thanks to my girl Friday.

Now you can see we have an outstanding group of people working to make the *Agricultural Education Magazine* the best possible. With your continued support through subscriptions and fine articles, we will all have a fine professional journal. Thanks to each of these and all of you. —Ed.

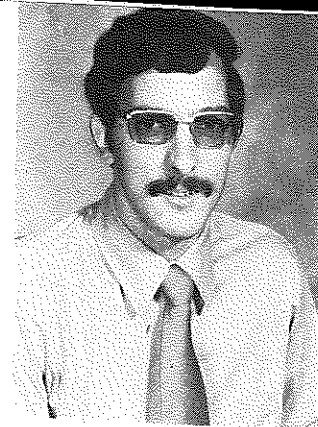
CONTINUED SO THAT'S MY JOB!

A FINAL THOUGHT

You might be tempted to think that a competent staff with a solid program designed to meet basic vocational education needs would "have it made" in a program that would last forever. However, our society, the world of

work and the families in our communities are changing. There will be the inevitable new problems and opportunities. These in turn require changes in the agriculture program, and teachers have to communicate as they design changing programs to meet changing needs. We have to meet regularly and

maintain honest, open communications if we are to effectively teach future agriculturalists. I like my work and I am convinced that I do a better job because of my regular, daily contacts with my fellow agriculture teachers here at Griffith Institute in Springville, N.Y. ◆◆◆



AUTHOR
Anthony Ashlock
Farm Machinery Instructor
Stuttgart High School
Stuttgart, Arkansas

- CONSULTANTS**
John Gentry
Soybean and Rice Production
Instructor
Roger Clark
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Farm Design and Layout Instructor
Richard Gray
Agricultural Metal Working Instructor
Greg Goss
Agricultural Farm Building and
Structures Instructor

**CURRICULUM DEVELOPMENT
FOR VOCATIONAL
AGRICULTURE IN ARKANSAS**

Stuttgart vocational agriculture instructors are developing Curriculum Guides of six instructional areas of agriculture for Arkansas which include:

- I. Soybeans and Rice Production
 - A. Land Preparation
 - B. Variety Selection
 - C. Planting
 - D. How the Soybean Plant Grows
 - E. Fertilization of Soybeans
 - F. Weed Control
 - G. Disease Control
 - H. Harvesting, Storage, and Marketing
- I. Soybeans
 - A. Land Preparation
 - B. Variety Selection
 - C. Planting
 - D. How the Rice Plant Grows
 - E. Fertilization of Rice
 - F. Weed Control
 - G. Water Management
 - H. Disease Control
 - I. Harvesting, Storage, and Marketing

**CURRICULUM DEVELOPMENT
IN ARKANSAS' LARGEST
VO-AG DEPARTMENT**

- II. Horticulture (grades 10-12)
 - A. Job Opportunities in the Horticulture Field
 - B. Propagating Structures
 - C. Preparing Soil Mixtures
 - D. Plant Propagation
 - E. Care of Ornamental Plants
 - F. Insect Control
 - G. Disease Control
 - H. Plant Identification
- B. Ignition — Small Gas Engines
- C. Carburetion — Small Gas Engines
- D. Tractor Safety
- E. Tractor Operation
- F. Preventive Maintenance
- G. Engines
- H. Electrical Systems
- I. Hydraulics
- J. Combine Operation
- K. Forage Equipment
- L. Farm Machinery Management

- III. Farm Buildings Design and Layout (grades 10-12; a one-hour course)
 - A. Equipment and its uses
 - B. Lettering
 - C. Paper Set-up
 - D. Building Foundations
 - E. Building Structures
 - F. Side Views
 - G. Multi-views
 - H. Auxiliary Views
 - I. Topographic Mapping

- IV. Agriculture Metal Working (grades 11-12; a two-hour course)
 - A. Arc Welding
 1. Safety
 2. Electrode Selection
 3. Position Welding
 4. Wire Welding
 - B. Oxy-acetylene
 1. Safety
 2. Torch selection
 3. Position welding
 4. Cutting
 - C. Sheet Metal
 1. Safety
 2. Sheet Metal Layout
 3. Metal Fasteners

- V. Agricultural Farm Building and Structures (grades 11-12; a two-hour course)
 - A. General Safety
 - B. Power Tools
 - C. Electricity
 - D. Surveying
 - E. Carpentry
 - F. Plumbing
 - G. Masonry/Concrete
 - H. Blue Print Reading

- VI. Farm Machinery (grades 11-12; a two-hour course)
 - A. Compression — Small Gas Engines

This new curriculum development that is adapted to agriculture in Arkansas is necessary in order to develop knowledge and skills needed by today's young farmers, agribusinessmen, and persons pursuing agriculture related service occupations.

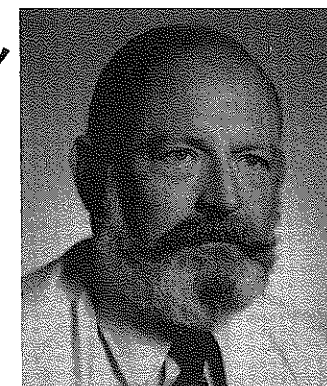
With the largest vocational agricultural facilities and teaching staff in Arkansas, Stuttgart can allow an instructor to become more specialized in a highly technical area in order to develop a curriculum guide needed by agriculture instructors in Arkansas. Most of the agriculture departments in Arkansas have only one-teacher-(207), two-teacher-(23), and three-teacher-(6) departments which lack the proper time and facilities for curriculum development.

DEVELOPMENT

The period of development is scheduled for three years. The first fiscal year will consist of the actual writing and developing of the curriculum, during which time selected vocational agriculture instructors throughout Arkansas, state vocational staff, and Mid-America Vocational Curriculum Consortium staff from the state of Oklahoma, will express their opinions and suggestions as to how the curriculum should be developed and the format the curriculum should follow. Each curriculum will be written, approved by the State Staff, and copies reproduced to be sent to selected instructors during the second year of development. Those instructors who receive copies will file them.

(Concluded on next page)

**AGRICULTURAL EDUCATION,
THE AVA, AND
LEGISLATION**



Donald E. Wilson

by
Donald E. Wilson
Chief, Bureau of
Agricultural Education
California State Dept. of Education
Sacramento, CA

Agricultural Education currently comprises the second largest division in the AVA. The agriculture division consists of three organizations: American Association of Teacher Educators of Agriculture (AATEA), National Association of Supervisors of Agricultural Education (NASAE) and National Vocational Agriculture Teachers Association (NVATA). NVATA is by far the largest association with 7,000 to 8,000 members. AATEA has a membership of approximately 400 and NASAE, about 200.

Agricultural Education, in my opinion, is currently suffering from a serious leadership gap in the area of legislative advocacy.

It seems that we have placed all of our marbles on the American Vocational Association (AVA) and, with the passage of PL 94482 (the most recent Federal Vocational Education Act), have been "cleaned out." There is absolutely nothing in the new Vocational Education act that is supportive of vocational subject matter areas, and especially agriculture. Industrial and

Business Education are essentially in the same boat as agriculture. Home-making Education has had their act together and is the only subject matter area to retain some identity and support in the Federal legislation. I think we have to take a "page" out of Home-making Education's book and get some support and identity in Federal legislation.

The latest Federal Vocational Education Act is a disaster for Agricultural Education. State staffs in Agricultural Education are once more under fire because of the lack of identity and support in PL 94482. Teacher education programs are disrupted for the same reason. Local Vocational Education subject matter programs are receiving less funding because of the "maintained where necessary" language in the act and the emphasis on overall social reform rather than on Vocational

Education instruction. Vocational Education student organizations receive little support and no recognition in the act.

Vocational Education subject matter in general, and Vocational Agriculture in particular, would not be in any worse shape if PL 94482 had not been lobbied at all. I believe that it is time for Vo-Ag teachers, teacher educators, and supervisors to join forces and fund a legislative advocate for Vocational Agriculture in Washington, D.C. If AVA cannot effectively represent Vocational Education subject matter areas, then we need to take those resources we are currently providing to AVA and redirect them to a more effective system. We certainly could not get any less effective representation on legislative matters by "going it" alone than we are currently receiving.

CONTINUED CURRICULUM DEVELOPMENT . . .

test each curriculum guide, making corrections, improvements, and suggestions in order that they may be revised and copies issued the third year to every vocational agriculture instructor in Arkansas.

The Curriculum format will be as follows:

- CURRICULUM TITLE**
- I. Terminal Objective
 - II. Specific Objectives
 - III. Suggested Activities
 - IV. Instructional Materials
 - V. Information Sheets
 - VI. Transparency Masters
 - VII. Assignment Sheets
 - VIII. Answers to Assignment Sheets
 - IX. Job Sheets
 - X. Test

XI. Test Answers

STUTT GART'S GROWTH

Stuttgart's Vocational Agricultural Program has been progressively moving forward for the past ten years. The Vocational Agricultural Program has grown from approximately 80 students to more than 300. By early 1976 the facilities had grown from one small classroom and shop containing 2,000 square feet to two classrooms, two shops containing 3,500 square feet, two greenhouses totaling 2,550 square feet, a lathe house of 800 square feet, and a two acre horticulture laboratory.

A new 17,000 square feet vocational building, financed by the local school district, was completed in time for the

beginning of the 1976-77 school year. It contains three shops, five classrooms, two labs and offices.

The new facilities, plus an increase in the number of students to 500 from 308 the previous year, made possible an increase in the number of vocational agriculture instructors from three to six.

Funding for the three new teacher's salaries was made possible through an Exemplary Program, which requires that the Stuttgart vocational agriculture instructors develop six curriculum guides over a three year period. After the three year period, the three new instructors' salaries will be funded the same way as all other vocational teachers in the state.

TEACHER EDUCATION IN AGRICULTURE?

The following statements were made to the Joint Committee on Vocational Education for the State of California by Dale W. Andrews, Executive Vice President of California Polytechnic State University at San Luis Obispo, in response to a letter from the Committee indicating they were considering reducing support for teacher education in vocational education (specifically Agricultural Education) in response to the new Federal vocational legislation.

Chairman Weiner and members of the Joint Committee on Vocational Education:

I am Dale Andrews, Executive Vice President of California Polytechnic State University, San Luis Obispo. On behalf of our president, Dr. Robert E. Kennedy, thank you for this opportunity to discuss the importance of a continuing, viable, statewide, coordinated program of professional personnel development, both pre-service and in-service, for vocational education teachers. Your task is a difficult one. All of us are continuously confronted with shortages in the difficult task of allocating resources. And yet, it is our objective—indeed, our responsibility—to continuously support and improve a vocational education program which meets the needs of the residents of this state.

I am here to urge you to continue to give high priority to pre-service and in-service professional development. Professional development is the key to a continuing high level vocational education program throughout the state. For, without adequately prepared and continuously up-dated vocational education staff, there is no foundation—no base—for the many, multi-faceted programs needed.

My big concern is in the area of agriculture and agricultural education.

THE IMPORTANCE OF AGRICULTURE

Before making specific suggestions relative to pre-service and in-service education, let me make a comment or two about the importance of agriculture:

No one man—king, president, legislator, educator, board member, or farmer—may be essential. But farmers as a group are indispensable. With the exception of those who fish the sea for food, farmers are the only source we have of new replaceable wealth from year to year. Yes—the only indispensable group. Said another way: **WITHOUT FOOD, YOU'RE DEAD!**

You must have an idea of how much progress California and American agriculture have made since the passage of the first federal Vocational Education Act in 1917. The marvels accomplished by our farmers in feeding our own nation, PLUS a significant portion of the rest of the world, are an accomplishment that didn't just happen spontaneously! A big share of the credit goes to the "Learning-to-do-by-doing" that took place in the Vocational Agriculture program and to the inspirational FFA programs in those same VO-AG classes that inspired our farmers to work to eradicate hunger in this world. That job is far from finished.

TEACHER PREPARATION NOT PRIORITY?

Although your April 29 letter to President Kennedy expressed concern that the preparation of Agricultural, Industrial Arts and Homemaking teachers should not receive priority, you did say: "Nonetheless, I am trying to keep an

open mind and it is entirely possible that you will persuade me on May 11."

God grant that I and others will be able to persuade you. Any decision which would seriously wound these programs will act against the other goals of the new act—the emphasis upon serving disadvantaged and handicapped populations, the elimination of sex stereotyping, the development of new curricula in emerging fields, and exemplary projects.

Maintaining quality programs, with competent teachers will support the goals you have stated. Competent teachers are the result of effective pre-service and in-service programs. The vocational agriculture programs present great opportunities to the disadvantaged and the handicapped. We have all seen in FFA, 4-H, and many agricultural activities associated with our schools, tremendous changes toward the elimination of sex stereotyping, changes that have been, in large part, a result of the very teachers produced by the programs we are supporting here today. At the same time we need to recognize that pre-service and in-service work are specifically, and have been traditionally, authorized by the federal act (Public Law 94482) and earlier acts. Pre-service and in-service work provide the foundation—and without the foundation you have nothing to build on in order to provide these new emphases. Irrespective of what the emphasis is—you still need competent people to carry it out.

Throwing out the basic program in order to serve the disadvantaged and handicapped would actually deprive them, and everyone, of this marvelous program!! The new act simply points out—that we should all remember to make provisions for, and be alert to, serving the needs of the disadvantaged and the handicapped within this very fine program. And, it says: keep up the good work—get even better by eliminating any sex stereotyping in this great vocational program that has contributed so richly to raising our standard of living and to helping to feed the world. The new act goes on to say:—don't plateau or rest on your oars—be sure to put proper EMPHASIS on the development of new curricula in emerging fields!! I can assure you that some of the best and most fruitful innovations in curricula come from your young people in the pre-service and in-service professional development program. And they are the ones who can carry new approaches and new ways into the classrooms.

Agriculture most certainly needs the development of new curricula in emerging fields. But this requirement is not new; agriculture has always been a dynamic field. Year after year in both in-service and pre-service work, it is emphasized that the curricula be tailor-made and updated. Agriculture is not a single discipline nor a static discipline, there are more new and emerging fields in agriculture than can be imagined.

(Concluded on next page)

CONTINUED TEACHER EDUCATION . . .

CURRENT PROGRESS

Maybe more progress is being made against sex stereotyping than you realize.

For example, since 1965 California's enrollment in Vocational Agriculture has moved from about ten percent female to about forty percent female. In 1968 there were only two female Vocational Agriculture teachers in the state—today there are about fifty fully qualified female vocational agriculture teachers in California. This was made possible by, and as a result of, on-going vocational agriculture pre-service training programs.

What is vocational education doing for the disadvantaged—and the handicapped? Special efforts are being made and are accelerating.

Vocational agriculture education has a strong record of service to individuals of special backgrounds—socio-economic, cultural, ethnic and physical impairment. For example, back in 1971-72, teacher educators in agriculture initiated and conducted a statewide series of workshops for the sole purpose of stimulating even greater participation of all these students in both vocational agriculture and the FFA.

The very close relationship which normally exists between a Vo-Ag teacher and a Vo-Ag student, due to contacts at school in FFA activities and visits to the home project or work experience station, has been highly successful for serving all students regardless of identified disadvantages or hardships. This relationship was fostered by an effective pre-service and in-service personnel development program.

TEACHERS PAY FOR IN-SERVICE TRAINING?

Why can't in-service professional development work be done through extension with the teachers paying their own way?

The State Department of Education's Vocational Education unit and the Community College Chancellor's Office staff provide the leadership here and appropriately so. They, in consultation with high school and community college teachers and administrators, determine priority areas of need and then arrange for specific agricultural skills, and professional courses to be taught in the various locations according, not to—whim, but to need. There are a good many instructional areas which do not have such an effective management of offerings.

The fact of life is that most teachers simply would not pay their own way for this upgrading if they had to bear the entire cost. Because vocational education is so essential to the life blood of this country, and because people are people, encouragement is needed. California has a shortage of Vo-Ag teachers right now. If the current level of pre-service support is not continued, this shortage will increase dramatically. For more than ten years California has had a significant shortage of vocational agriculture teachers. This shortage in California has been twenty-five percent, at least, and it is a nationwide shortage so it can't be solved by importation.

Why this shortage?—The market for agriculture graduates is good. Jobs in agriculture are available for bright,

young people with a baccalaureate degree. Teaching requires not only the degree but better than average academic achievement as well as personality and skills appropriate to effective teaching. On top of this, teaching requires an additional year of preparation and this, too, costs time and money.

Extra Cost: Why is student teaching in vocational agriculture more expensive than student teaching in other fields? Because vocational agriculture is not a single discipline and because it provides for high involvement of its students in FFA leadership activities, it is important that student teaching be done in a department where there is an active FFA chapter and in fact, a balanced program.

Because of this, 80% or more of the student teachers in Vo-Ag are required to move to a new location in order to do their student teaching. Last year more than 80% moved more than 50 miles from the university to get to their student teaching center. Half of these had to move again back to campus to complete their last semester's work. Student teaching in Vo-Ag is not part time—like 2-4 hours a day. It's full time—for a full semester. And, because of this, support of student teaching with federal funds is both appropriate and needed.

PRE-SERVICE and IN-SERVICE education have been a fundamental and basic part of the vocational education acts since 1917. This inclusion was not by accident. The authors were convinced that pre-service and in-service education were not only high priority activities but basic fundamental and essential activities. Why? Because these are programs needing special funding to insure that **QUALITY, VOCATIONAL** education will, in fact, be provided.

It would be pure folly to dismantle and disrupt an eminently successful program. California's vocational education programs and its FFA organization, which is an integral part of the agricultural education program, are a model for the nation and vital to the economic welfare of the state. How else has California agriculture developed to its preeminent position in world agriculture? Any action that would disable such a successful program as the preparation and upgrading of California's Agricultural Teachers, would be a gross error. Of course, the exact pattern of funding vocational education programs is not sacred. There is always room for improvement—but let it, or help it, to **EVOLVE** so as not to throw this fine program off balance.

In conclusion, I urge this committee to give positive and favorable attention to the matter of funding professional development programs in vocational education. We know that the current uncertainty about budgets for next fiscal year leaves in limbo important programs and key people that ought to be getting on with important work. Now is the time to take another good look at the absolute necessity of continued support of the preparation of vocational teachers.

To paraphrase an old proverb:

"If you give a person food, you feed that person for a day, if you teach a person to farm, you feed that person and yourself and many others for a lifetime."

HOOSIER REFLECTIONS ON MULTIPLE TEACHER PROGRAMS

It was just ten years ago in the summer of 1967, and I can still remember the corner of our Vocational Agriculture room where I was standing, when a visiting teacher of Michigan State's Post Agricultural Graduate Seminar on Wheels Class inquired, "What are the problems in a multiple teacher department?" The end of June was approaching and I had announced we would be adding a new Purdue Agricultural Education graduate in early July to assist with our expanding classroom program and increasing activity on our 193 acre school farm. I answered to the effect that "any help in our program would surely be appreciated and that problems of working together would be met as needs dictated." I still feel this answer is true. However, since that time, with the addition of a third teacher and a turnover of nine teacher personalities in our department due to a variety of reasons, my answer carries much more thought.

Expanding programs and consolidation of larger school units all across our country have presented the need for departments of more than one teacher. A "high keyed" multiple teacher program will, without a doubt, have some rough edges as personalities differ in their concerns for, usually, the same overall goals. The solution to polishing these rough edges is not simple, but demands a continued effort by all concerned. The following effort is an attempt to summarize a few of our "Hoosier" thoughts from a random group of Indiana multiple teacher department teachers on some specific issues of this problem.

*When asked "How are program priorities determined in your situation?" most responses were based on student interests, community needs, en-

CHANGING ENERGY PICTURE,
By Durwood J. Tucker. Dallas, Texas: Durwood J. Tucker, Publisher (6906 Kingsbury Drive, Dallas, TX 75231) 1976, 26 pp., \$1.50

Present and future sources of energy are discussed in this book. The author presents a brief history describing how America has become dependent on gas and oil and then describes the advantages and disadvantages of several alternative fuel sources. The fuel sources explored are coal, Texas lignite,

Summarized by
*Ned Stump, VoAg Teacher
Prairie Heights High School
LaGrange, IN*

rollment, teacher input, and advisory committee suggestions. More specific thoughts related that as the administration gained confidence in the program, greater freedom was allowed in setting priorities by teachers in the department. Overall emphasis seems to be the need for cooperative teacher planning in setting congenial goals based on total need. The biggest problem within the multiple teacher department appears to center on setting the limits or "edge" for each priority accepted by the department that is favorable to all teachers involved.

*When asked "What method is used to assign program priorities?" the greatest number indicated teacher interest, ability, and availability. In a number of programs teachers work out individual program phase responsibilities considering the above. Unless that assigned task gets larger than he can handle, only one teacher carries the responsibility in most cases. Some programs appear to make permanent assignments within the department, changing only as personnel change, while others will yearly, or more frequently, review the established list of priorities to check progress, improve and up date. Whatever the method, it would appear the more varied the interests and abilities of the teachers, the broader the range of program offering within the school.

*When asked, "How do you communicate within your department?" teachers reflected a variety of answers, but all indicated the necessity of fre-

nuclear energy, breeder reactors, fusion energy, oil shale and tar sands, geothermal, wind, tidal, and solar energy.

While this book contains information about the energy situation that is interesting and useful for the entire United States, the energy situation in Texas is stressed and the author arrives at the conclusion that Texas lignite holds the greatest potential for energy production in Texas in the near future.

The author is a Registered Professional Engineer and has a background in electrical engineering. He has authored two engineer-

quent, friendly, and cooperative depth thinking. Most indicated the need for working as a "team," carrying on a continuous informal dialogue and communications with frequent planned formal meetings, possibly weekly or monthly, to get at long range topics.

*When asked "How do you settle differences of opinion?" teachers' thoughts varied considerably. Some indicated few differences occurred because they were quite compatible, while others shared that differences were healthy for the program. All agreed on the need to sit down together and work out suitable alternatives to the questions at hand. It was reflected that in most cases a department co-ordinator or head has been designated, and that from time to time necessity requires that he select the alternative deemed best for the department if no agreement can be found.

*When asked "What do you feel are the greatest advantages of the multiple teacher department?" teachers summarized their thoughts including—

1. "The opportunity to spread responsibility for activities over many people.
2. The availability of several points of view in solving problems.
3. The ease and quickness which a beginning teacher can learn.
4. By allowing teachers to specialize in a particular area of instruction, better meeting student needs.
5. The amount of work for each teacher is not decreased, but to have a good program each person tries to do more.
6. An expanded depth and breadth of instructional offerings and broadened personality range and enthusiasm within the department."

ing textbooks and written numerous articles in the field of electronics.

This small paperback is written in a very simple, straight-forward manner. The book is easy to read and can be easily read in an hour. While this book is not designed as a textbook, it could be used by vocational agriculture students, especially as a reference for speeches on the environment and the energy crisis.

Gary E. Moore
Purdue University
West Lafayette, Indiana

Leader in Agricultural Education:



As a vocational agriculture student in the Boyce, Virginia, high school, H. Neville Hunsicker in 1926 became a member of the Future Farmers of Virginia. He is the first National F.F.A. Advisor to claim the distinction of being a member of the F.F.A. while in high school. As Education Program Specialist, Agribusiness and Natural Resources Occupations, Division of Vocational and Technical Education of the U.S. Office of Education and National Advisor to the Future Farmers of America, he has endeared himself to thousands of associates in education, industry and government, and to present and former members of the F.F.A.

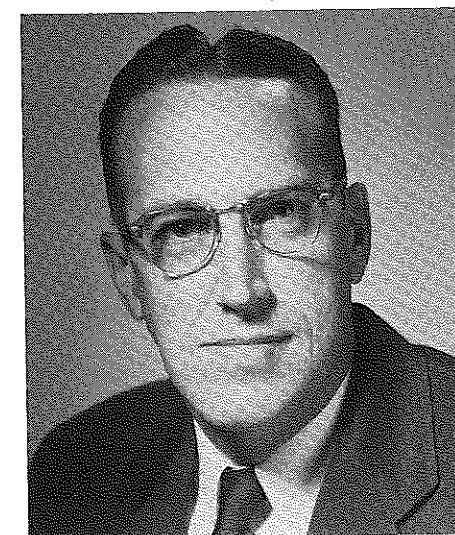
Neville Hunsicker has, during the past 46 years demonstrated outstanding leadership in agricultural education at the local, state and national levels. Highlights of his leadership at the national level have been: (1) the development of agricultural education programs for persons employed or preparing for employment in nonfarm agribusiness and natural resource occupations, (2) rapid and great expansion in agricultural education programs in post-secondary technical schools, (3) the development of national guidelines for conducting young farmer and other adult education programs, (4) the development and im-

H. NEVILLE HUNSICKER

*by Clarence E. Bundy

plementation of national standards for quality programs in agriculture/agribusiness education, (5) revision of the national F.F.A. constitution and program of work to meet the needs of both male and female students enrolled in nonfarm agribusiness and natural resource occupations education, (6) great increases in the number of students enrolled nationally in agriculture/agribusiness and natural resources education at both the secondary and post-secondary levels, (7) greatly increased participation of the nation's business and industry in the National F.F.A. Foundation, and (8) the formation of an active National F.F.A. Alumni Association.

Neville Hunsicker was born and reared on a farm near Millwood, Virginia. He completed high school at Boyce, Virginia, and was graduated from VPI at Blacksburg in 1931 with a major in agricultural education. He was granted an M.A. degree from the Ohio State University in 1947.



*Clarence E. Bundy
Professor Emeritus
Department of Agricultural Education
Iowa State University
Ames, Iowa

He taught vocational agriculture at Wayne, West Virginia, from 1931 to 1935, when he became Assistant State Supervisor of Agricultural Education and State F.F.A. Executive Secretary at Charleston, West Virginia. In 1946 he was named State Supervisor and State F.F.A. Advisor. He served in this capacity until 1952 when he became Program Specialist with the U.S. Office of Education. He helped in founding the State F.F.A.-F.H.A. Camp and Conference Center at Ripley, W. Va., and directed the development of several hundred food processing centers in that state. Enrollment of young farmers and adults in educational programs doubled under his leadership.

Mr. Hunsicker was program specialist for the North Atlantic region from 1952 to 1963, when he became Chief of the Agricultural Education Branch of the U.S. Office of Education. He has served as National F.F.A. Advisor since 1964.

In addition to active participation in the AVA, NVATA, NASAE and AAATEA, he has been a member of the National Council, Boy Scouts of America. He has received the Seventh Degree in the National Grange. He has been very active in the Methodist Church, having served as a member of the local church board for 15 years, and taught a large class of about 100 college-age students in the church school.

Neville Hunsicker and Elizabeth (Betty) Elliott were married on June 17, 1935. Betty Hunsicker passed away in April, 1976. She was a former teacher of home economics. The Hunsickers have two sons. Philip is an architectural engineer engaged in building construction in Lexington, Virginia. David is a Major in the U.S. Air Force. He has been serving as Administrative Assistant to the General in Charge of the Pacific

(Concluded on page 118)

In-service Ed.—Leftovers or Smorgasbord?

In the past, in-service education for vocational agriculture instructors was often like yesterday's food — brought out for emergencies and warmed up in hopes of temporarily satisfying a need. Although nearly everyone agreed on the need, in-service education was a low priority for university staff members already carrying a full load of responsibility for pre-service education.

In Iowa, vocational agriculture instructors have voiced their desire for further education in both technical agriculture and instructional methodology. It simply was not possible in pre-service education to gain enough expertise and information needed to be a successful teacher. Responding to this need, the Agricultural Education Department at Iowa State University has taken the leadership in coordinating in-service education.

Staff members cooperate in providing a smorgasbord of professional development activities. Variety and quality are foremost, and instructors are free to choose the "morsels" that satisfy them professionally. The activities are accomplished by utilizing a portion of time from each of ten Agricultural Education staff members. The staff members draw upon resources available from extension specialists, agricultural industry personnel, and area community college personnel.

Currently in-service education is delivered in the following ways:

- one-day special topic seminars
- IVATA instructional materials packet
- multiple-day workshops for specialty instructors
- two-week workshop for beginning teachers of vocational agriculture
- one and one-half day workshops for first-year instructors
- three-day workshops off-campus in summer
- emergency certification program
- off-campus graduate courses
- on-campus graduate courses
- district in-service activities as requested
- individual consultation as requested

Two staff members have part-time appointments with the Cooperative

*The author was coordinator of in-service education for vocational agriculture instructors in Iowa from 1975-1977.

by
*Douglas A. Pals**
Assistant Professor
Department of Agricultural Education
University of Idaho

Extension Service to coordinate in-service activities for secondary and post-secondary agriculture instructors. These staff members also provide assistance in coordinating the off-campus graduate course offerings. The Agricultural Education staff members each participate in conducting three-day workshops off-campus in the summer, teach graduate courses, and provide workshops and individualized instruction for first-year vocational agriculture instructors. The emergency certification program is coordinated by two staff members with individualized supervisory instruction carried out by four other staff members.

ONE-DAY SPECIAL TOPIC SEMINARS

All secondary and post-secondary agriculture instructors in Iowa are invited to attend statewide in-service meetings held in the fall, spring, and summer. These seminars are held on the Iowa State University campus, community college campuses, and at agricultural industry locations. The subject matter is presented by cooperative extension specialists, Iowa State University teaching and research staff, community college staff, and agricultural industry personnel. An instructional materials packet is provided which includes information relevant to the topic and teaching materials for use in the classroom and laboratory. Recent topics have included the following:

Summer 1976 — This in-service day followed the closing day of summer conference for agricultural educators. Instructors had a choice of A or B.

A. *Massey Ferguson*, Des Moines, offered four rotating workshop sessions dealing with: tractor and chisel plow, combine, forage harvesting equipment, and a tour of the plant.

B. *Farmers Grain Dealers Association of Iowa*, Des Moines, gave instruction on the history of FGDA, tools of the trade, ter-

minal operations, and grain merchandising.

Fall 1976 — *Soybean Production* included information on physiology, morphology and production, varietal development, fertilization, soil judging, and teaching methods.

Spring 1977 — *Water and Soil Conservation in Poor Water Years* included information about moisture outlook in a changing climate, water movement and storage in the soil, soil test analysis, and tillage practices.

Eighty to ninety instructors attended each of these seminars out of approximately 400 in the state. No graduate credit is given for these events.

IVATA INSTRUCTIONAL MATERIALS PACKET

Two Agricultural Education staff members have been assigned responsibilities to serve as permanent members of an Iowa Vocational Agricultural Teachers' Association committee. The committee is composed of the two Agricultural Education staff members, six vocational agriculture instructors, and a post-secondary agriculture instructor. The duties of this committee are to search for valuable teaching materials and make them available to the agricultural instructors on an economical basis. A new instructional materials packet is provided each year and is distributed at the annual summer conference. The packet contains slide sets, filmstrips, audio cassettes, transparencies and masters, written materials, pamphlets, and many other materials for use in vocational agriculture instructional programs. This approach encourages individual vocational agriculture instructors, Iowa State staff members, business and industry, and others to develop materials and share them through distribution to the agricultural educators in Iowa.

MULTIPLE-DAY WORKSHOPS FOR SPECIALTY INSTRUCTORS

Many agricultural instructors (especially post-secondary) are interested in obtaining in-depth training in their specialty area. One to five day workshops are provided, usually in cooperation with industry. This training is often similar to the training provided

for industry employees. It may be necessary for the instructors to travel to the workshop some distance away and frequently an enrollment fee is required.

In June, 1977, a workshop was held at an area technical school (Hawkeye Institute of Technology) in cooperation with Rath Packing Company. Agricultural Education staff members coordinated the effort, with resource personnel coming from Iowa State University teaching and extension staff, Rath Packing Company, and Hawkeye Institute of Technology. The topic was "Live Animal and Carcass Evaluation."

In late June, 1977, eight power and machinery instructors took part in a diesel fuel injection school held at Robert Bosch Corporation in Chicago. An Agricultural Education staff member coordinated the arrangements. No graduate credit was offered for these activities.

TWO-WEEK WORKSHOP FOR BEGINNING TEACHERS OF VOCATIONAL AGRICULTURE

Each summer new instructors employed to begin teaching vocational agriculture are encouraged to participate in a two-week workshop held on the Iowa State University campus. The workshop is held in June to enable the instructors to begin their employment on July 1. The workshop allows the soon-to-be instructors to focus on problems they might encounter in their individual schools. During the workshop, participants develop a program of work for the vocational agriculture department they will be entering on July 1. Three graduate credits are given to those completing the workshop.

ONE AND ONE-HALF DAY WORKSHOPS FOR FIRST-YEAR INSTRUCTORS

First-year instructors of vocational agriculture in Iowa have shown an avid interest in attending a Friday evening and Saturday workshop on campus. The three sessions per year have attracted approximately ninety percent of the first-year instructors. In order to capitalize on the opportunity of allowing the instructors to share mutual concerns and successes, a session is scheduled in both fall and winter quarters. The third session provides a boost in the early spring when teachers need an encouraging impetus for the

remainder of the school year.

Ideas for lesson plans, instructional materials, and technical subject matter are presented in a form ready for the instructors to use in their classrooms. This year the topics were combines and harvest losses, SOE record keeping, and planting and seeding equipment. The workshops are coordinated by the Agricultural Education staff and taught by Iowa State University teaching and extension staff. The sessions carry up to three graduate credits.

THREE-DAY WORKSHOPS OFF-CAMPUS IN SUMMER

Five staff members each conduct a three-day workshop in one of the vocational agriculture districts in Iowa. The topics are different for each district and are rotated each year. The staff members plan and conduct the workshop, often using resource personnel from the Cooperative Extension Service or agricultural industry. The topics in the summer of 1977 were teaching horticulture, teaching cow-calf management, teaching electricity, teaching marketing, and teaching soil conservation. The Agricultural Education staff member incorporates technical information, instructional materials, and methods of teaching into the workshops. The workshops have usually attracted approximately twenty instructors each and carry one graduate credit.

EMERGENCY CERTIFICATION PROGRAM

Because of the shortage of vocational agriculture instructors in Iowa, the Agricultural Education Department at Iowa State University has cooperated with the State Department of Public Instruction in providing a means for persons holding degrees in technical agriculture to complete the requirements for teacher certification. Most of the candidates in this program can complete the requirements in a two or three year period by enrolling in regular or special courses. Following a three-week summer session of courses, participants are supervised each month by an Agricultural Education Department staff member for one year. Thirteen persons were enrolled in the emergency certification program in 1976-77.

OFF-CAMPUS GRADUATE COURSES

A series of graduate courses are

scheduled at different sites around the state on a rotating basis. These are arranged so an agricultural instructor can complete the majority of a master of science degree without having to commute to campus. Courses are offered from regular graduate courses in technical agriculture and Agricultural Education. The Agricultural Education staff coordinates the effort, with instruction being done by both the Agricultural Education staff and the technical agricultural staff at Iowa State University. Class size has ranged from ten to twenty-five. Some classes have failed to attract the minimum of ten students, which has caused problems with the rotating schedule.

ON-CAMPUS GRADUATE COURSES

Throughout the year a number of vocational agriculture instructors travel to campus to enroll in graduate courses. This has provided another option for agricultural instructors to grow professionally. The Agricultural Education staff members share the responsibility of teaching graduate level courses.

Courses vary from three to six weeks in length in the summer. The remainder of the year, courses are ten weeks long and meet in the evenings. Instructors within commuting distance of the campus can thus attend classes after the school day.

DISTRICT IN-SERVICE ACTIVITIES AS REQUESTED

Occasionally vocational agriculture districts request assistance in conducting a specific in-service activity for the instructors in their respective district. The in-service coordinator at Iowa State University cooperates in planning these events. The instruction may be conducted by Iowa State University teaching and extension personnel, business or industry personnel, or Agricultural Education staff members. These in-service meetings do not carry graduate credit.

INDIVIDUAL CONSULTATION AS REQUESTED

Each Agricultural Education staff member cooperates with vocational agriculture instructors as they request individual consultation. This may involve a visit to the instructor in his school or simply assistance on campus.

(Concluded on page 118)

CONTINUED REFLECTIONS FROM MULTIPLE TEACHER EXPERIENCE

7. You have someone with whom you can share problems and with whom you can consult.

I am sure that there are more advantages that you could add to the list and also some disadvantages which you might want to list; however, I am convinced that the multi-teacher department advantages far outweigh the disadvantages.

Let me stress to the beginning teach-

er who is looking for a job and is not sure about taking that job in a multi-teacher department. Go ahead, you'll never have better help than from the multi-teacher department. It may even mean the difference in your continuing in the profession or becoming disappointed and leaving. We have had beginning teachers who have had some difficulty making the adjustment to high school students, who possibly

would have left the profession or would have been fired had he been alone in a single teacher department. These young men are now fine teachers, having found the guidance to help them through a trying adjustment.

Yes, I am convinced that the multi-teacher department is a good investment for the community, the school, the student and even the teacher of vocational agriculture. ◆◆◆

CONTINUED LEADER . . .

Air Force. He is located in the Pentagon in Washington, D.C. He and his family live in Fairfax, Virginia. Both sons are married. There are five grandchildren.

Neville and the late Betty Hunsicker have hosted many of their professional associates and national F.F.A. officers

in their beautiful white-pillared home at 3210 North Albemarle in Arlington, Virginia. Mrs. Hunsicker was a licensed realtor and collector of antiques.

H. Neville Hunsicker speaks in a soft voice that commands attention and respect. He demonstrates the highest interest in agricultural education. His

sincerity of purpose and vision have influenced the lives of thousands of associates in agricultural education nationally. His influence is appreciated and will be much in evidence in years to come. ◆◆◆

CONTINUED IN-SERVICE ED . . .

SUMMARY

While Agricultural Education Department staff members and vocational agriculture instructors in Iowa are generally pleased with the increasing smorgasbord of in-service education activities, it is recognized that several improvements are needed:

1. More attention should be given to long range planning and goal setting.

2. Roles and responsibilities of the various agencies and organizations involved need to be more clearly defined. (A research study is currently being conducted.)

3. More staff time and finances need to be committed to the coordination of in-service education activities.

4. Research needs to be conducted to establish that in-service education

activities do have a positive effect on the quality of a student's education.

Teachers are a long way from "left-overs" in Iowa's in-service education programs. Perhaps now is the time to work on perfecting the smorgasbord for the variety of "professional appetites" of the vocational agriculture instructors. ◆◆◆

TROPICAL PULSES, By J. Smartt. London: Longman Group Ltd., 1976, 2nd edition, 348 pp., \$29.50

At first glance the title of this book *Tropical Pulses* sounds slightly exotic and unrelated to American agriculture. The word "pulse" is the English equivalent for what we Americans call large seeded or grain legumes; those legumes cultivated for their seeds rather than their foliage. The word "tropical" comes from the fact that pulses largely originated in the tropical and subtropical parts of the world and still serve as the main source of protein for most of the inhabitants of these areas. *Tropical Pulses* is part of Longman's Tropical Agriculture Series and is written by J. Smartt, Senior Lecturer in Biology at the University of Southampton, England. It fills a void in the sparse English literature on this most im-

portant group of plants. Prior to this time the most important book on this subject was by the Spanish author J. M. Mateo Box entitled *Leguminosas de Grano*.

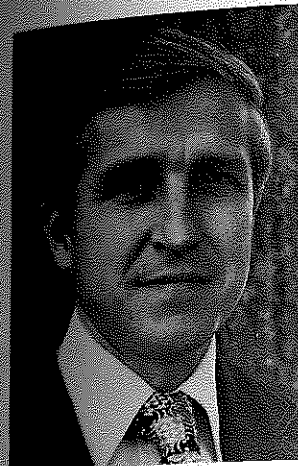
The book is organized rather nicely according to the major scientific disciplines as they relate to pulses. The book begins with a look back at the history and domestication of the major pulse crops and ends with a look at the economics of pulses in both traditional and improved agricultural systems. Sandwiched in between are three valuable chapters on the botany, biochemistry and biology of pulses. These are followed by five agricultural chapters dealing with nutrition, management, pests, diseases and breeding of pulses. In addition, the book contains an invaluable 12-page bibliography and a very useful 18-page index.

This book is highly technical and definitely written for a limited select audience. The

publisher must have thought so too when he set the price. Agriculture instructors and college agronomy students and professionals may justify the purchase of this book for its five chapters related to the agriculture of the pulses. But I think that I would justify the purchase of this book based on the first four chapters of this book. The chapters on the botany of pulses and pulses in human nutrition contain information difficult to find elsewhere. And throughout these chapters the author takes us on delightful minicourses in biochemistry and physiology. There may be better and more appropriate books available on the agriculture, say of soybeans or peanuts, but it would be difficult to find one that puts it all together like this one.

Ralph L. Van Dixhorn
Moraine Park Technical Institute
West Bend, Wisconsin ◆◆◆

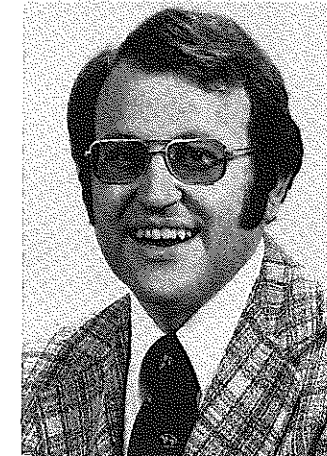
WELCOME NEW REGIONAL EDITORS



Jasper S. Lee

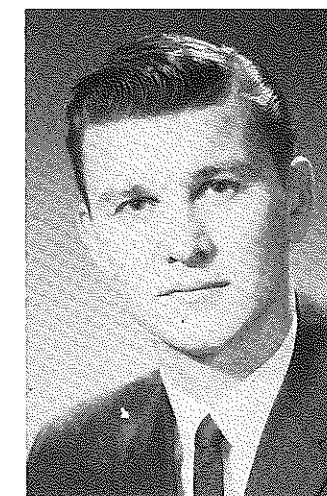
The new regional editor for the states of Alabama, Georgia, Florida and Mississippi is Jasper S. Lee of the Department of Agricultural and Extension Education, Mississippi State University. Lee holds the B.S. and M.S. Degrees from Mississippi State University and the Ed.D. from the University of Illinois. His professional activities include serving as editor of *The Journal of the American Association of Teacher Educators in Agriculture* and authoring a number of publications, including books entitled *Commercial Catfish Farming* (1973) and *Working in Agricultural Industry* (1978). He is a former Picture Editor for *The Agricultural Education Magazine*. He is currently involved in teacher education and directing two funded projects. ◆◆◆

The new regional editor for the states of Washington and Oregon is Joseph G. Cvancara of the Department of Agricultural Education, Washington State University. Cvancara holds the B.S. Degree from North Dakota State University and the M.S. and Ph.D. Degrees from the University of Minnesota. His responsibilities as Head Teacher Educator include teaching in the area of vocational education, program planning, and methods of teaching. He is also involved in research, supervision of student teachers, and in-service activities. He taught agriculture in Minnesota for two years and held a position in Agricultural Education at Idaho before accepting his present position in 1972. ◆◆◆

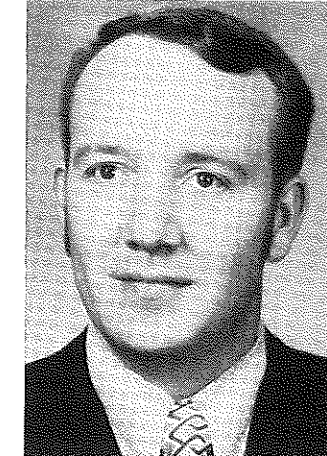


Paul Vaughn

The new regional editor for the states of Arizona, Utah, Colorado and New Mexico is Paul R. Vaughn of the Department of Agricultural and Extension Education at New Mexico State University. Vaughn holds the B.S. and M.A. Degrees from New Mexico State University and the Ph.D. Degree from Ohio State University. His primary duties include supervision of the first year teachers in the state, direction of the graduate program, and instruction for graduates and undergraduates. He taught vocational agriculture in New Mexico for six years and spent one year as Assistant Professor at Virginia Polytechnic Institute and State University. He is a member of numerous professional organizations. Awards and honors include NVATA Outstanding Young Teacher, New Mexico Vocational Agriculture Teacher of the Year, New Mexico Farm Bureau Young Teacher of the Year, Honorary State Farmer, and a former State FFA Officer. ◆◆◆



Joseph Cvancara



Larry Miller

The new regional editor for the states of Nebraska, Iowa, Kansas and Missouri is Larry E. Miller of the Department of Agricultural Education, University of Missouri. Miller holds the B.S. Degree from the University of Missouri-Columbia, the M.S. Degree from Northwest Missouri State University, and the Ph.D. Degree from Purdue University. He taught vocational agriculture in Missouri for four years and spent four years at Virginia Polytechnic Institute and State University before moving back to Missouri in 1976. ◆◆◆

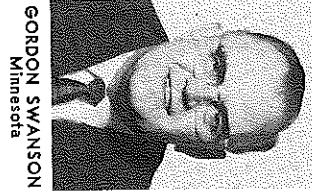


Floyd J. Lark

The new regional editor for the states of California and Nevada is Floyd J. Lark of the Department of Agricultural Education at California State Polytechnic University at Pomona. His primary duties include teaching ag mechanics classes, about FFA and youth groups, and working with student teachers, and interns. He taught vocational agriculture for two years in Colorado, five years in New Mexico and four years at New Mexico State University. His B.S. and M.S. Degrees are from New Mexico State University and his Ed.D. from Oklahoma State. ◆◆◆

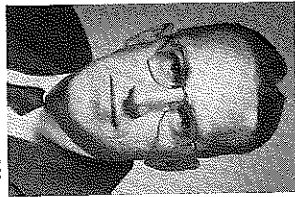
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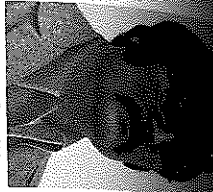
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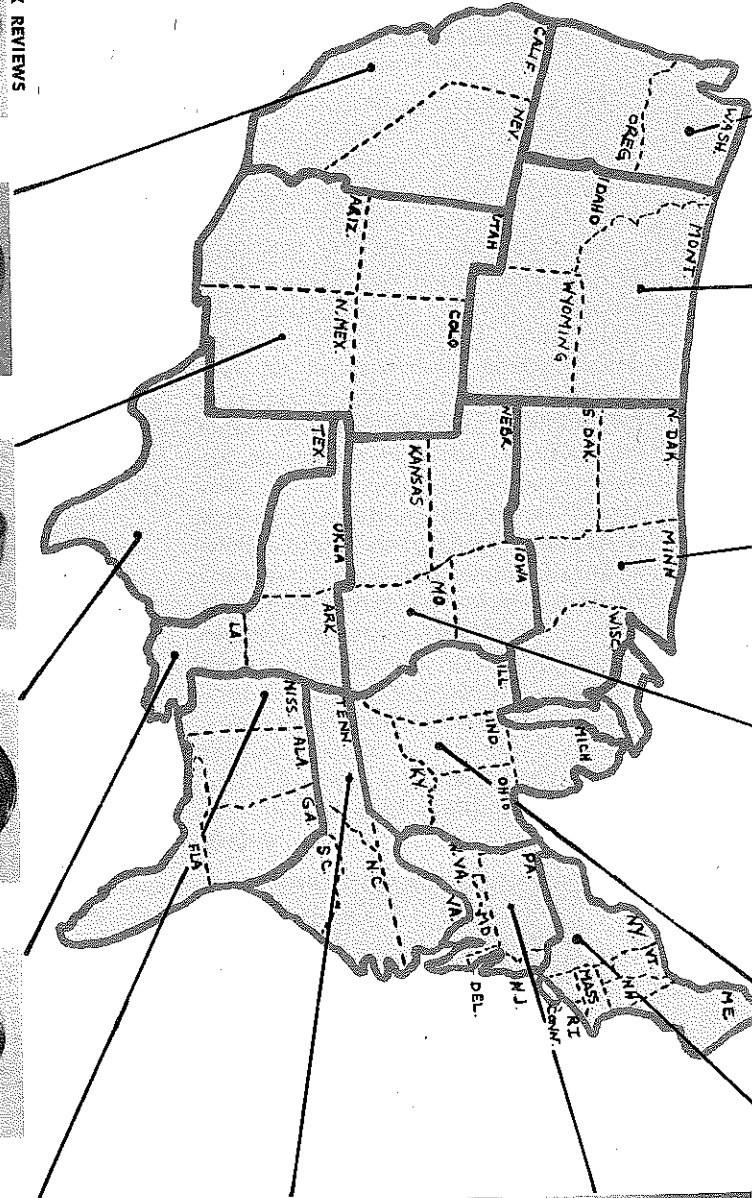


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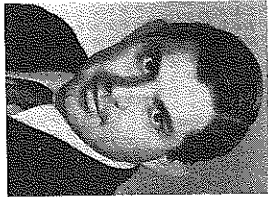


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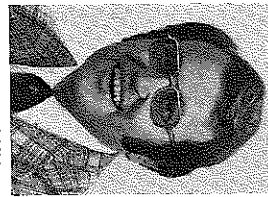


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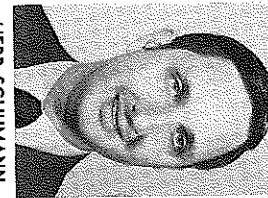
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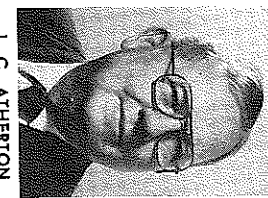
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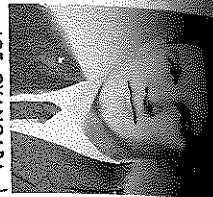
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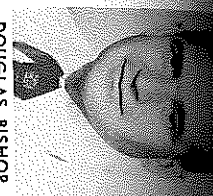
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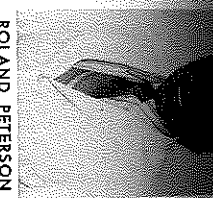
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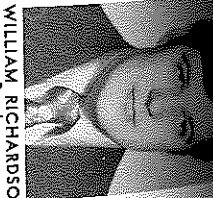
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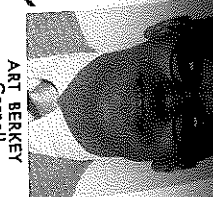
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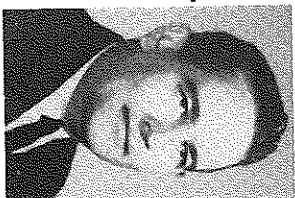
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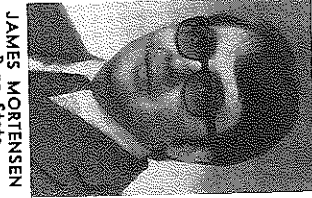
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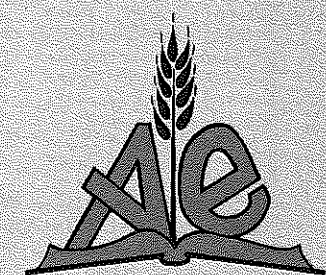
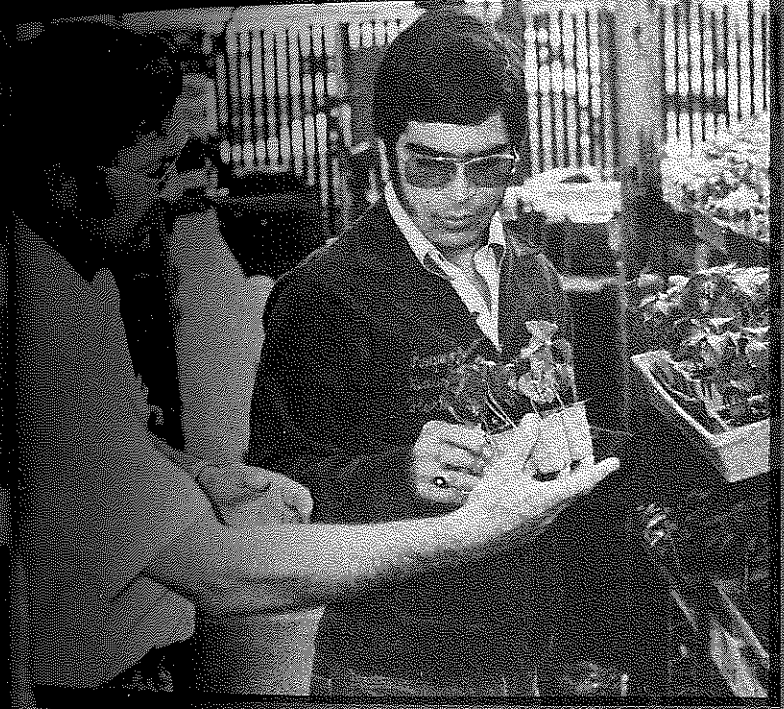
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