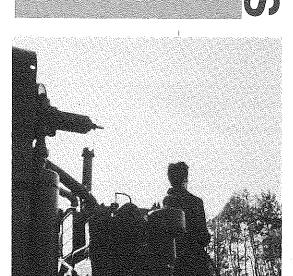
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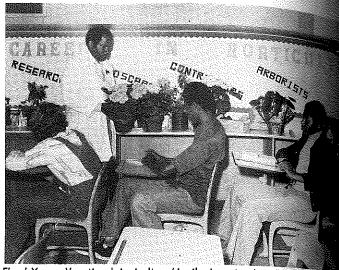
by
Paul
W.
Mewlin



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 Milwaukeb Area Technical College, WI. (Photo courtesy Glenn Petrick, Instructor, Related story p. 126)



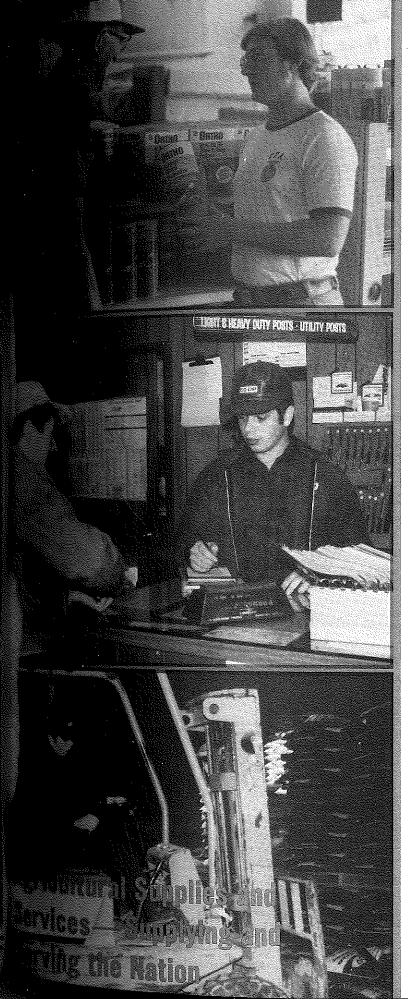
Floyd Yancy, Vocational Agriculture/Agribusiness teacher at Zachary Hipsel Louisiana, instructs students in the identification of Ornamental Hopeplants. The instructional program in horticulture is emphasized by student many opportunities to learn by doing. (Photo courtesy J. C. Simmes Supervisor, LA.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



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



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





AGRICULTURAL **EDUCATION**

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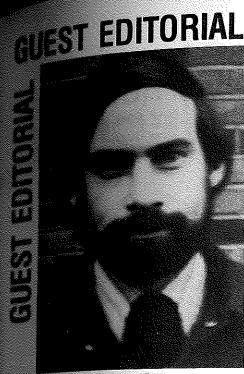
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Daryle E. Foster

Agricultural Supplies And Services-We Need Them More Than Ever!

Daryle E. Foster Department Chairman Bush Educational Center Elmira, New York

COVER PHOTOS



op Photo - Lanar Hastings, agri-business student and FFA member, Scottsboro High School, Scottsboro, Alabama, receives training in the area of Agricultural Supplies and Services at a local farm supply business. (Photo courtesy Alvin H. Halcomb, Auburn, AL)

Middle Photo - Marty Carpenter, agribusiness student from Rogersville, TN, sells supplies to a farmer at the Hawkins Farmers Coop. (Photo courtesy James Wells, Vo. Ag. teacher, Rogersville, TN) Bottom Photo Marty Carpenter handles supplies in the warehouse of the Hawkins Farmers Coop with a forklift. (Photo courtesy James Wells, Vo. Ag. teacher, Rogersville, TN).

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South Dakota State Dept. of Educ., Pierre

reducing food and fiber, processing it and getting FLOYD J. LARK, California State Polytes Me the world's population is our nation's biggest University, Pomona 91768 — (Nevada Cur exterprise.

> and businesses distribute it. Many services are needed: supportation, storage, refrigeration, credit, financing, and satisfice, Hundreds of manufacturers furnish our farmers sub the supplies and equipment they need to produce and water their crops. Our government inspects and grades the scultural products to insure quality and safety for the

> he Agricultural Supplies and Services area employs millions of people throughout our nation and the world. Today, it offers excellent career opportunities for well-trained young men and women.

We in Agricultural Education should constantly be **are of the manpower needs of our nation and continue to Firentage of these students ever pursue full-time farming graduation. Agri-business employs most of these young 30.40 percent of our labor force enters jobs in Asicultural Supplies and Services. These estimations of

employment for agriculture should impress and encourage all of us to further challenge our students to enter careers in agri-business.

In recent years, job opportunities in agriculture have expanded in our nation, and I think the following are important reasons for this growth:

- Increased population in the U.S. and the world
- Consumer demands for more convenient foods
- Expanded agriculture technology-improved farm equipment and pesticides
- Most agricultural commodities are primary human

The enterprises and opportunities available in agriculture vary from state to state, but most jobs fall into one of these categories:

- Manufacturing and processing
- Distribution wholesaling, warehousing, and re-
- Services commercial, professional, and scientific
- Government services

To fully appreciate the significance of agri-business, one needs only to reflect a few minutes. If you take a simple breakfast, for example, the orange juice you drank probably came from Florida or California after being processed and distributed over hundreds of miles and passing through many points. Next, there is the cereal which was made from the corn or wheat produced in the midwest. The milk probably came from the nearby dairy farm after refrigeration, pasteurization, and delivery to the supermarket. The examples could go on and on.

We all depend on agri-business, and the nation, in turn, depends on us in education to supply the trained personnel to fill the many career opportunities available in Agricultural Supplies and Services.

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

Everyone everywhere depends on agricultural supplies who eat, all who wear clothes, and all who live in Farmers and ranchers produce it, industries process

provide a meaningful curriculum to train agriculture stuests for these careers. I teach in an Occupational Center where over 200 students are given the opportunity to study agricultural subjects: Agricultural Mechanics, Onamental Horticulture, Conservation, Agricultural Supand Services, and Production Agriculture. Only a small ple to process and distribute products and to provide frires for farmers. The labor statistics indicate that ap-

JAHUARY 1978

SUPPLYING AND SERVICING



Supplying and servicing agricultural industry is an occupations and others are common to many, the age, 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 tion staff, but would have unlimited sources available preparing to teach in this area might ask. Many resources other teachers, business persons, workers in those occupahave been developed in many different states and are continually being developed. States are cooperatively sharing these resources through consortiums or simply by cooperating and services might seem like an awesome task for the territoria. 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

er would probably be well advised to use at least a of approaches to teaching in this area. For the unique and knowledge, a problem solving, searching type appearance would probably be preferable, where the students seek out those skills and that information unique to particular occupations. Their employers' supervision at cooperative work-study situations would be a most val resource for this. For common skills and knowledge a variety of occupations, the group discussion, class approach would be quite useful in most situations, H students could share ideas and approaches in contrast the individualized approach for the unique skills, we is help available? Again the ag teacher would be well vised to start with the state department and teacher etc. and many others.

Teaching in the fairly new area of agricultural sup called on to establish a new program, but I believe the would seem much less formidable if that teacher stopped consider the wealth of resources available, methods of test ing these skills and knowledge, and the variety of some available to help. The articles in this issue have given specifics. Check with personnel in your state to find other

Ag. Supplies and Services Provides A Future James P. Kev Alvin H. Halcomb Subject Matter Specialist Agri-business Education

Alvin A. Halcomb

Preeding the farmer and rancher with all the necesproduction supplies and services is a vast un-servicing. Over six million workers have jobs filling te demand of this market.

Auburn, AL

to get a better idea of the importance of farm supplies, s use the following amounts of supplies in an

a tarners the same	
Ten	Quantity
A. A	billion gallons
Standard	JZ DIIIIOII KHOWALL HOUIS
	anoi nommi (
All Address	300 million tons
Expression	: 277,000 tons
Appellizer	14 million tons
And the second second	80 million tons
Latite	22 million tons

Kinds of farm supply businesses differ; therefore, they merlap a great deal in variety of items offered for sale. One see of feed store may specialize in feed only. Another busiadvertised as a feed store or mill will also sell fertilizer, somal medicines, and possibly some farm hardware. A third some that is considered a farm hardware store will stock only soul hardware items. But, a fourth one will handle hard-**** plus equipment ranging from chick feeders and brooders wilk coolers and stanchions.2

Based upon the fact that the business of providing the Gimer 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 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

stating Agribusiness, Roy, Ewell Paul, The Interstate Printers and Publishers.

authors of Igricultural Occupations, Hoover, Norman K., The Interstate Paulishers.

sticultural Supplies and Services (A Curriculum Guide), U. S. Office of Education of 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 ac-

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.

(Concluded on page 152)

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

SEPTEMBER — Student Competition — An Incentive Approach

OCTOBER — Supervisors and Consultants — Important Members of the Team

NOVEMBER - Effective Teaching - What's the Basis?

DECEMBER - Professionalism-That's The Name of the Game

OUR FINISHED PRODUCT -INDUSTRY'S RAW PRODUCT

L. Myron Johnson Agri-Business Instructor Lake Area Vocational Technical Institute Watertown, South Dakota

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 withthe 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-toone basis with the farmers. If problems should occur during this time, the student is supervised close enough that the

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

MATURITY

After six months of S.O.E. our raw products return to us. The matures 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 edge. Interest runs high in the business aspects. This is why our second was curriculum centers around courses such as Sales, Merchandising, Advertising Business Management, Accounting, et After working in a business, the student can easily relate what is taught to he S.O.E. training site.

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

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 (Concluded on page 155)

JANUARY 1978

WORK EXPERIENCE PROGRAM FOR TEACHERS

In past years, work experience programs have always been a very effectool in helping to bridge the gap stween formal education and on-theb experiences.

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

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

This situation demands attention. One solution is summer work expeorne 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" modest beginning with eight particijunts and four work stations; in 1977, seventeen participants were assigned to even work stations. The "Philadelphia Workshop" is sponsored by the Department of Agricultural Education, Penn-Pennsylvania agriculture teachers, but n open to any teacher who feels a need for this type of work experience. Howrier, the majority of participants have pecializing in some horticulture.

Dennis C. Scanlon Graduate Student, Agricultural Education The Ohio State University Columbus, Ohio



Dennis C. Scanlon

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

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 had its beginning. This program had a a part of the work force, and participate in the practical "hands on" experiences that they will be teaching dur-

ing the school year. To satisfy the varied requests of the participants, we have had to maintain a high degree of flexibility with par-*Wania State University, each August ticipating businesses. Some years it in and around the greater Philadelphia seems as though every participant wants Participants are invited to enroll to go to a greenhouse. In this case, we for two graduate credits of agricultural call on the reserve list of greenhouse education. Enrollment is not limited to 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 vocational agriculture teachers 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)

Students who select the Agricultural Supplies and Services option for specialized study should receive instruction and experience in as many aspects of the business as possible.

Some instructional units that seem to be appropriate for such a course would include:

- 1. Business Organization and Management
- 2. Feeds Sales and Service
- 3. Crop, Lawn, and Garden Seeds Sales and Service
- 4. Fertilizers Sales and Service
- 5. Agricultural Chemicals Sales and Service
- 6. Building Materials Sales and Service
- 7. Miscellaneous Agricultural Supplies and Small Equipment — Sales and Service
- 8. Petroleum and Petroleum Products Sales and Service
- 9. Human Relations

In some instances, a special classroom is provided, especially in the area vocational-technical centers. (See floor plan for an example.) A section of the facility has a mock store area. Students study and practice, through role playing, many of the jobs they will encounter on the job. As stated earlier, for students to receive the most benefit from this course, they need to be placed for work experience in a real business situation.

Considering the scope and importance of the agricultural supply and service industry, and the need for trained workers to enter this field of employment, could we be missing the boat by not providing more opportunities for students to study and receive training in the area of Agricultural Supplies and Services? It could provide a "future" for students enrolled in vocational agriculture/agri-business.

AGRICULTURAL SUPPLIES-SALES & SERVICE FLOOR PLAN - SCALE: 1/8" = 1'-0" 20' BAYS TYPICAL, CLASSROOM 2 3 9. Study Tables 10. Work Table 11. Magazine Rack Chart Rack Storage Cabinet Display Window Clothes Rack 12. Book Shelves 13. Notebook Rack Tack Board 14. Counter Projection Screen 15. Mock Store Area 16. Shelves 17. Built-In Desk Table & Lecturn

WORK EXPERIENCE PROGRAM ... CONTINUED

THE PROGRAM IS CONTINUALLY EVALUATED

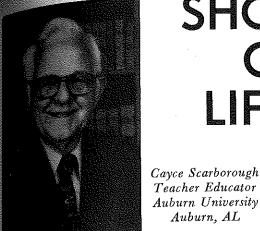
In eight years the "Philadelphia workshop" has achieved a level of sophistication allowing us to predict the kinds of experiences that participants will receive from certain businesses, and if given an idea of the kinds of experiences needed, each participant can be coupled with a business that will satisfy his particular needs.

scribing how their work experiences are evaluates the participants and businesses daily, and the participating businessvisor and participants in regard to their individual activities.

At the end of the workshop, all evaluation information from both participants and businessmen is collected Evaluation, change, and improve- and reviewed by agricultural education ticipant is asked to write a paper de-next year's "Philadelphia workshop."

needed to do a more effective job in many new programs in horticulture, as men are asked to evaluate both super- enthusiasm that comes from meeting ment have been key functions in help- staff members in charge of the overall ly, an enthusiasm to go into their classing the workshop to reach the level of program. This information then serves room and teach because they are quetly success that it now enjoys. Each par- as a basis for molding and improving saying to themselves, "I can do it."

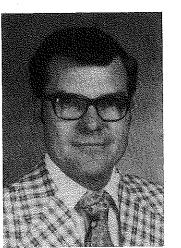
The "Philadelphia workshop" has directly related to the experiences proven itself to be the cornerstone for the classroom. The workshop supervisor well as the basis for upgrading and modernizing many existing agriculture programs. Each participant shows an people who are experts in their field and have proven that innovation and determination pay off. Every workshop participant takes home much more than two credits; they take home ideas, attitudes, technology, and most important-



Cayce Scarborough

Teacher Educator Auburn University Auburn, AL

Lewie Ezell Agri-Business Teacher Rehobeth High School Dothan, AL



The idea that vocational agriculture by the cartoon illustrating the article on sould include a well-equipped shop as laboratory for learning mechanical kills has been an important part of local programs from the beginning of ine Smith-Hughes Act. The shop pro-

gram is seen by some students as the Many adult programs have also insluded work in the shop. Small farmers have found some of the equipment most belpful in their own repair jobs, such as welding. In fact, in many programs the shop has been a major connecting

The purpose of this article is to sugtest the use of the shop for helping those enrolled to develop a different set of skills which some have called "Life

fink between the school and the com-

munity in meeting agricultural needs.

Many teachers take advantage of the shop situation to teach about values on an individual basis as a by-product of a shop project. We are suggesting that we should include specific plans for thop is often an excellent laboratory.

This article was stimulated by the article in this magazine on measures to be taken to prevent theft in the shop.* Certainly an orderly arrangement of tools is needed in any shop. An up-todate inventory, limited use of keys, and other suggestions for better management in the shop area made in the article are important.

However, we believe that a more positive approach with personal development as a major aim is more deirable than policing for the protection of tools. We were particularly disturbed

When Planning Shop Facilities and Programs, Keep and Theft in Mind," James H. Daniels, AgEd Magnie, July, 1977.

the treatment of the problem of theft in the shop. We would hope for an entirely different reaction from classmates to a theft. Our experience with the "Ya'll Come Philosophy" has been good. In fact, this is one of the keys to pest part of vocational agriculture. success in making a real community program. Many schools are looking for ways to involve adults in the school program. The shop is an appropriate place and should be used. It is good to see older students working with adults on projects in the shop. A good learning experience for all concerned, including the teacher.

SHOP SKILLS

CAN BE

LIFE SKILLS

ATTITUDE IMPORTANT

The basic attitude held by the teacher and the students is the key to the problem as well as the solution. We believe that the teacher sets the attitude for himself/herself and points the way for attitudes developed by the students. We believe that these attitudes Values and Values Clarification as part must be basically positive rather than of the vocational program and that the negative. Here are some examples of some contrasting assumptions:

1. Students must learn to use tools properly and responsibly

-rather than-There are thieves in this class and

the tools must be protected. 2. The shop and the equipment belong to the school (the people) to be used properly for learning-to-

-rather than-

do-by-doing

The shop and the equipment belong to the teacher ("My Shop").

3. The more people know about the shop and how it is used for skill development, the more they will support the program

-rather than-

The more people know about the shop and equipment, the more they will steal.

4. Using public property without abusing it is one of the major. needs in our society today and the shop is a good lab for developing this skill

-rather than-Theft in the shop is a problem for law enforcement people.

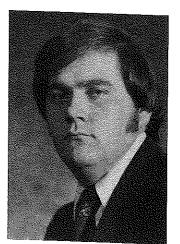
We believe that involvement of students in planning for the proper use of tools is essential to a good shop program as well as for the protection of the tools. The use of rules and punishment for violations must be part of this planning and acceptable by the students to avoid a "teacher vs students" situation. However, we find that emphasis upon selfrespect and pride in "Our Shop" is a better approach than an emphasis upon law enforcement. In a national study of the problem of vandalism in schools, a report from the National Association of Secondary Principals concluded that the use of force "causes an equal but opposing force from students not to change." (New Dimensions for Educating Youth, NASSP, 1976)

VALUES AND MORAL DEVELOPMENT

From the same national report comes this statement:

"Not only is there a definite need in our society for formal values education, but the responsibility for setting standards and teaching values rests with the schools."

(Concluded on page 157)



Larry R. Jewell

Vocational education is unquestion-

ably the fastest growing component, in

terms of student enrollment, in today's

public education system. This is due to

the concepts and demands being adop-

ted by and placed upon school systems

from state and federal legislation. De-

mands 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 de-

mands for the expansion of accountable

legislators and the public in general.

there seems to be a national trend of

expanding the scopes of existing pro-

grams and of specializing instruction

However, though we are making a

genuine effort in attempting to meet

the demands for expansion in our pro-

grams, 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

The instructor of agricultural edu-

cation is challenged with the responsi-

bility of developing and carrying out a

relative program of instruction that is

responsive to the needs and opportuni-

ties of the clientele found in the com-

munity which the program is de-

signed to serve. This challenge is

enormous and even the most capable

to serve.

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into specific options or courses.

vocational education programs.

VOCATIONAL AGRICULTURE Larry R. Jewell

ADVISORY COMMITTEES

Graduate Assistant Agricultural Education University of Missouri, Columbia

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, orgaization, 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 re-Agricultural education, though one cently adopted at the federal level acof the oldest vocational education protually makes community development grams, is experiencing a variety of through advisory committees mandachanges in order to attempt to meet the tory. Section 106(a):(4)(A) states demands being exerted on it by the the following: "Any state desiring to receive the amount of money for which Different states and localities are adaptit is eligible for any fiscal year pursuant ing their programs in various ways, but 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 been turning to for help and advice revitalizing their local programs

USEFULNESS

Nothing will determine the useful. of an advisory committee more the members that serve on it and a teacher's attitude toward the come tee. If the committee is to be function it is very crucial that serious considers tion be given to the selection of the committee members. "It is very important to have all the agricultural interest in the community represented on the council, including the production, pro cessing, marketing, supply and served 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 super intendent can help in identifying community members who are interested a the growth and revitalization of the local agricultural program. "The in 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 member 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 pe the committee started off on the right track. There will be several items of interest which the committee merabets 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 le or she alone may make or break it. The number of activities the committee cas perform will be limited only to the limit

reacher's innovative leadership the members' expertise. However, mittee should only be asked to items which represent real probthe program and which, if a s developed, the school system willing to implement. write a lot of emphasis is placed on

expectations of committee mem-

activities which they can do it whool, little has been said about se responsibilities of the school to the Most capable inand are extremely busy and are reluctant to serve on a send advisory group. Therefore, it is mportant to assure potential that their participation is week for a committee that is going to werthwhile and important congeograms to your program and to the essents enrolled. The method of selectthe potential members should be reclaimed to them, especially if they been identified because of their especiise or personal reputation. To Isto the individual realize the seriouswar in wanting him or her to serve on te committee, it would be a good idea s have the school superintendent send g letter appointing the individual to de committee, Either in the letter of someontment or at the first organizameeting, the individual should be said exactly what is expected of him or less a committee member in terms of where, assistance, cooperation and

KEPING THE COMMITTEE INFORMED

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

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 pro-

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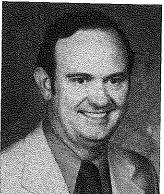
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OUR FINISHED PRODUCT

sarious levels, depending on the abili- lives. Therefore, we do the best job we and review by North Central evaluation sinsiveness they have exhibited. They are our finished product, only to beindustry's raw product. The ching and learning cycle begins

hard work, personalities and re- can with them, getting help from a teams. 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 re-We feel the short time we have the view by the Standards of Quality for stadents is a very critical time in their Vocational Agricultural - Agri-business, and interests in agriculture.

Yet personal pride in the program is probably the greatest critic. You see, not very long ago I was the green farm boy without a farm large enough to stay on. The agriculture supply and service industry, as broad an industry as it is, is still a home for us who have our roots



David L. Williams

SUPERVISED OCCUPATIONAL **EXPERIENCE**

David L. Williams Teacher Educator Iowa State University Ames, IA

Vocational agriculture teachers have a continuous challenge to assist students in planning and conducting supervised occupational experience (SOE) programs. Increased enrollment in vocational agriculture, diverse interests and background among students enrolled, and the dynamics of the agriculture industry magnify this challenge. Teachers need to know the program and environmental factors that they can employ to help students develop SOE programs. Research conducted at Iowa State University identified factors that students felt were important in planning and conducting their SOE programs (1,2). The information presented below is based on responses from 183 Iowa vocational agriculture students who were high school seniors in 1975-76. Forty-five of the students had supervised farming programs, seventy-three had cooperative agri-business or farm placement programs, and sixty-five had laboratory or exploratory experience programs as their final SOE in vocational agriculture (3).

FACTORS IMPORTANT IN DEVELOPING SOE

Students were asked to indicate how important they felt 18 selected factors were in planning and conducting their SOE programs using a nine-point scale. The factors are shown in Table 1 with the rank order for each group based on the mean importance ratings.

Students perceived their parents and their vocational agriculture classes as the two most important factors in developing their vocational agriculture SOE programs. Students with different types of SOE programs recognized their vocational agriculture teacher as an important factor, also. Vocational agriculture classes provide an opportunity for the teacher to give group help by teaching units that will help beginning vocational agriculture students select and plan their SOE programs. Instruction that will help students conduct and expand their SOE programs should also be included in the vocational agriculture curriculum. Activities that keep parents informed and actively involved in helping their sons/daughters select, plan, and conduct their SOE programs should be featured in teaching such units.

Monetary rewards from SOE programs were an important factor in developing SOE programs as indicated by the rank order of "The Wages and or Profits Earned from my SOE" for students with supervised farming programs and students with cooperative farm or agri-business placement programs.

Table 1 Rank Order of Factors tant in Developing SOE Programs by Type of SOE Program

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	and vocational agriculture department	14	16	
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	County extension and/or 4-H personnel	18	18	

*Factors are listed in rank order for total group. All rankings were based on

**Group 1 = students with supervised farming programs; Group 2 = students with cooperative farm or agribusiness placement experience programs; Group 3 students with laboratory or exploratory experience programs.

The rank order of experience, plans, goals, evaluation activities, and agreements in developing SOE programs sur gests that these factors have not been fully utilized in developing supervised farming programs. Setting goals and the development of plans and agreements for student SOE programs should be learning activities included in the instructional programs. Procedures for evaluating an SOE program should be used to help students assess their progress and replan their programs. The rank order of "FFA Activities" and "Vocational Agriculture Students" indicated that still dents with supervised farming programs and students with laboratory or exploratory experience programs felt these factors were supportive of their SOE programs. However, students with cooperative farm or agri-business placement programs did not do so. This stresses the need to incorporate

into the FFA program of work that are relevant to

with employment type SOE programs. dents with supervised farming programs recognized program records were important. However, the er of this factor by the other two groups suggests sients did not recognize the importance of SOE records in developing their SOE programs.

the guidelines and rules of the school and vocational the department for SOE" was seventh in the rank important factors in developing SOE programs by with laboratory or exploratory experience programs. enablishment of guidelines or standards for SOE procould help bring about high quality educational expefor students with all types of SOE programs.

relatively low rank order was observed for "the help me by my vocational agriculture teacher through seed visits to my SOE." This observation may suggest teachers did not make supervisory visits to provide idualized instruction at the site of the SOE program, that the visits were not effective in helping students detheir SOE programs. One of the major purposes of SOE visits should be to help students develop their

indents may need help recognizing the importance of high school classes other than vocational agriculture in their SOE. The rank order for this factor was ten greater for all three groups.

Rankings of nine or higher were observed for all groups for four people factors: (1) people working in agri-businesses (excluding parents and relatives), (2) farmers (excluding parents and relatives), (3) relatives (excluding parents), and (4) county extension and/or 4-H personnel. However, these people may be very important in developing some types of SOE programs.

SUMMARY

According to student perceptions, there are some commonalities in factors which lead to the development of supervised farming programs, cooperative farm or agribusiness placement programs, and laboratory or exploratory experience programs for vocational agriculture students. Table 1 provides a priority listing of factors that students perceived to be important in developing various types of SOE programs. It is the responsibility of teachers to activate these supportive factors. These factors should be considered in the development of instructional materials for use in teaching students to select, plan, and conduct SOE programs.

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CONTINUED SHOP SKILLS

The shop is an excellent laboratery for developing skills having e de with values.

One approach being used by many schers is the study of Values and Falues Clarification. In vocational eduwion, perhaps home economics teachhave used this approach more than other vocational teachers. Some career decition programs include clarification Avalues held by an individual as part the process of making decisions shout careers. An important part of Wi-understanding is seeing "why I do

Another approach is to help students where they are in terms of their moral development. A basic guide where are using in this approach is Me Kohlberg Model. This is based upon years of research and holds that three levels of moral development can by identified by noting the actions of an individual in dealing with a problem situation. These levels are as follows:

Lower Level: People behave as they do in response to the power of authority over them, the fear of punishment or the promise of doing someone a favor the favor will be returned.

Mid Level: People behave according to the expectations of those around them, the family or social group, in conformity with the norms of the existing social order.

Higher Level: People behave according to principles independent of the norms of society. One's own behavior is judged by ethical standards trandscending individual gain. The satisfaction comes from behaving on the basis of principles rather than for conformity or advantage.

This is a difficult area of teaching, partly because our own learning has

been limited in this area, partly because values and ideas on "what's right" differ greatly. But so do ideas on what's best to do in agricultural situations. We believe that teachers should tackle the area of values and moral development reward, or the expectation that by as areas of learning for the individual student, the same as other areas. Furthermore, these are essential areas of learning for a vocational program designed to help develop skills for success in an agricultural occupation. How would an employer view one of our graduates who had superior shop skills but could not be trusted with materials and equipment? There is much evidence that success in an occupation is often dependent upon abilities in the area of working with people as well as technical skills. That is why we include these personal skills along with technical skills in thinking about helping young people find their way to productive lives in our society today. Let's think in terms of Life Skills.

SPEAKERS, SPORTS, AND SQUARES, by Kenneth Hood. Danville, Ill.: The Interstate Publishers * Printers, Inc., 1976, 214 pp, \$8.95.

This book is not just a book containing a contain these, but most of all the ther decribes the uses, or what I would the how and when to use certain kinds material for certain situations." There

are also chapters on how to make interesting speeches, either long or short, how to prepare for special audiences and, quite interestingly, how to make fun of yourself so as to gain the confidence of your audience.

As an Agricultural Economist working for the American Farm Bureau Federation, the author found that many times in his career he had to explain a very complicated subject in a very simple and to-the-point method. As a result of saving material from his public speaking experiences throughout

his life, the author has written a book that contains some extremely interesting and helpful material for anyone doing any public

The material in this book could be used by anyone doing public speaking. However, since this book is based on many agricultural situations, I, as a Vocational Agriculture Teacher, find this publication most useful. Robert Williams, Vo-Ag Instr.

Montello High School Montello, WI.



EMERGENCY CERTIFICATION PROGRAM

David L. Williams and Gary Briers Agricultural Education Department Iowa State University

In May, 1976, it became evident that Iowa was going to experience another shortage of fully certified personnel for teaching vocational agriculture during the 1976-77 school year. Therefore, a decision was made to initiate an emergency certification program to identify and prepare a supplemental supply of vocational agriculture teachers. A program¹ that had been successful in this type of endeavor in 1975 was followed. The program featured selection criteria used to identify prospective teachers and procedures for leading the teachers to full certification. In addition to describing briefly the program design, the program results are summarized in terms of experiences of the teachers during their first year of teaching.

SELECTION OF TEACHERS

The Iowa State University Agricultural Education Department assisted school superintendents in identifying candidates for their vocational agriculture teacher positions who met the following criteria:

- 1. B.S. Degree in a technical agriculture field
- 2. University grade point average of 2.3 or better on a 4.0 scale
- 3. Desire to teach vocational agriculture
- 4. Willingness to work toward full teacher certification by participating in an emergency certification program

The procedures followed resulted in fourteen persons being employed to teach vocational agriculture in Iowa on an emergency basis. These teachers

¹William, D. L. and H. R. Crawford, A Vocational Agriculture Teachers Emergency Certification Pro-gram, The Department of Agricultural Education, Iowa State University, Ames, Iowa, 1975.

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had a background in technical agriculture, but lacked courses in agricultural education, education, and psychology required for professional teacher certification in Iowa. Therefore, these teachers enrolled in an emergency certification program designed to deliver the courses they lacked.

THE EDUCATIONAL PROGRAM

Persons who met the selection criteria presented above and who were employed to teach vocational agriculture in Iowa secondary schools for the 1976-77 school year were enrolled in an emergency certification program sponsored by Iowa State University Department of Agricultural Education and the State of Iowa Department of Public Instruction. The program included plans for the participants to complete courses in vocational agriculture methods, supervised teaching, secondary education methods, and psychology.

Vocational agriculture methods. Courses pertaining to methods of teaching vocational agriculture, planning and conducting FFA and supervised occupational experience programs, and teaching agricultural mechanics were completed by the teachers at Iowa State University during a special three-week summer term prior to reporting for work in their respective communities.

Supervised teaching. The teachers completed supervised teaching in their own schools during the school year under the supervision of a local school administrator, a neighboring vocational agriculture teacher assigned as a cooperating teacher, and a staff member from the Iowa State University Agricultural Education Department, In addition, the teachers were directed in visiting other schools to observe voca-

tional agriculture programs and teach ers. They also participated in the rep. ular first-year vocational teachers pro-

Secondary education methods and psychology. General education courses required for certification were completed in a special summer session for lowing the first year of teaching. The teachers were given individual help in selecting psychology courses which could be completed during their second year of teaching.

PROGRAM RESULTS

Twelve of the fourteen teachers signed contracts to teach vocational agriculture for the second year and participated in the program phase designed to deliver courses pertaining to secondary education methods. During this phase of the program, teachers were asked to respond to fifty-three selected activities as to the degree of importance each activity held in conducting their programs of vocational agriculture and the degree of difficulty they had implementing each activity during their first year of teaching.

Most important activities. The teachers indicated that the following were the most important activities in conducting their vocational agriculture programs during their first year of teaching:

- 1. Motivating students to want to
- 2. Creating and maintaining 4 favorable image of the vocational agriculture program
- 3. Arousing student interest in subject matter under study
- 4. Establishing rapport with students

Providing a safe working environment in the shop area of the department Making use of up-to-date refer-

ences and teaching aids

Determining individual needs of students

Presenting a program of study that challenges students' abilities O Assisting students in analyzing and using their occupational ex-

perience programs records Making on-farm visits to supervise farming programs

The activities rated by the teachers being most important included acrelated to student motivation, references and teaching aids, public relations, student-teacher rela-onship, shop safety, program planning and occupational experience programs. Most difficult activities. The ten most efficult activities experienced by the terchers in conducting their programs suring their first year of teaching were:

1. Motivating students to want to

2 Teaching students with different abilities and environmental backgrounds

3. Providing a safe working environment in the shop area of the department

4. Teaching students record keeping 5. Assisting students in analyzing and using their occupational experience program records

6. Teaching students proper respect for facilities and equipment

1. Preparing members for participation in contests

8. Providing student-involved activities in which learning can

⁹. Assisting employers in setting standards and evaluating progress of students in their occupational experience programs

10. Determining individual needs of students

sed Edition, 290 pages, \$9.40.

It should be noted that four of the ten most difficult activities experienced by the program participants were rated as being among the ten most important activities. The activities that appeared on both priority listings were: (1) motivating students to want to learn, (2) providing a safe working environment in the shop area of the department, (3) determining individual needs of students, and (4) assisting students in analyzing and using their occupational experience program records. Other activities among the ten most difficult included activities related to program planning, supervised occupational experience programs and records, student respect for facilities and equipment, providing student learning ac-

Greatest help needed. To provide a priority listing of the activities this group of teachers needed the most help with, the importance and difficulty ratings were added for each activity. So, those activities with both a high importance rating and a high difficulty rating received a high score for "help needed" by the teachers. This procedure identified the following ten activities with which the greatest help was needed by the teachers during their first year of teaching:

tivities, and preparing students for con-

- 1. Motivating students to want to learn
- 2. Providing a safe working environment in the shop area of the department
- 3. Assisting students in analyzing and using their occupational experience program records
- 4. Teaching students to keep records
- 5. Teaching students with different abilities and environmental backgrounds
- 6. Teaching students proper respect for facilities and equipment
- 7. Determining individual needs of students

agriculture program 10. Providing student-involved activities in which learning can evolve This group of teachers indicated that they needed the most help in motivating students to want to learn. This activity was also observed as the most important activity and the most difficult activity experienced by the program participants during their first year of teaching vocational agriculture. CONCLUSION

ject under study

8. Arousing student interest in sub-

9. Creating and maintaining a

favorable image of the vocational

The 1976 Iowa Vocational Agriculture Teachers Emergency Certification Program identified a supplemental supply of persons who desired to enter the profession of teaching vocational agriculture. An educational program was provided whereby these teachers could secure full teacher certification by the end of their third year of teaching. Experiences were included early in the educational program to equip the teachers with professional skills in the area of classroom and laboratory teaching, FFA and SOE program planning. All teachers in the program received continuous support and help from agricultural educators during their first year of teaching.

The program described herein may serve as a model for other states to generate a supplemental supply of teachers as the shortage of vocational agriculture teachers continues. The experiences of the Iowa teachers with vocational agriculture program activities suggests content that may be included in pre-service or in-service vocational agriculture teachers emergency certification programs.

FARM MANAGEMENT: PRINan important tool of the farm manager. Ap-CIPLES, BUDGETS, PLANS, by J propriate data to be used in the budgeting process are described as well as procedures H. Herbst. Champaign, Illinois: Stipes for working out budgets. The use of records Publishing Company, 1976, Fourth Refor improving the farm business, financing it, and meeting legal requirements is described and encouraged The title of this book generally describes

Chapters are devoted to planning the kinds and amounts of livestock and crops to produce, livestock management systems, meeting labor needs, decisions about power and machinery, and the use of buildings. Herbst suggests that, "Labor, equipment and buildings must all be coordinated so that the production process can be carried on ef-

The final two chapters deal with the making of decisions about using credit, the major sources of credit and information about financing the farm business. The book is well illustrated with abundant examples charts, diagrams and tables.

The author is Professor of Farm Management at the University of Illinois.

The book is intended to serve as a text for a beginning course in farm management at the college level. Thus, it is appropriate for either the junior college or senior college level. It could serve as a reference for advanced senior high school classes and as a reference for teachers.

> North Carolina State University Raleigh, North Carolina

are examined in terms of availability, and their usage, and their appraisal for tn planning.
Emphasis is given to the farm budget as

tonients. Farm management is defined as decision-making process and economic process.

inciples are applied to it. The major

urces used in farming and economic

inciples that aid in maximizing income or minizing costs are discussed. These re-

UTILIZING AND PRIORITIZING THE VO-AG TEACHER'S TIME

by Wright Noel, Vo. Ag. Teacher, Madras, OR

Recognizing that the vocational agriculture teacher has more professional duties than he can ever accomplish, each instructor must prioritize the utilization of his time. Lockwood's (Ag Ed, May, 1976) report on teacher's priorities indicate that teaching classes, supervising work experience programs, and FFA activities were the top three professional priorities for vocational agriculture teachers. In spite of these, in his listing of priorities, Dillon (Ag Ed, Nov., 76) reports that Nebraska teachers spend only approximately 6% of their time supervising work experience programs.

Most vocational educators agree that the demands of teaching vo-ag necessitate the analysis and harmonious merging of priorities and time utilization. Too often too much time is spent on a low priority activity to the neglect of an activity of greater importance, bringing frustration, discouragement and reduced effectiveness.

TEACHER SURVEY

During the Oregon Vocational Agriculture Teachers' summer conference, June 12-17, 1977, teacher time utilization and priorities were analyzed. Teachers were asked to report, first, the average hours per week they spent on sixteen professional responsibilities for the regular school year and for the summer program. Second, they were asked to prioritize the same sixteen responsibilities for both the summer program and the regular school year.

Surprisingly, Oregon vocational agriculture teachers reported that they work two hours less per week during the regular school year than they do during the summer program (57 hours per week and 55 hours per week). This may be due to the averaging in of the long hours required during county fairs.

FINDINGS

Examination of tables 1 and 2 reveal that the reported allocations of time for and the priorities assigned to the sixteen major tasks are relatively harmonious. The four activities that received the highest priority ratings were also the activities reported for major blocks of time spent.

The figures of Table 1 indicate that, during the regular school year, Oregon vocational agriculture teachers spend 46% of their professional time teaching classes, 9% of their time supervising work experience activities, and 8% of their time with the FFA outside of class. During the summer program, the teachers reported 30% of their professional time was spent on project supervision, 13% on County Fairs and 11% with the FFA. It is interesting to note that the agriculture teachers reported spending over half of their professional work time in activities outside of the classroom. These duties which so often are unrecognized by the public and administrators would include such things as project supervision development of placement stations, professional organizations, FFA, etc.

During the school year, the teachers prioritized their activities as 1) classroom teaching, 2) planning classes, 3) program planning and 4) project supervision. The summer priorities listed classroom teaching as a very low priority but project supervision, FFA, program planning and County Fair were ranked as the top four summer responsibilities

SUMMARY

Oregon vocational agriculture teachers are obviously busy. Examination of daily, weekly and monthly plans should reveal a time allocation reflective of instructors' priorities, the design for which this report may provide guidance. With so much of his time spent in responsibilities away from the school it would seem wise for the vocational agriculture instructor to keep his administrator aware of time spent on FFA, project visits, placement, etc.

The sage advice of, "Prioritize, utilize, plan and get caught doing a good turn daily," seems extra appropriate for vocational agriculture teachers.

TABLE 1 TIME REPORTED SPENT BY Oregon Agriculture Teachers

		Approximate hours/week	
		Regular School Hours	Summer Phase
1.	Teaching classes	25.9	.42
3.	Planning classes	7.0	3,52
3.	Program planning	2.77	5,16
4.	Project supervision	4.74	17.14
5. 6.	Land Lab Supervision	1.66	4.61
6.	Development of placement of stations	.3	3,63
7.	F.F.A.	4.36	6.1
8.	County Pair	.57	7.43
9.	Evaluation	1.29	1.01
10.	Other school responsibilities (Chaperone, Hall duty, etc.)	1.40	,08
11.	Faculty Relations	1.38	.55
12.	Administrative Relations	. 01	1.33
13.	Professional Development	1.22	2,16
14.	Professional Organization	.75	1,08
15.	Budget, writing requests, etc.	1.05	1.60
16.	Organizing & using advisory committees	. 92	1,36
		55 32	57.18

TABLE #2 PRIORITIES OF PROFESSIONAL RESPONSIBILITIES FOR OREGON VOCATIONAL AGRICULTURE TEACHERS

		Regular School Hours	Summer Phase
1.	Teaching classes	1	15
.2.	Planning classes	2	66
3.	Program planning	3	T
4.	Project supervision	4	 _
5.	Land Lab supervision	11	
6.	Development of placement stations	13	
7.	F.F.A.	5	
8.	County Pair	14	_
9.	Evaluation	9	
10.	Other school responsibilities		ـــــ 16
	(Chaperone, hall duty, etc.)	16	-1-10
$\frac{11.}{12.}$	Faculty relations	12	- 12
12.	Administrative Relations	6	
13.	Professional Development	10	8
14.	Professional Organization	15	
15 .	Budgeting, writing requisitions, etc.	8	
16.	Organizing and using advisory committe	es 7	

LET'S ESTABLISH OUR PRIORITIES

by
Ted Gregg
Regional Supervisor of Ag. Ed.
California

One of the busiest individuals in any community is the local agriculture instructor. We see them visiting with students, parents and agri-business people in the community; participating in field days with their FFA members; working on school and community service projects; and becoming involved in numerous other worthwhile activities,

When eager young agriculture teachers complete their college work they are enthusiastic and excited and want to "set the world on fire". The problem is — nobody tells them which activities are the most important and what limits they should set for themselves. Because they try to accomplish everything at once, we see these young enthusiastic teachers "burnout" after four or five years and leave agriculture teaching.

Is there an answer to this serious problem? The answer, I think, can be found in establishing our own priorities and by doing a good job with those realistic activities that we set for ourselves and our students. Setting priorities requires a great deal of good sound planning but should result in more time to do those things that we want to do and that are most important to us. After deciding to set priorities for ourselves, the next decision is what those priorities should be.

In order to deal logically with this topic, I have separated the priority areas into three parts:

- Instructional ProgramsOffice Management
- In-service Education
- INSTRUCTIONAL PROGRAM

Our first priority should be the instructional program in agriculture which is made up of three equally important segments:

• Classroom instruction

JANUARY 1978

Supervised occupational experience

Future Farmers of America

Here are some essential suggestions in each of these areas that might save time, problems and nerves:

- A. Classroom Instruction
 - 1. Always be prepared go into every class with a well thought out lesson plan.
 - 2. Diversify your teaching techniques the lecture system is the least effective approach.
 - Use: brainstorming
 - group discussions
 - outstanding students
 to teach and act as
 teacher aides
 - community resource people
 - field trips
 - audio visual materials
 - 3. Be firm, fair and consistent.
 - Treat all students the same.
 - Be consistent with your grading practices and your discipline,
 - Above all, be fair with all students. If students find that you are fair, honest and consistent they will like you and respect you.
 - Throw in a full measure of student concern and kindness. Remember many of your students will pattern their lives after your example.
- B. Supervised Occupational Experience
 - 1. Visit your students at home or on the job as often as possible.
 - 2. Set certain specific afternoons for project visits.
 - 3. Try to visit all students not just the favorites. Many times it pays to visit the problem students first. After you see their home environment, you may be able to do a great deal to help them.
 - 4. Keep records of project visits. File one copy and leave the other copy with the student.



Ted Gregg

Make recommendations and commendations on these records.

C. Future Farmers of America

The FFA activities will present the greatest problems on setting priorities; therefore, it is the area that probably should get the most thought. It seems to me that since the local taxpayers are paying for the major portion of your program, the first FFA priorities should be local ones. Important local activities might be:

- County or district fairs
- School service projects
- Community service projects
- Support for local agriculture clubs and agencies
- Parent appreciation nights (parent - member banquets)

Activities reaching out of the local area need to be selected carefully. Decisions regarding FFA activities should be based upon two important items:

- Needs of the community
- Needs of the student

Many times we have our priorities confused and decisions are made upon improper logic. An example might be the student who is interested in ornamental horticulture but is forced to be on the livestock judging team because he is smart and the teacher wants to win the state contest. Students should be involved in supervised occupational experience and FFA activities based upon their tentative career goals, not upon what the teacher wants them to do.

(Concluded on page 162)

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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

- 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 commuity 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.

• 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

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

- 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 fu-

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

development to upgrade their instruc-

SUMMARY

How can I set up reasonable prior ties when there are so many possibil ties? Do I have to make these decision by myself?

I hope that you don't set your prior. ties alone. Remember in addition to the items listed earlier - you probably have a family, a church, local service club and other school and community in-

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) (Shore term priorities should be handled in regular weekly meetings in volving 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.

COWBOY ECONOMICS: RURAL LAND AS AN INVESTMENT, by Harold L. Oppenheimer, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1976, Third Edition, 345 understand today's cattle industry. 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,

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 COW-BOY ECONOMICS is a near essential to

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

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

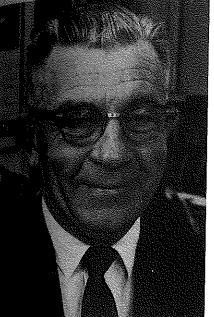
writings either authored or co-authored by General Oppenheimer include: COWBOY ARITHMETIC, COWBOY SECURITIES COWBOY LITIGATION, and LAND SPECULATION.

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 encounterments characteristic of the cattle industry. At the post-secondary level, the book may be justified as a text in an introductory cattle management course.

Steven J. Rum? VPI & SU Blacksburg, VA

Leader in Agricultural Education:



A man who is indeed a leader in pericultural 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 wouth and others who farm and work n 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 teach-

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 recational programs which followed.

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

ANUARY 1978

BERT L. BROWN

By C. Oscar Loreen*

that over 100,000 students felt his in- state officers, a total of 144 young men. during his twenty-five years as head of vocational agriculture in Washington.

through his strong support of the FFA. The number of FFA chapters and members showed a dramatic increase from 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. Thirtyfive 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

*C. Oscar Loreen Professor Emeritus Department of Education Washington State University Pullman, Washington

fluence and profited by his leadership Each year as their terms of office progressed, a strong bond developed between him and these state officers. For A significant part of this influence many years he and Mrs. Brown visited reached students and their teachers each state officer and his parents in his

From 1947 to 1950 Bert served on the National FFA Board of Directors. 1945 to 1970 under the twenty-five 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

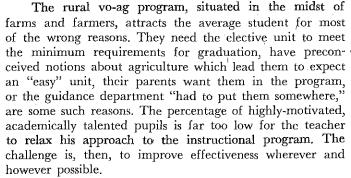
He served for many years on the Washington Resources Council and the Washington Farm Safety Council. Bert was one of the first state supervisors to launch a state-wide study to identify the need for agricultural training for offfarm agricultural employment. His study, completed in 1959, made clear the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

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 incep-

(Concluded on page 166)

MASTER TEACHER

Jerome A. Hester Instructor of Agricultural Education Skipwith, Virginia

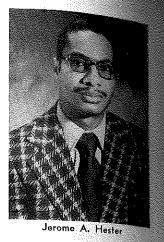


We are effective only if we are successful in our efforts to make certain things happen, bringing about desired results. Difficult as it may seem, we must clearly establish two sets of goals, and then determine our approaches to their accomplishment.

- 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 common things uncommonly well." activity, avoiding monotony.



- 5. A healthy pupil-teacher relationship is established and maintained, respecting the personality of the individual—without partiality, sarcasm, or the hearing 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 class-room,
- 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."

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.

THE AGRICULTURAL EDUCATION MAGAZINE

Robert Williams, Vo-Ag Instr-Montello High School Montello, WI.

NON-AGRICULTURAL EDUCATION MAJORS' TEACHING EFFECTIVENESS

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 adust 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 estificate 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 refleet a definite pattern as to the relative effectiveness of the teachers who did not major in agricultural education.

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:

I. 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

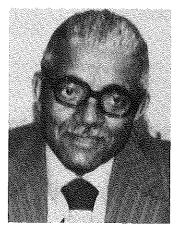
TEACHERS' TRAINING

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

INITIAL EMPLOYMENT

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

by M. A. Fields Teacher Educator Virginia State College Petersburg, Va.



A. Fields

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)

CONTINUED LEADER . . .

Bert believed that teacher educators should share in the supervisory duties in order to maintain a unified and educators at the state level.

As he gave his last official talk to the Conference of Washington Vo-Ag Teachers, he said, "As I have traveled around this state and our nation, I'm more convinced than ever that agricultural education and the FFA are important; that what we have done is important; that what we are doing is important; and that what we plan to do is important and vital."

When Bert talked, people listened. He was always ready to speak out firmly and with conviction. One knew where he stood on a question. He had a strong influence on decisions reached by deliberative groups and conferences at the state, regional, and national

Because of his strong empathy with fellow workers and his belief in the vo-ag teacher's ability, a strong bond existed over the years between the vo-ag teachers of the state and Bert.

He was a thorough, able, and dedicated worker, and those who worked

these qualities. Other recognition has come to Bert. He holds membership in effective staff of supervisors and teacher a number of professional and social organizations. He is a member of Alpha Gamma Rho fraternity as well as the honorary fraternities Alpha Zeta, Phi Kappa Phi, and Alpha Tau Alpha.

> He was named Honorary State Farmer in 1945 and Honorary American Farmer in 1950. In 1975 he received one of five VIP citations given at the National FFA Convention for distinguished service to the FFA. He received the Distinguished Service Award from the U.S. Office of Education in 1957. He is listed in "Who's Who in

At the time of Bert's retirement, the State Master of the Grange at the State Convention awarded him a special Grange certificate for "distinguished service to agriculture of Washington State and the Nation." He was also brought to the State Senate to accept a copy of Senate Resolution 1970-Ex. 9 in which the Senate commended him "for long and distinctive service to the FFA and to all Washington agriculture."

Bert retired in 1969 and still serves

with him recognized and appreciated as a member of the Board of Director of the State FFA Association, He and his wife, Bea, who often traveled with him and dedicated her efforts toward helping him carry out his duties el ficiently and effectively, have more time to spend with their son, Wes, who lives with his family in Olympia and their daughter, Shirley, who lives with her family in Arcada, California

Those of us who worked closely with Bert over the years agree with Elmer Johnson, long-time specialist in Agnicultural Education in the U.S. Office of Education, when he wrote, "It is an honor to commend Bert for his many years of devoted and unselfish work toward the improvement and advance. ment of vocational education in agriculture and the FFA, which reached far beyond the borders of his home state and the Pacific region. The integrity of this able and devoted educator has been firmly stamped in the lives of thousands of young rural persons. It is difficult to visualize a greater heritage than that which now lives on in the lives of Young America as a reward made possible through Bert L. Brown's contributions and example,



NON-AGRICULTURAL EDUCATION MAJORS . . . CONTINUED

of approved lesson plans, and the employment of a variety of instructional techniques were the less frequently checked instructional characteristics. In addition, the utilization of the pupils' experiences was mentioned rather infrequently.

STUDENTS' CHARACTER

The study further considered the influence which the character of the students has had on the difficulties which certain teachers might be having. A lack of interest, being a proven misfit elsewhere, and the lack of an agricultural background appeared to be the greatest contributors to the teachers' problems. The teachers did not view either nondiscriminate assignment to classes or social promotion as distinct barriers to the success of the instructional programs.

BUDGETARY PROVISIONS

The respondents indicated that, in order of relative importance, insufficient funds, absence of funds, improperly administered funds, and revolving funds' policies posed the major problems. No other factor was checked often enough to warrant mentioning.

PROVISIONS FOR IMPROVEMENT

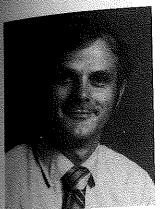
From a list of seven possible improvement provisions

and procedures, an attempt was made to ascertain the extent to which each would aid the teachers. The development of a manual for beginning teachers, the increased preparation and distribution of standard lesson plans, the establishment of a program of inter-teacher visitations, and improved pre-school workshops were deemed as being most beneficial. On the other hand, standardizing enrollment procedures and strengthening the first year teachers' program were viewed with less favor.

IMPLICATIONS

The findings from this brief study tend to have implications for the following:

- 1. Establishment of dual majors' programs
- 2. Advising nonagricultural majors during pre-service
- 3. Re-appraisal of teacher-certification standards
- 4. Planning and executing the first-year teachers' program
- 5. Placement and Follow-up
- 6. Development of Resource Materials
- 7. Conduct of a study to compare the nonagricultural majors with the agricultural education majors who are teaching.



UNDAMENTALS OF MACHINE PERATION - CROP CHEMI-LALS, by H. A. Hughes, Moline, Ill: John Deere & Company, 1976; 229 pp.,

This book gives an excellent explanation of the value of chemicals used for the profitthe value of chemicals used for the profit-able production of agricultural crops in the tinted States. Grop chemicals as described by the author are Fertilizer, Herbicides and insecticides both in the dry and liquid forms. Eundamentals of Machine Operation-Crop

Anderson as the new Business Editor of the Agricultural Education Magazine. Glenn is an Assistant Supervisor of

NEW BUSINESS EDITOR

Agricultural Education from Mechanicsville, Virginia. He has farmed and taught vocational agriculture in Virginia until becoming a supervisor in 1974. Since then, he has been responsible for adult programs in Virginia in agriculture and for planning and goal

We would like to welcome Glenn A. development for the State Department. Glenn and his wife, Anne, have three children, Allen-9, Amy-6, and Mark -3 years old. We appreciate Glenn taking the job of Managing Editor and will look forward to working with him to continue providing excellent service on subscriptions and business matters. The new business manager's address is P.O. Box 533, Mechanicsville, Va. 23111.

Chemicals is divided into seven general areas discussing the values and application of all forms of chemicals used by farmers. New machines have been developed and old machines have been altered to best apply modern day chemicals.

The author has gathered and included many supportive pictures and charts to make it easier for the reader to understand in making adjustments on the machines.

Chapter seven explains all phases of application of liquid chemicals from hand operated sprayers to the aeroplane and foggers. Chapter eight fully explains the when,

why, and how of dry chemical application. The author, Mr. Hughes, has put together well organized book on machine operation. The materials on various machines used in the application of chemicals indicates Mr. Hughes has a great knowledge of the equipment used in this book.

This book could be used as a text or reference for all Vo. Ag. classes and college

> Edward Lusk Vo. Ag. Instructor Delta High School Muncie, Indiana

From the Book Review Editor's Desk . . .

BOOKS TO BE REVIEWED

(\$19.50, 1047 pp.), 1977.

AGRICULTURAL ECONOMICS, by John W. Goodwin, Prentice-Hall, Inc., (\$12.95, 372 pp.) 1977.

BEHAVIOR PROBLEMS OF FARM ANIMALS, by M. Kiley-Worthington, Routledge and Kegan, Paul, (\$8.75, 134 pp.), 1977.

COOPERATIVES COMMITTED TO AMERICA'S FU-FURE, edited by Beryle Stanton, American Institute of Cooperation, (\$7.00, 165 pp.), 1977.

EDUCATORS GUIDE TO FREE AUDIO AND VIDEO MATERIALS, edited by James L. Berger, Educators Progress Service, Inc., (\$10.50, 172 pp.), 1977.

EDUCATORS GUIDE TO FREE FILMS, edited by Mary F. Horkheimer and John C. Diffor, Educators Progress Service, (\$12.75, 194 pp.), 1977.

EDUCATORS GUIDE TO FREE FILMSTRIPS, ed. by Mary F. Horkheimer and John C. Diffor, Educators Progress Service, Inc., (\$10.50, 174 pp.), 29th ed., 1977.

FERTILITY WITHOUT FERTILIZERS: A BASIC AP-PROACH TO ORGANIC GARDENING, by Lawrence D. Hills, Universe Books, (\$12.50 cloth, \$4.95 paperback, 142 pp.), 1977.

FINANCIAL PLANNING IN AGRICULTURE: A KEY TO CREDIT AND MONEY MANAGEMENT, by Kenneth C. Schneeberger and Donald D. Osburn, The Interstate, (\$1.95, 80 + pp.), 1977.

HANDBOOK OF AGRICULTURAL OCCUPATIONS, by Norman K. Hoover, The Interstate, (\$9.25, 364+ pp.),

INTRODUCTION TO SOIL MICROBIOLOGY, by Martin Alexander, John Wiley & Sons, (\$18.95, 467 pp.), 1977. INTRODUCTORY SOIL SCIENCE LABORATORY MANUAL by Robert Palmer and Frederick Troeh, Iowa State University Press, (\$5.50, 144 pp.), Second ed., 1977. MODERN AGRICULTURAL MECHANICS by T. J. Wakeman, The Interstate, (\$9.75, 544 pp.), 1977.

PATTERN ANALYSIS IN AGRICULTURAL SCIENCE, ed. W. T. Williams, Elsevier Scientific Publishing Company, (\$40.50, 331 pp.), 1976.

PET NUTRITION, by Eldon Kienholz, The Interstate, (\$6.95, 247 + pp.), 1977.

SOILS: AN INTRODUCTION TO SOILS AND PLANT GROWTH, by Roy L. Donahue, Raymond W. Miller, John C. Shickluna, Prentice-Hall, Inc. (\$15.95), 4th ed., 1977. THE GREENHOUSE ENVIRONMENT: THE EFFECT OF ENVIRONMENTAL FACTORS ON FLOWER CROPS, by John W. Mastalerz, John Wiley & Sons, (\$18.95, 629 pp.), 1977.

THE GREENHOUSE GROWER: A CAREER IN FLORICULTURE, by Kennard Nelson, The Interstate, (\$9.25, 318 + pp.) 1977.

THE MEAT WE EAT, by John R. Romans and P. Thomas Ziegler, The Interstate (\$14.75, 780 + pp.), 1977. THE RETAIL FLORIST BUSINESS, by Peter B. Pfahl, The Interstate, (\$8.75, 478+ pp.), 1977.

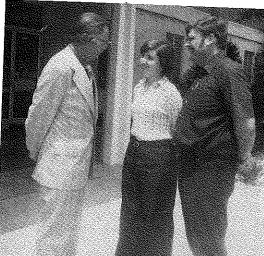
If you feel qualified to review one of these books and desire to do so, write the Book Review Editor and he will send the book for review. Once reviewed, the book becomes the property of the reviewer.—John Hillison, Book Review Editor, Ag. Educ. Program, Virginia Polytechnic Institute and S.U., Blacksburg, Virginia 24061.

STORIES IN

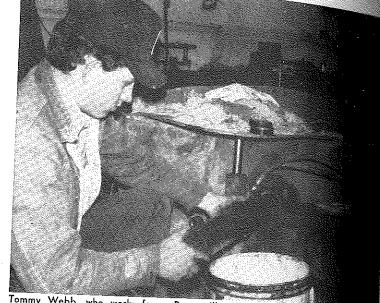
by
Paul
W.
Mewlin



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)



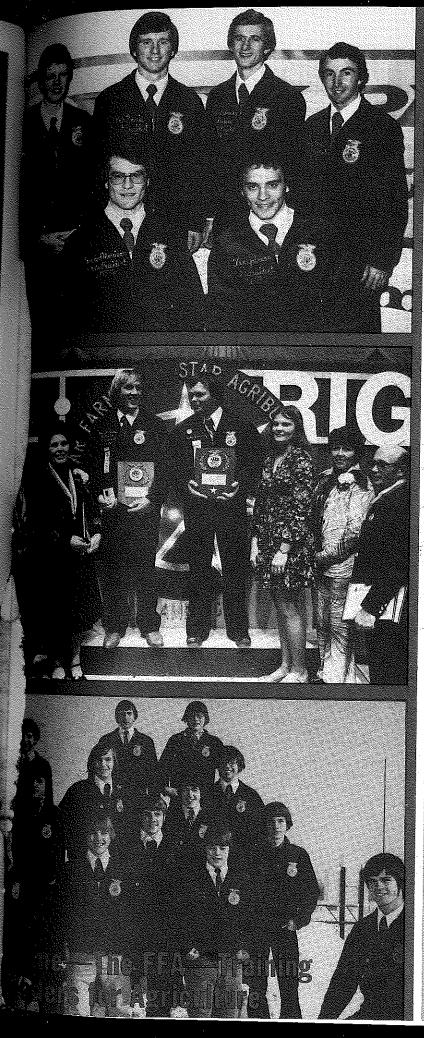
Tommy Webb, who works for a Rogersville, TN, lime distributor, repairs and replaces a hydraulic cylinder.



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, Yo. Ag. Teacher, Rogersville, TN)





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