

STORIES IN PICTURES

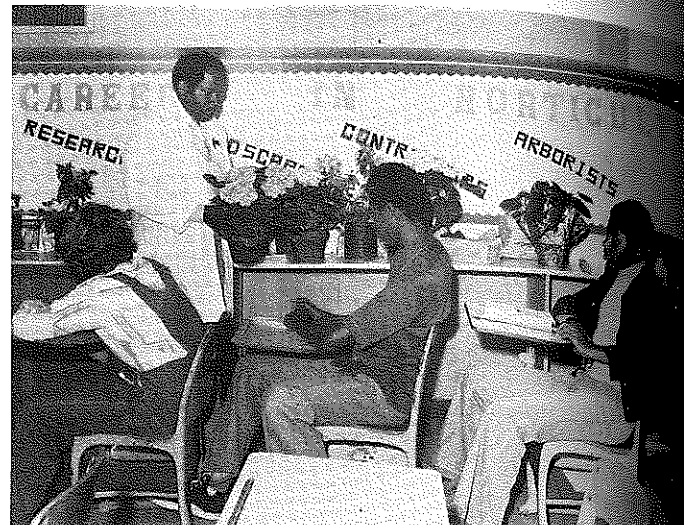
by
Paul
W.
Newlin



A student in the landscaping course at the Rockland Co., NY, Boces Center of Occupational Education operates spraying equipment. The course instructor is Gordon White. (Photo courtesy Art Berkey, Cornell)



This student practices pruning skills as part of the instruction in landscape maintenance at the Milwaukee Area Technical College, WI. (Photo courtesy Glenn Petrick, Instructor. Related story p. 126)



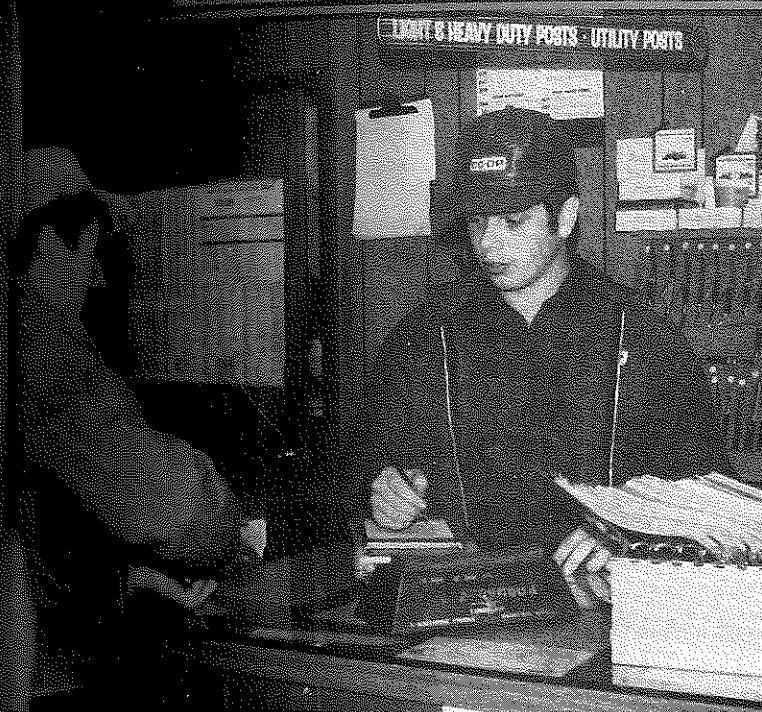
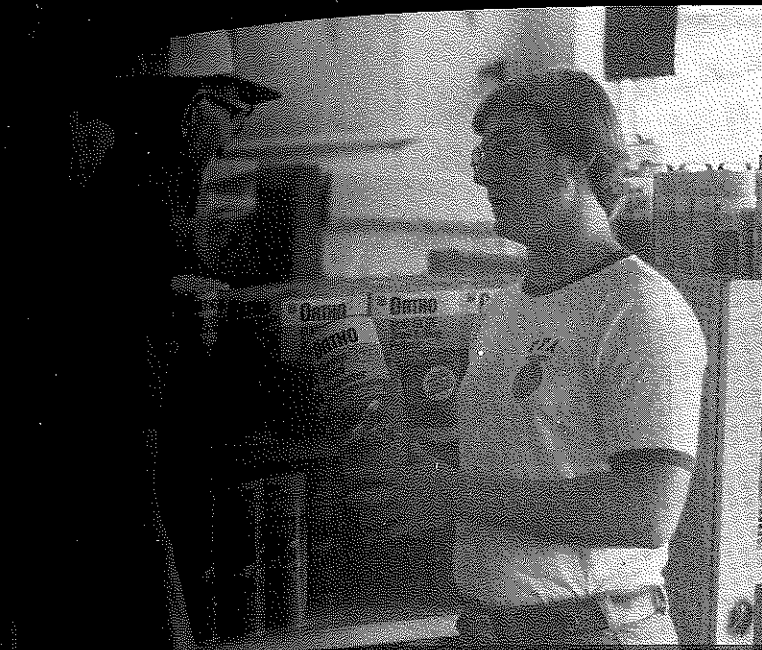
Floyd Yancy, Vocational Agriculture/Agribusiness teacher at Zachary High School, Louisiana, instructs students in the identification of Ornamental Horticulture plants. The instructional program in horticulture is emphasized by students having many opportunities to learn by doing. (Photo courtesy J. C. Simmons, Supervisor, LA. Related story p. 130)



Students at Bath County High School, Owingsville, KY, cover a greenhouse with plastic for use with geraniums in the spring. (Photo courtesy Jimmie Watson, Bath Co. H.S. Related story on p. 142)



Out-of-school youth and adults learn retail florist skills during an evening session at the Nassau Co., NY, Board of Educational Services area occupational center. (Photo courtesy Art Berkey, Cornell)



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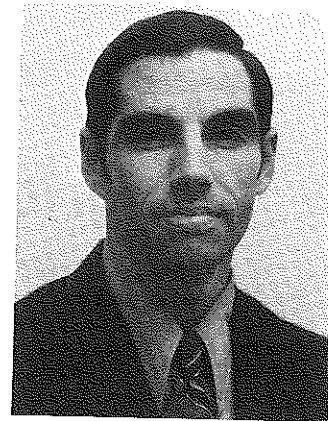
January 1978

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SUPPLYING AND SERVICING



FROM YOUR EDITOR

James P. Key

Supplying and servicing agricultural industry is an awesome task, as was so ably pointed out by some of the fine articles in this issue. Not only does this involve supplying and servicing the important production segment of agriculture, but also the processors, mechanics and others in the broad field of agri-business. This involves a tremendous transportation and distribution system and provides a great number and wide array of jobs. These jobs require a variety of skills and knowledge with one common core — a background and knowledge of agriculture. What one person is in the most unique position to help provide this background and knowledge? You guessed it — the agriculture teacher.

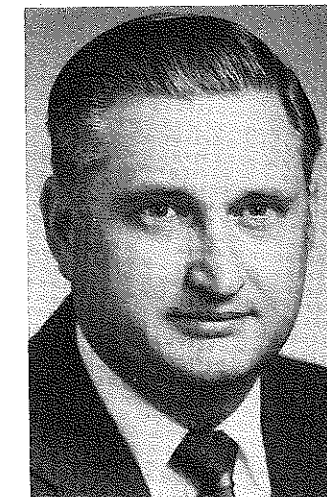
Where does the ag teacher find resources to teach for occupations in the agricultural supplies and services area? How does he go about teaching in this area? Where is help available? These are some of the questions a teacher preparing to teach in this area might ask. Many resources have been developed in many different states and are continually being developed. States are cooperatively sharing these resources through consortiums or simply by cooperating one with another. Several good books have been written in this area and more are coming out every day. Commercial companies are making resources available. An ag teacher hunting resources could start with his state department and teacher education institution and go from there to other states and other sources.

Since some skills and knowledge are unique to specific

occupations and others are common to many, the ag teacher would probably be well advised to use at least a couple of approaches to teaching in this area. For the unique skills and knowledge, a problem solving, searching type approach would probably be preferable, where the students would seek out those skills and that information unique to the particular occupations. Their employers' supervision in these cooperative work-study situations would be a most valuable resource for this. For common skills and knowledge, a variety of occupations, the group discussion, classroom approach would be quite useful in most situations. Here students could share ideas and approaches in contrast to the individualized approach for the unique skills. Where is help available? Again the ag teacher would be well advised to start with the state department and teacher education staff, but would have unlimited sources available in other teachers, business persons, workers in those occupations and many others.

Teaching in the fairly new area of agricultural supplies and services might seem like an awesome task for the teacher called on to establish a new program, but I believe the task would seem much less formidable if that teacher stopped to consider the wealth of resources available, methods of teaching these skills and knowledge, and the variety of sources available to help. The articles in this issue have given you specifics. Check with personnel in your state to find other

Ag. Supplies and Services Provides A Future



Alvin A. Halcomb

Alvin H. Halcomb
Subject Matter Specialist
Agri-business Education
Auburn, AL

Providing the farmer and rancher with all the necessary production supplies and services is a vast undertaking. Over six million workers have jobs filling the demand of this market.

To get a better idea of the importance of farm supplies, U.S. farmers use the following amounts of supplies in an average year.¹

Item	Quantity
Petroleum products	15 billion gallons
Electricity	32 billion kilowatt hours
Wool	7 million tons
Rubber	360 million tons
Fencing	277,000 tons
Fertilizer	14 million tons
Feeds	80 million tons
Lime	22 million tons

Kinds of farm supply businesses differ; therefore, they overlap a great deal in variety of items offered for sale. One type of feed store may specialize in feed only. Another business advertised as a feed store or mill will also sell fertilizer, animal medicines, and possibly some farm hardware. A third store that is considered a farm hardware store will stock only small hardware items. But, a fourth one will handle hardware plus equipment ranging from chick feeders and brooders to milk coolers and stanchions.²

Based upon the fact that the business of providing the farmer and rancher with needed supplies and services is of paramount importance, the field of Agricultural Supplies and Services was identified as an important curriculum area by the U.S. Office of Education. A definition commonly used to describe the scope of the curriculum area is:

"A combination of subject matter, laboratory and/or cooperative training experiences which are designed to develop in students the skills and knowledge necessary for entry and advancement in occupations dealing with the preparation, marketing and distribution of consumable supplies and providing services in the feed, seed, fertilizer and chemical industries pertinent to production agriculture."³

¹Exploring Agribusiness, Roy, Ewell Paul, The Interstate Printers and Publishers. ²Handbook of Agricultural Occupations, Hoover, Norman K., The Interstate Printers and Publishers. ³Agricultural Supplies and Services (A Curriculum Guide), U. S. Office of Education and the Ohio State University.

Students choosing to specialize or receive advanced training in the area of Agricultural Supplies and Services should have access to on-the-job experience in a farm supply business. This training should be a cooperative venture between the school and the business. All persons involved, including the student, parents, teacher(s), administrators and cooperating business, should understand the intent and the extent of the work experience program. If necessary, signed agreements should be obtained from all persons concerned.

Students who are enrolled and receive training in the area of Agricultural Supplies and Services have an opportunity to participate in an FFA proficiency awards program tailor-made for them. This awards program is known as Agricultural Sales and/or Service. The purpose of this award is to encourage entrance into sales and service occupations, such as farm supply stores, farm equipment dealers and garden centers.

The new Student Handbook of the Future Farmers of America (FFA) suggested that the following criteria be met for entry into this awards program:

1. Have a specific training plan that gives a variety of supervised working experience in an agricultural sales and/or service occupation.
2. Develop at least ten agricultural sales and/or service skills as a result of training in vocational agriculture and/or Supervised Agricultural Occupational Experience Program.
3. Have a Supervised Agricultural Occupational Experience Program involving agricultural sales and/or service skills. (Employment in feed and other farm supply stores, agricultural equipment dealers, veterinary assistant, florist shops, garden centers, etc.)
4. Keep an accurate record of all agricultural sales and/or service related income, expenses and skills acquired.

Agricultural supplies and service careers are all based on a basic understanding and love for farming and other agricultural activities. Students, especially those enrolled in first and second year vocational agriculture/agri-business, should be given a sound, basic program of instruction to better prepare them for advanced training in such areas as Agricultural Supplies and Services.

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COMING ISSUES COMING ISSUES COMING ISSUES

COMING ISSUES

- 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
- 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
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- NOVEMBER — Effective Teaching — What's the Basis?
- DECEMBER — Professionalism—That's The Name of the Game

COMING ISSUES

OUR FINISHED PRODUCT — INDUSTRY'S RAW PRODUCT

by
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When I was asked to write an article with the theme Agricultural Supplies and Services, Supplying and Serving the Nation, I hardly knew where to start. I think one can only relate some thoughts because ag supplies and services is such a broad area employing millions of people.

My involvement in this area is as an instructor in the Agri-Business Sales, Supply and Service course at Lake Area Vocational Technical Institute, Watertown, S.D. Many students come to us who would like to stay near agriculture. These students in most cases are from farms which are not large enough to enable them to stay on with their fathers. This, one might say, is our raw product.

THE RAW PRODUCT

Every industry has its raw products. Ours are normally pretty green when we pick them. Yet, just like the farmer picking replacements for his herd, we pretty well know the type of students coming into agri-business. These students have all been born and raised in the Mid-west, most in the state of South Dakota. Most are from farm families or from small towns where their families are very closely related to farming. They know how to work, are young, eager, and have the right attitude about life. They understand the farmer's way of life and have ideas of what supplies and services the farmer wants and expects.

It may appear that our raw products just need marketing. Yet, most of these young people need fitting, education, and exposure to the ag supplies, sales, and service industry. Most have never worked in town, let alone dealt with a farmer from behind the counter.

SUPERVISED EXPERIENCE

We start their preparation for the ag supply and service industry with basic courses in soil science, crop production, seed and grain technology, etc., always feeding them ideas related to the supply and service industry. After six months of classroom preparation, we place the students in ag-business industries for five months. This period is their supervised occupational experience (S.O.E.). During this time the students are closely supervised by instructors as well as employers. The employers are given a chance to be the instructors with our supervision, and most like the opportunity.

There are usually three agri-businesses per student so the process of choosing a training site can be quite selective. Training sites are selected by the students. The instructors then screen the students and, in cases where one business is chosen by more than one student, the choice is made by the instructors as to who gets that site. Having worked with the students very closely for six months, and knowing the agri-businessmen and training sites, the instructors can tell pretty well where the student will fit. The student must at this point arrange and go for an interview with the manager of the site which he has chosen. This is a formality, yet excellent experience, as the managers give them a strong formal interview.

Throughout the S.O.E. period, our raw product begins to ripen, mature, and get the feel of agriculture from the supply and service side of the fence. We have found that retail agri-businesses are the best training sites. At this level the student gets on a one-to-one basis with the farmers. If problems should occur during this time, the student is supervised close enough that the

problem can be resolved quickly. During the S.O.E. the student is circulated throughout the business so all areas are explored. The student receives a grade for his S.O.E. work. This grade is established by monthly reports by S.O.E. supervisors and instructor visitation evaluations.

MATURITY

After six months of S.O.E. our raw products return to us. The maturity they gain from the exposure to business is unbelievable. One can readily see that green farm boy or girl developing into a young business person. At this point they are anxious to gain more knowledge. Interest runs high in the business aspects. This is why our second year curriculum centers around courses such as Sales, Merchandising, Advertising, Business Management, Accounting, etc. After working in a business, the student can easily relate what is taught to his S.O.E. training site.

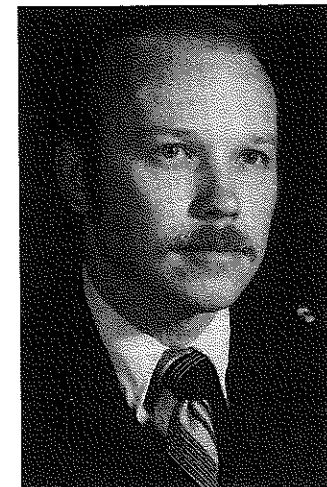
Time passes quickly and, before we know what has happened, industry is knocking on our door. They have heard through the great industry grapevine that we have people, the heart of the ag service and supply industry, young men and ladies with exposure to the industry, experience from their S.O.E. and recommendations from agri-businessmen.

INDUSTRY'S RAW PRODUCT

Yes, these young, green, raw products, after a rigorous twenty months of hard work, have developed into young men and ladies. They are at a job-entry level anxious to enter the Ag Service and Supply Industry. Harvest has come, the crop of students enter industry at
(Concluded on page 155)

WORK EXPERIENCE PROGRAM FOR TEACHERS

by
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Dennis C. Scanlon

In past years, work experience programs have always been a very effective tool in helping to bridge the gap between formal education and on-the-job experiences.

Teacher educators have long realized that one of the major problem areas in pre-service programs has been a limited amount of time in providing students with "hands on experience." The traditional line of thought has been that most aspiring vocational agriculture teachers were from farm backgrounds, where they acquired the practical experience needed.

However, with the changing emphasis in vocational agriculture to specialized programs of instruction, we are experiencing increasing numbers of young teachers who are steeped in formal education but are quite lacking in any form of practical experience.

This situation demands attention. One solution is summer work experience programs planned and supervised by the Agricultural Education Department of the University.

PENNSYLVANIA'S APPROACH

In the summer of 1969 the "Philadelphia Work Experience Program" had its beginning. This program had a modest beginning with eight participants and four work stations; in 1977, seventeen participants were assigned to seven work stations. The "Philadelphia Workshop" is sponsored by the Department of Agricultural Education, Pennsylvania State University, each August in and around the greater Philadelphia area. Participants are invited to enroll for two graduate credits of agricultural education. Enrollment is not limited to Pennsylvania agriculture teachers, but is open to any teacher who feels a need for this type of work experience. However, the majority of participants have been vocational agriculture teachers specializing in some horticulture.

PLANNING IS A NECESSITY

Early in April information bulletins are mailed to all prospective participants, and they are urged to select one of six areas in which they would like to work. They may choose to work at a landscape-nursery, a golf course, a flower shop, a commercial greenhouse operation, an arboretum, or a garden center.

By mid June housing arrangements have been made with a small private college in the Philadelphia area, all the Philadelphia maps have been mailed, and participants are notified of the business at which they will be working.

The criteria that determine the success or failure of any work experience program are the quality, cooperation, and enthusiasm of the business providing the work experiences. In the Philadelphia workshop, businesses are selected for the varied experiences that they can provide. Participating businessmen are asked to let the teacher become a part of the work force, and participate in the practical "hands on" experiences that they will be teaching during the school year.

To satisfy the varied requests of the participants, we have had to maintain a high degree of flexibility with participating businesses. Some years it seems as though every participant wants to go to a greenhouse. In this case, we call on the reserve list of greenhouse operations to fill the need, while at the same time informing other businesses that they will not be used this year. Through good communication, we are able to maintain a good relationship with the cooperating businessmen, whether they are used that year or not.

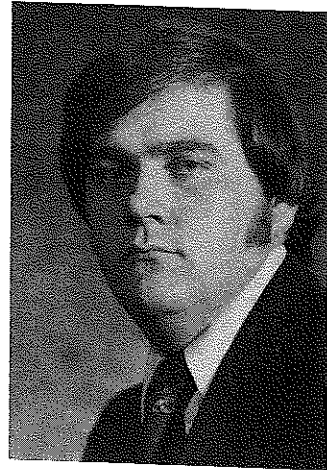
Over the years, we have been fortunate to be able to develop many businessmen who understand the program and the people, and provide outstanding experiences for all participants.

SUPERVISION KEEPS THE EXPERIENCE EDUCATIONAL

Although geography and traffic make supervision difficult, each participating business receives a daily visit from the workshop supervisor, to insure that everything is going smoothly, and that the participants are getting the type of experiences they want and need. In the event that the teacher and the business are not well matched, the supervisor must tactfully alter the situation to provide the "worker" with good experiences, while being careful not to alienate the participating businessman.

In addition to their daily work schedules, each participant is requested to attend evening discussion sessions which have been arranged by the workshop supervisor. These evening programs are two hours in length and are held Monday through Thursday of the workshop week. During the evening session, the participants are given the opportunity to see other work areas in the program, and discuss with the owners some of the problems involved in managing their operation. Teachers who understand the problems associated with a particular business can provide better instruction in problem areas directly related to that field. A well planned and carefully structured evening program can do much to enrich and broaden the educational benefits of the workshop experience.

(Concluded on page 152)



Larry R. Jewell

ADVISORY COMMITTEES FOR VOCATIONAL AGRICULTURE

by
Larry R. Jewell
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Agricultural Education
University of Missouri, Columbia

Vocational education is unquestionably the fastest growing component, in terms of student enrollment, in today's public education system. This is due to the concepts and demands being adopted by and placed upon school systems from state and federal legislation. Demands for functional and accountable vocational programs are echoing throughout the nation. As a result of these legislations, we in the field of agricultural education are one of the facets of vocational education that is feeling increased pressures from the demands for the expansion of accountable vocational education programs.

Agricultural education, though one of the oldest vocational education programs, is experiencing a variety of changes in order to meet the demands being exerted on it by the legislators and the public in general. Different states and localities are adapting their programs in various ways, but there seems to be a national trend of expanding the scopes of existing programs and of specializing instruction into specific options or courses.

However, though we are making a genuine effort in attempting to meet the demands for expansion in our programs, we must not forget the initial goal of our programs. Our first priority should be to meet the needs of the clientele which the program is designed to serve.

The instructor of agricultural education is challenged with the responsibility of developing and carrying out a relative program of instruction that is responsive to the needs and opportunities of the clientele found in the community which the program is designed to serve. This challenge is enormous and even the most capable

The best way to make an educational program responsive to the needs of the clientele it was designed to serve is to involve those individuals in the planning, organization, revitalization, and execution of the program.

and energetic teachers find that they need the assistance and support of capable individuals from within the community in developing and executing a complete, well-rounded instructional program.

LEGISLATION

The demands of the Vocational Education Amendments of 1976 recently adopted at the federal level actually makes community development through advisory committees mandatory. Section 106(a):(4)(A) states the following: "Any state desiring to receive the amount of money for which it is eligible for any fiscal year pursuant to this act shall, through its state board, submit to, and maintain on file with the Commissioner a general application providing assurances that funds will be distributed to eligible recipients on the basis of annual applications which have been developed in consultation (1) with representatives of the educational and training resources available in the area to be served by the applicant and with the local advisory council required to be established by this act to assist such recipients."

"An advisory council, beginning with the passage of the Smith-Hughes Act in 1917, has continuously been a desirable feature of the program of agricultural education but never a necessary feature (4:1)." However, with the expanded growth and specialization of today's program, the advisory committee has been becoming a resource unit

which more and more teachers have been turning to for help and advice in revitalizing their local programs.

USEFULNESS

Nothing will determine the usefulness of an advisory committee more than the members that serve on it and the teacher's attitude toward the committee. If the committee is to be functional it is very crucial that serious consideration be given to the selection of the committee members. "It is very important to have all the agricultural interests in the community represented on the council, including the production, processing, marketing, supply and service segments of the agricultural industry (11:7)." It is a good public relations measure to have the school administrators involved in the development of the committee. The principal and superintendent can help in identifying community members who are interested in the growth and revitalization of the local agricultural program. "The size of the council will depend somewhat upon the area served by the school, the number of communities and total population of the school area. In most communities, from nine to twelve members make the most efficient councils; while in country consolidated schools, a larger number would probably be more representative and desirable (11:7)."

COMMITTEE ACTIVITIES

Once the committee members have been selected, it will be left primarily up to the agricultural instructor to get the committee started off on the right track. There will be several items of interest which the committee members will want to have explained to them.

The teacher's attitude toward the committee, as stated earlier, will have such a tremendous impact on the functional ability of the committee that he or she alone may make or break it. The number of activities the committee can perform will be limited only to the limits

of the teacher's innovative leadership and the members' expertise. However, the committee should only be asked to take items which represent real problems in the program and which, if a solution is developed, the school system will be willing to implement.

While a lot of emphasis is placed on the expectations of committee members and activities which they can do for the school, little has been said about the responsibilities of the school to the committee members. Most capable individuals are extremely busy and are naturally reluctant to serve on a school advisory group. Therefore, it is extremely important to assure potential members that their participation is worth while and important contributions to your program and to the students enrolled. The method of selecting the potential members should be explained to them, especially if they have been identified because of their expertise or personal reputation. To help the individual realize the seriousness in wanting him or her to serve on the committee, it would be a good idea to have the school superintendent send a letter appointing the individual to the committee. Either in the letter of appointment or at the first organizational meeting, the individual should be told exactly what is expected of him or her as a committee member in terms of advice, assistance, cooperation and money.

KEEPING THE COMMITTEE INFORMED

Once the individuals have accepted their appointment, it then becomes the responsibility of the agricultural instructor to provide them with current information concerning the present situation of the program as well as the goals for future program developments.

CONTINUED OUR FINISHED PRODUCT

various levels, depending on the abilities, hard work, personalities and responsiveness they have exhibited. They are our finished product, only to become industry's raw product. The teaching and learning cycle begins again.

We feel the short time we have the students is a very critical time in their

lives. Therefore, we do the best job we can with them, getting help from a very active and involved advisory council, made up of industry people, educators, and people interested in agri-business. We are constantly striving to improve our program by constructive criticisms such as submitting it for review by the Standards of Quality for Vocational Agricultural - Agri-business,

Committee members should also be kept abreast of appropriate current developments at the state and national levels. In other words, it is the responsibility of the agricultural instructor to counsel and lead the committee members to a point where they feel comfortable with the educational program, its problems and goals.

All school regulations should be explained to the committee members and every effort should be made to present an attitude to the committee members that they are welcome to the school as a friend and important supporter, instead of a meddlesome interloper. It is also the responsibility of the agricultural instructor to notify the committee members of meetings in advance. Meetings should be arranged at a convenient time and should be held in the ag. department. A proposed agenda of each meeting, with a brief background statement of the problems, should be mailed to the members at least two weeks in advance of the meeting. A personal phone call one or two days before the meeting to serve as a reminder is also recommended. Meetings should be conducted informally and held within reasonable time limits. Meetings should not last longer than two hours, but all hospitality should be rendered to committee members if they want to stay after the meeting to socialize or expand on their personal ideals. Refreshments before, during or after the meeting are recommended if the department budget will provide. If your department does not have a department petty account, providing refreshments for the advisory committee would be an appropriate activity for the FFA chapter.

EXPRESSIONS OF APPRECIATION

Everyone likes to feel important.

Therefore, the agricultural instructor should take the responsibility to offer every expression of appreciation possible to the committee members. Some suggested ways of expressing appreciation might be to recognize the committee members at FFA functions, school board meetings, local, area, and state agricultural teacher meetings; present members with framed certificates; include a picture and caption of committee in the school's yearbook; place their names on a plaque and display it in the agricultural department; and place articles in the local newspaper. These are only a few ways of providing the deserved recognition to your advisory committee members. Each department has various ways of recognizing their committee members and should take advantage of every opportunity to do so.

SUMMARY

In summary, as a result of the 1976 federal legislation, the majority of school systems will promote or require the formation of advisory committees to conform to the law. It is the responsibility of the agricultural instructor to see that his advisory committee doesn't only exist on paper. For the effort involved in establishing a functional committee, a teacher can expect to reap many benefits for his program. An advisory council can be a very powerful tool which can be used for developing and revitalizing an agricultural program. ♦♦♦

REFERENCES

1. Fields, M. A. "Advisory Council" (mimeo). Paper presented at EDVT 5770 Course Workshop, University of Missouri, July 1974.
2. Miller, Larry E. "Organizing and Using an Advisory Council," Agricultural Education Program, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1975.
3. Burt, Samuel M. "If You Want Me to Serve on a School Advisory Committee" (mimeo). National Advisory Council on Vocational Education, Washington, D.C., July 1974.

CONTINUED LET'S ESTABLISH OUR PRIORITIES

Winning a state judging contest should not be the goal for a teacher or a student. These activities should be motivational for the students so that they can achieve their goal, which is successful placement on a job in the area of interest and training.

What things should be considered in selecting FFA activities? Let me make several suggestions to help solve this problem.

- Don't bite off more than you can chew. Select a feasible number of activities and do them well.
- Plan and participate in each of the selected activities so that you, your students, the parents and community can be proud of your efforts.
- Allow students to select and volunteer for those activities that will benefit them the most.
- Encourage the quiet, meek youngsters to become involved — spend a little extra time with these young people.

OFFICE MANAGEMENT

The second priority area is one that many of us often forget. Before we can be effective as an instructor it is essential that we have an organized office or home base. It is critical that we:

- Develop efficient, effective office procedures.
- Organize our files, desk and shelves.

COWBOY ECONOMICS: RURAL LAND AS AN INVESTMENT, by Harold L. Oppenheimer, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1976, Third Edition, 345 pages, \$9.95

COWBOY ECONOMICS provides one with a practitioner's view of the cattle industry in America today. Applicable principles of agricultural economics and livestock production are presented via realistic examples and experiences which enhance one's understanding and reading enjoyment.

Beginning with the introduction and intensified throughout the book, General Oppenheimer impresses upon you the complexity and financial risks involved in striving for profit in the cattle business. Contrasting management efficiency with size of operation, he reveals average expected returns on investment based upon recent market trends. Also, ranch land as an investment is discussed and encouraged.

The book appears to be directed toward individuals with virtually little or no understanding of the cattle business. However,

- Handle and react to our mail daily.
- Return telephone messages quickly.
- Establish a favorable office environment where we can work efficiently and students will want to visit.

IN-SERVICE ACTIVITIES

The third priority area of concern is in-service activities. With the quickly changing agricultural picture in the United States, it is imperative that agriculture instructors remain up-to-date in their instruction.

In-service activities can be handled through the professional agriculture teachers' association, formal course work, and by sound practical experience and skill development.

It seems imperative that every agriculture teacher support their professional agriculture teachers' association. Through this organization the teacher can:

- Keep up-to-date on subject matter.
- Work together and learn from each other (share problems).
- Learn about current legislation.
- Share in planning sectional, district, regional and state activities.
- Help determine the direction of agricultural education in the future.

It is also important for agriculture teachers to enroll in formal course work and remain involved in practical skill

one must possess a basic knowledge of economic principles and terminology associated with financial endeavors to truly benefit from the author's work. For potential investors in the cattle business, reading **COWBOY ECONOMICS** is a near essential to understand today's cattle industry.

The book is divided into six parts and contains twenty-five chapters. The parts are systematically arranged in the following order: Part I — Introduction and Definitions; Part II — Field Operations in Livestock; Part III — The Economics of Land Ownership; Part IV — Analysis and Management Techniques for Absentee Owners; Part V — Taxes, Legislation, and the Federal Government; and Part VI — Beef Futures.

As Chairman of the Board of Oppenheimer Industries, Inc., America's largest ranch and cattle management concern, General Harold L. Oppenheimer is eminently qualified to write about this segment of the cattle industry. From thirty years of military service, he has developed leadership and management competencies essential for success and understands the underlying principles. Other

development to upgrade their instruction.

SUMMARY

How can I set up reasonable priorities when there are so many possibilities? Do I have to make these decisions by myself?

I hope that you don't set your priorities alone. Remember in addition to the items listed earlier — you probably have a family, a church, local service clubs and other school and community interests.

It seems logical that you might want to consult the following before setting your priorities:

- Wife and family
- Other members of your staff (in multi-person departments) (Short term priorities should be handled in regular weekly meetings involving all of the agriculture staff in that school.)
- Agricultural Advisory Committee
- School administration
- Students (i.e., FFA Executive Committee)

In conclusion it seems apparent that most of us could do a much more effective job if we took time to set priorities and organize our activities instead of acting on each activity and crisis as it arises.

Let's all take time to sit down and establish our priorities so that we can do a better job in the future and enjoy our lives more fully. ◆◆◆

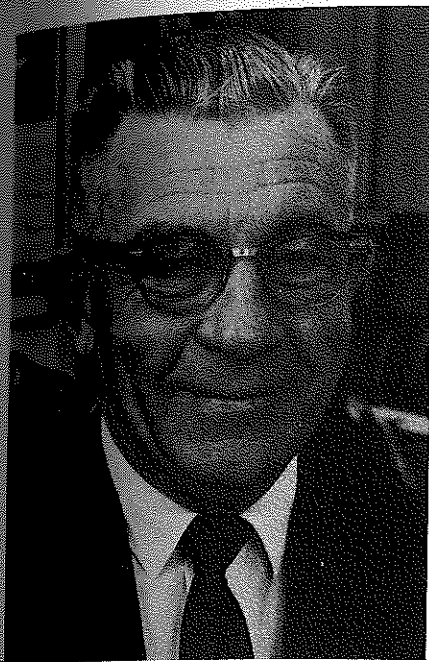
writings either authored or co-authored by General Oppenheimer include: **COWBOY ARITHMETIC**, **COWBOY SECURITIES**, **COWBOY LITIGATION**, and **LAND SPECULATION**.

On the negative side, some topics, such as comparative analysis of cattle for investment, portfolio, contracts and beef futures, are treated too briefly and oversimplified. Also, due to the volatility of land costs, operating expenses and cattle prices, financial examples throughout the book must be considered at best assumptions.

COWBOY ECONOMICS will make an excellent reference addition to secondary vocational agriculture libraries. In fact, instructors of farm management curriculum will find the book an excellent source of realistic examples for explaining financial encumbrances characteristic of the cattle industry. At the post-secondary level, the book may be justified as a text in an introductory cattle management course.

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VPI & SU
Blacksburg, VA

Leader in Agricultural Education:



A man who is indeed a leader in agricultural education is Bert Brown of Olympia, Washington. To the people of his community, state, and nation he has been an unselfish leader in promoting and improving the status of youth and others who farm and work in farm-related occupations.

After graduating with honors from Washington State University in 1927, he began teaching vocational agriculture at Vancouver, Washington. His teaching continued in Woodland and Kent. This period included the years of the great depression where he saw the hardships faced by rural people and worked hard to improve conditions on the farms. He developed a reputation throughout the state as a superior teacher.

He was selected as teacher trainer and supervisor in agricultural education at Washington State University when the position was open in 1940. His expertise in vocational education was put to full use as schools and communities gave special attention to war preparedness programs and the special vocational programs which followed.

After five productive years at Washington State University he was appointed State Supervisor of Vocational Agriculture for Washington, a position which he held until his retirement in 1969. It was in this position that his ability as administrator and leader gave a strong impact to vocational agriculture and its many facets. It is estimated

BERT L. BROWN

By C. Oscar Loreen*

that over 100,000 students felt his influence and profited by his leadership during his twenty-five years as head of vocational agriculture in Washington.

A significant part of this influence reached students and their teachers through his strong support of the FFA. The number of FFA chapters and members showed a dramatic increase from 1945 to 1970 under the twenty-five year advisorship of Bert Brown. The achievements were many. Eight individual members were awarded the Pacific Regional Star American Farmer, of which two received the coveted State American Farmer Award. Thirty-five individual Future Farmers received either the Pacific Regional or National Award in Farm Proficiency, with the State of Washington being the first state association to place a national winner in each of the proficiency award categories.

As state advisor to the FFA, Bert worked closely with twenty-four sets of

state officers, a total of 144 young men. Each year as their terms of office progressed, a strong bond developed between him and these state officers. For many years he and Mrs. Brown visited each state officer and his parents in his home.

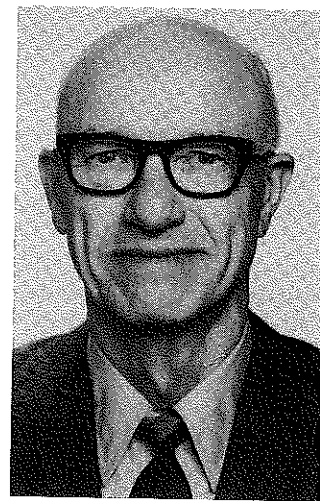
From 1947 to 1950 Bert served on the National FFA Board of Directors. He was among a select few who were named as the "body corporate" in Public Law 740 which Congress passed in 1950 and which granted the FFA a Federal Charter.

Bert recognized the importance of agricultural fairs and livestock shows. He was instrumental in the establishment of several junior livestock shows and a poultry show in Washington. There is now the opportunity for FFA youth in all parts of Washington to participate. The Governor appointed Bert to the prestigious State Fairs Commission in 1949, a post he held until 1975.

He served for many years on the Washington Resources Council and the Washington Farm Safety Council. Bert was one of the first state supervisors to launch a state-wide study to identify the need for agricultural training for off-farm agricultural employment. His study, completed in 1959, made clear the need to expand the scope of vocational agriculture in Washington and strengthened the case for broadening national vocational education legislation.

After careful study of the need in Washington for a farm management program for adult farmers, a plan for such instruction was launched by Bert in 1966. By 1969 there were over three hundred farmers enrolled, and the program has grown steadily since its inception.

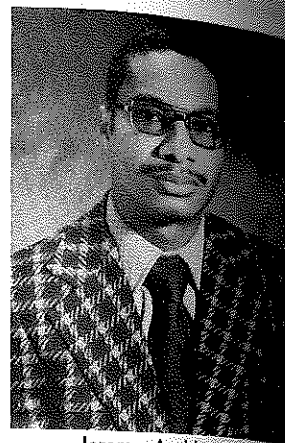
(Concluded on page 166)



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MASTER TEACHER

Jerome A. Hester
Instructor of Agricultural Education
Skipwith, Virginia



Jerome A. Hester

The rural vo-ag program, situated in the midst of farms and farmers, attracts the average student for most of the wrong reasons. They need the elective unit to meet the minimum requirements for graduation, have preconceived notions about agriculture which lead them to expect an "easy" unit, their parents want them in the program, or the guidance department "had to put them somewhere," are some such reasons. The percentage of highly-motivated, academically talented pupils is far too low for the teacher to relax his approach to the instructional program. The challenge is, then, to improve effectiveness wherever and however possible.

We are effective only if we are successful in our efforts to make certain things happen, bringing about desired results. Difficult as it may seem, we must clearly establish two sets of goals, and then determine our approaches to their accomplishment.

1. Seek to generate a high degree of interest, (there is something for everybody).
2. Keep pupils involved in extensive mental and/or physical activity.
3. Use life situations and problems as a basis for study.
4. Provide for a large amount of retention of materials covered, by carry-over and use.

There are so many practices to which good teachers should adhere, and characteristics by which good teachers are described:

1. Principles of learning are observed.
2. The teacher is professionally and technically prepared.
3. Individual differences are recognized. The primary interest is the individual, the subject is secondary.
4. Provision is made for pupil participation in varying activity, avoiding monotony.

OUR SOILS AND THEIR MANAGEMENT, by Roy L. Donahue, Roy H. Follet and Rodney W. Tulloch. Danville, Ill.: The Interstate Printers & Publishers, Inc., 1976, Fourth Edition, 791 pp, \$11.50.

This textbook is not like some soils books that relate to soils only. Instead, this book works the study of soils in very closely with plant growth. The first chapter explains quite fully the different careers in soils,

which is very informative for high school Vo-Ag students. As the title states, this book is not just dealing with soils, but also their management. This is very helpful in the areas of fertilizing, tillage, drainage and irrigation. The two chapters on land judging are also very helpful in high school Vo-Ag classes. The parts of this book that I feel are most helpful or practical are the chapters on soil, water and fertility management in vegetable gardens, turf, greenhouses, orchards and forests. The book also contains very good definitions of terms that should be known by the reader.

The authors have had other good soil publications, but I feel that their updating and adding of new soil management chapters in this book has been most helpful. As a high school Vo-Ag instructor, I find this textbook will be a very good reference book in the different soils units that will be taught. This book might be a little difficult for some high school students, but should be a good text for high school seniors or any instruction above the high school level.
Robert Williams, Vo-Ag Instr.
Montello High School
Montello, WI.

5. A healthy pupil-teacher relationship is established and maintained, respecting the personality of the individual—without partiality, sarcasm, or the bearing of grudges.
6. The subject is adhered to, avoiding useless digression.
7. Sufficient time is taken to make assignments clear, definite, and reasonable.
8. A satisfactory grading system is adhered to, and pupils are aware of their progress during (as well as at the end of) the report period.
9. Proper attention is given to neatness of the classroom.
10. The chalkboard and visual aids are used to good advantage in the development of essential material.
11. The teacher is neat and orderly in his work and requires it in the work of his students.
12. Requests for further explanations, both in and out of class, are encouraged.
13. The teacher dresses appropriately and in good taste.
14. The teacher is alert to opportunities and adjusts his work to the unexpected.
15. The teacher exhibits enthusiasm for his subject, has his program well organized, and presents it clearly and interestingly.
16. An opportunity is given for the development of student leadership and self-expression.
17. There is a problem or problems to be solved by one or more members of the class. Students are taught to solve their own problems.
18. The entire class period is used profitably and efficiently. Time is not wasted.

In conclusion, "Being a Master Teacher is doing the common things uncommonly well." ◆◆◆

NON-AGRICULTURAL EDUCATION MAJORS' TEACHING EFFECTIVENESS

by
M. A. Fields
Teacher Educator
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M. A. Fields

While many national leaders continuously decry the lack of employment opportunities for our college and university graduates, the demand for agricultural education teachers far exceeds the supply. The situation prevails in spite of the efforts of teacher education institutions to employ more sophisticated recruitment procedures and to adjust curricula so that certain students, whose major identifications are not in the field of agricultural education, may, upon graduation, qualify for either a collegiate professional certificate or a collegiate certificate. As the result, a limited number of teachers who lack formal training in agricultural education have been employed because of either their special expertise, or because of the need to fill other teaching vacancies. The reactions of the supervisors have failed to reflect a definite pattern as to the relative effectiveness of the teachers who did not major in agricultural education.

curing employment and becoming effectively identified with the program as the outset. Learning the organization of the department and determining one's role in the department's program were reported as the major problems during the early stages.

TEACHING OPTIONS

The instructional program encompasses options for the secondary school students and appropriate courses for the young and adult farmer groups. From a list of nine possible teaching options and groups, the teachers were asked to evaluate their abilities to teach each. According to the responses, the respondents were best prepared to teach Agricultural Science and Mechanics I and II and Agricultural Production III, while their greatest deficiencies were expressed in Ornamental Horticulture and Adult Farmer Instruction.

PROBLEMS

The writer has observed that, if a teacher will engage in meaningful planning, many of the possible classroom and laboratory problems can be either avoided or minimized. The role of a positive attitude toward this activity cannot be over emphasized. It was found that, on the basis of relative importance, planning in terms of developing and maintaining the students' interests, relating classroom theory to actual job practices, and securing resource materials, were ranked foremost as problems. Making provisions for testing and providing individualized instruction were, in general, regulated to positions of minor importance.

An attempt was also made to ascertain the extent to which each of eleven factors could possibly have contributed to the problems which are being encountered. It was found that insufficient time for planning and the lack of adequate resource materials were the prime concerns. The teachers also reported that the philosophies of both the school and the department tended to promote the beginning teacher's successful entrance into the profession and his/her advancement.

INSTRUCTIONAL PROCEDURES

From a list of nine procedures, the teachers indicated that the more frequently employed practices were the use of visual aids and the recording of notes by the students during the classroom and laboratory sessions. Regular use (Concluded on page 166)

METHOD OF STUDY

A group of teachers in Virginia with less than two years of experience in teaching agricultural education, and who were not agricultural education majors, were asked to participate in a study, which the writer believed to be pertinent and highly relevant in the present situation. The study was designed to ascertain the following:

1. Character of the teachers' training
2. Influence of certain factors prior to and during initial employment
3. Ability to teach each option and/or group
4. Problems — their causes and resolutions
5. Nature of instructional procedures
6. The influence of the character of the students
7. The effectiveness of budgetary provisions
8. The extent to which a suggested list of provisions and procedures might serve to strengthen the beginning teacher's efforts

TEACHERS' TRAINING

Area	Range of Semester Hours	Average Number of Semester Hours
A. Agricultural Education	0-22	8.86
B. Other Professional Education	0-60	16.44
C. Technical Agriculture	0-64	28.80
D. Agricultural Mechanics and/or Engineering	0-45	13.06
E. Life Sciences	6-80	26.40

INITIAL EMPLOYMENT

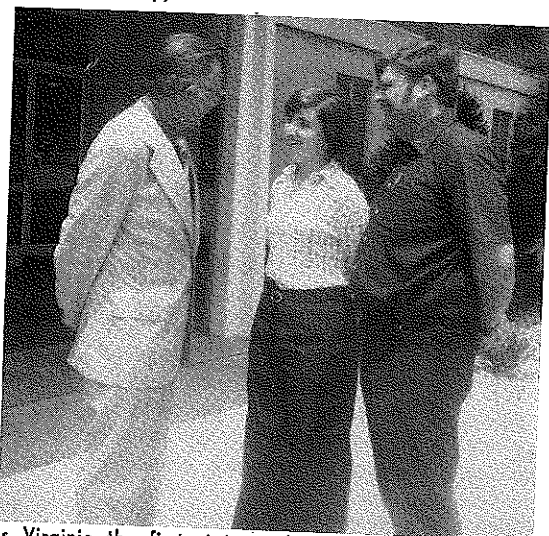
For their current teaching assignments, the respondents indicated that very little difficulty was encountered in se-

STORIES IN PICTURES

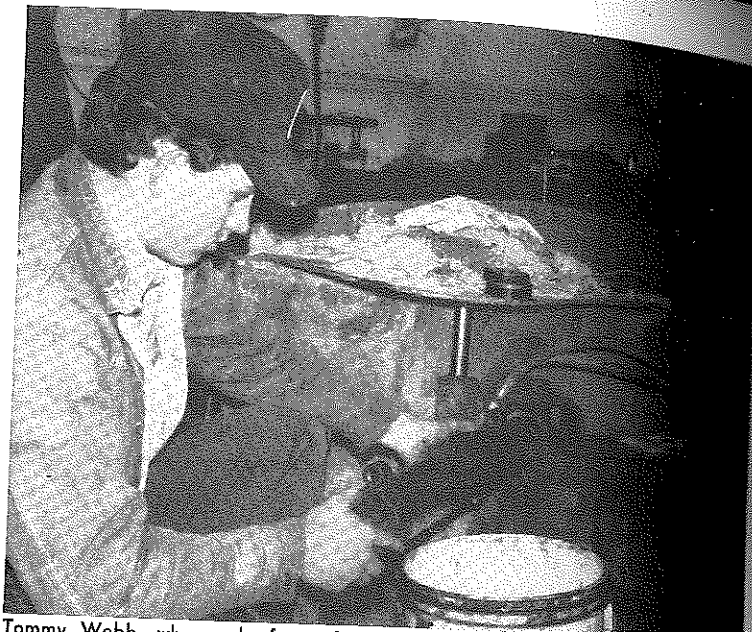
by
Paul
W.
Newlin



David Dietz, Vocational Horticulture Instructor at Upper Valley Joint Vocational School in Piqua, Ohio, discusses with student Karen Plattner from Hardin-Houston a corsage made in the school laboratory. Karen is a junior student. (Photo courtesy David McCracken, Ohio State University)



Is Virginia the first state to have a brother and sister teaching agricultural education? Above J. M. Campbell, State Supervisor of Agricultural Education, chats with Carla Kirtz, agriculture instructor in Montgomery County, and her brother Gary Kirtz, agriculture instructor in Hanover County. (Photo courtesy W. C. Dudley, Asst. State Supervisor, VA)



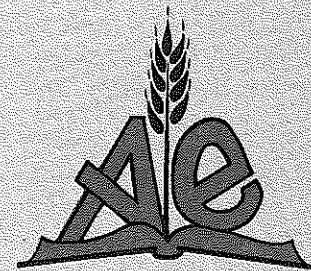
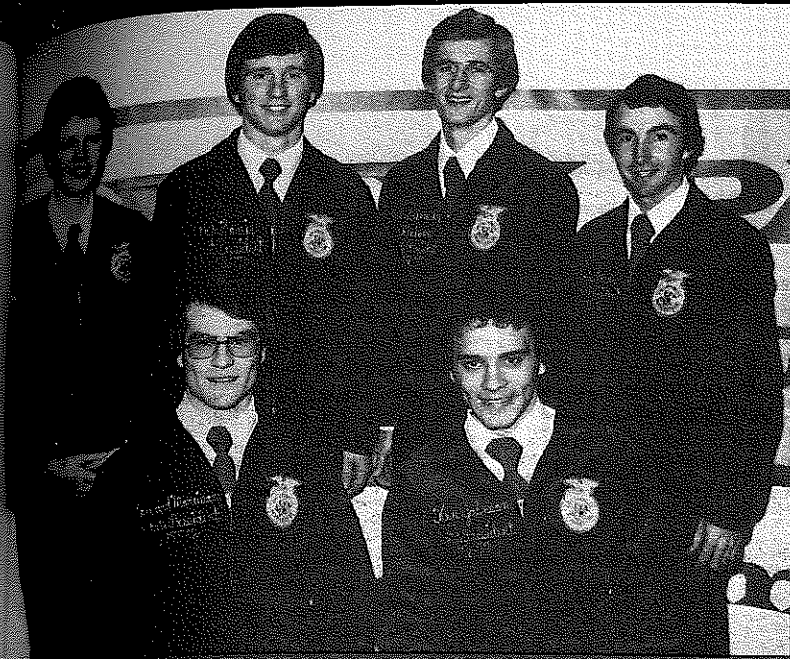
Tommy Webb, who works for a Rogersville, TN, lime distributor, repairs and replaces a hydraulic cylinder.



Joey Couch learns to manage a greenhouse as part of his agri-business experience program in Rogersville, TN.



David Lawson orders and stocks frozen foods in addition to processing meat for the Super Dollar Market at Rogersville, TN, in his agri-business experience program. (Above photos courtesy James Wells, Vo. Ag. Teacher, Rogersville, TN)



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