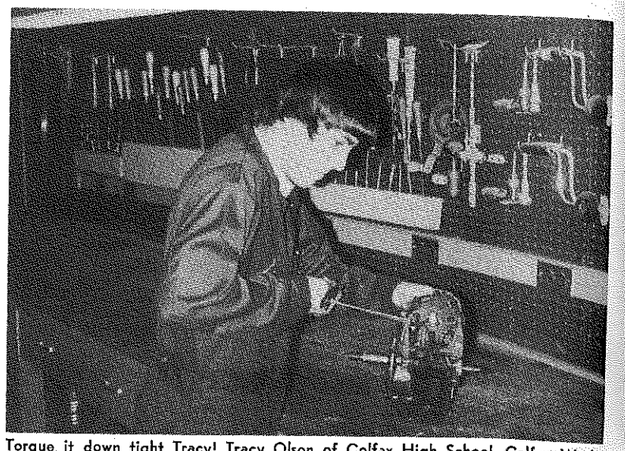
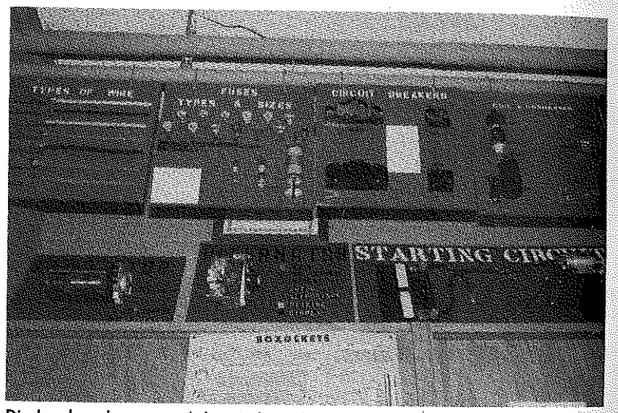
STORIES IN PICTURES

by Joe Sabol

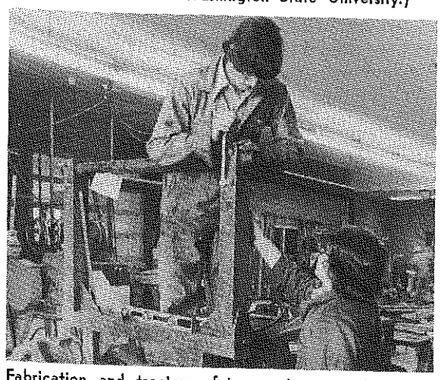


Torque it down tight Tracy! Tracy Olson of Colfax High School, Colfax, Washington, is seen in the final stages of small engine overhaul. These and other Ag. Mechanic skills will enable him to eventually find a career in agriculture. (Photo courtesy of his teacher, Fred Cockle and Dr. Joe Cvancara of Washington State University.)

Project construction is a practical way to develop those critical Ag. Mechanics skills according to Wynn Van Ansdle of Colton, Washington, His student, Marty Becker, is cutting some deck plating to be used in his wood burning stove. (Photo courtesy of Wynn Van Ansdle and Dr. Joe Cvancara of Washington State University.)



Display boards prepared by students help get the idea across to Vo-Ag students at LeRoy-Ostrander, Minn. Mr. Richard Schaufler believes the realism of the display is an effective teaching tool. (Photo by Dr. Curtis Norenberg, U. of Minn.)



Fabrication and tractor safety are two very important skills for Pete Jorgenson (top) and Jay Jonks at Connell High School, Connell, Washington. Their vo-ag teacher Phil Renz teaches critical skills via the learn by doing method as these boys complete the roll bar installation on the school tractor. (Photo courtesy of Lyle Holt, Connell High School and Ron Crawford, Department of Agricultural Education, State Department of Education, Washington.)

(L-R) Sam Stenzel, NVATA Executive Director; Mrs. Pat Stenzel; J. J. L. Johnson, General Sales Manager, Ford Tractor Operations for North America; James W. Guilinger, President, NVATA. Ford Tractor Operations sponsors a dinner annually during the National FFA Convention for vocational agricultural teachers receiving the Honorary FFA American Farmer Degree. The teachers are eligible to receive a Ford Tractor Power train for instructional use in shop classes. (Photo courtesy NVATA)

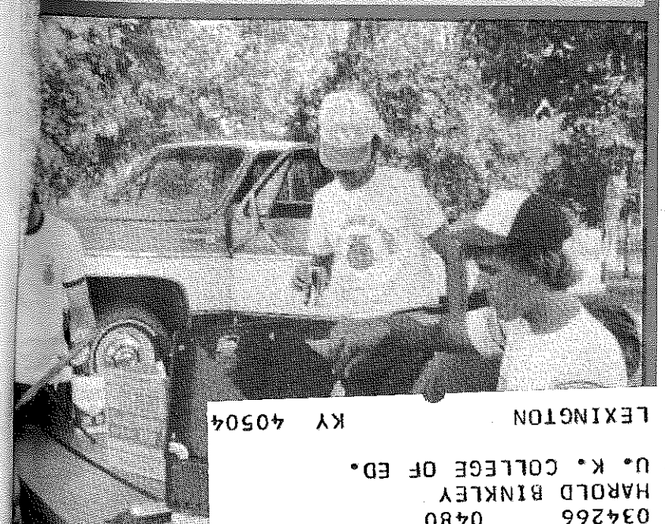
AGRICULTURAL EDUCATION

Volume 51 Number 12

June 1979

FEATURING:

- FACILITIES IMPROVEMENT
- FFA PAST IN PIX
- SHOP SAFETY DEMERITS
- BETTER SOEP'S
- IN-SERVICE DOLLARS
- GRANDFATHER'S COLLECTION



Theme—
Summer Opportunities Supervision, Planning, In-Service Education, Conferences, Repairs, Other Activities?

AGRICULTURAL EDUCATION

June 1979 Volume 51 Number 12

THEME — SUMMER OPPORTUNITIES — SUPERVISION, PLANNING, IN-SERVICE EDUCATION, CONFERENCES, REPAIRS, OTHER ACTIVITIES?

COVER PHOTO

TOP PHOTO — *Summer is an excellent time to work with judging teams. Here a team works on grass and weed identification. (Photo courtesy Gary Grey, Miller, SD — see related article this issue)*

CENTER PHOTO — *Summer provides opportunities for supervision and individualized instruction. This student is shown receiving instruction from his employer, a farm machinery dealer in Saratoga County, New York. (Photo courtesy of Ken James, Agricultural Education Bureau, New York State Education Department and Art Berkey, Cornell University.)*

BOTTOM PHOTO — *FFA officer training can include recreation and relaxation such as this cookout in the summer. (Photo courtesy Gary Grey, Miller, SD)*

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GUEST EDITORIAL

THREE MONTHS OF "OPERATION OPPORTUNITY"

by
Jim Thoreson
Vo-Ag Instructor
Arlington, S.D.

Fellow Ag Educators and/or FFA Advisors! Did things go the way you hoped they would this school year? Did your FFA Chapter have the leadership you wanted? Did your shop and classroom activities run smoothly, as well as meet the needs of the students and community? Are you happy with your program's progress?

THE ANSWER

If your program could use some improvement you have an opportunity that you can't afford to pass up. It's those three months in the summer that some teachers call "VACATION" that hold the answer. If your program needs improvement, use these three months to make plans to get it running in high gear. The time is now to make plans and set goals.

I feel the most important step in developing a strong vo-ag program and FFA Chapter is to develop and build leadership among the students within the program; and summer with its availability and variety of activities may be the answer for you. It certainly worked for me.

LEADERSHIP TRAINING

Leadership training can be found in many forms and a little work can result in big returns. Last summer our chapter took the opportunity to send four FFA officers plus advisor to the Washington, D.C., Leadership Conference and three members to Co-op (Farmland Industries) Camp in Kansas City. Nine FFA'ers attended State FFA Leadership Camp and two members received scholarships to the South Dakota Agriculture Youth Institute sponsored by the Department of Agriculture, in addition to other local and district leadership activities.

These FFA'ers came home from these leadership activities much more eager to improve themselves as well as their chapter. With enthusiasm high, this is the time to hold meetings to plan the year's activities with your students. No program or organization can survive without its members' input and support.

SET GOALS

There are many things for a vo-ag instructor to do during his/her three month summer contract, and you're right! Not all of the activities should be centered around building student leadership. The aggressive vo-ag instructor/FFA Advisor has many summer opportunities he/she should take advantage of to make the coming year the best year possible. One idea that might help you is to set goals that you want accomplished. Set goals in areas such as student project supervision, summer conferences, continued education, shop and classroom repairs and maintenance and any other areas you feel are important. But once again, don't forget to take advantage of the many summer opportunities that are also available to improve your students' leadership abilities.

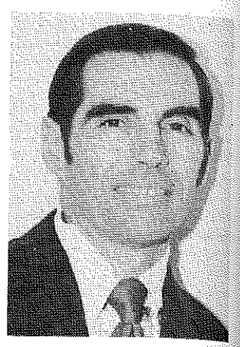
If your program needs improvement, no one can do the job better than its teachers and directors. The opportunities for program improvement are unlimited but you must go out and meet your challenges head-on.

Don't forget! The key to program improvement might be held in those three months of opportunity. Take advantage of your three months and call it *Operation Opportunity*.

Our apologies for the shortage of photos in this issue. Several were lost.

OPPORTUNITIES FOR SUMMER?

FROM YOUR EDITOR



James P. Key

Summer Opportunities? Some of you may say, "What summer opportunities? I'm on a 9 month contract; or, I'm on a 10 month contract." The number of states where the vo-ag teachers are on a 12 month contract is becoming smaller. Some of the teachers in those 12 month states even say, "I'd rather be on a 9 or 10 month contract. Then I would have more time for farming or other activities. This might be true for some teachers, but the bigger question remains: "Can the vo-ag program be adequately taught without the summer program?"

Since production agriculture is in full swing during the summer months, can an adequate vo-ag program be taught without supervision of production projects in the summer? Since agri-business primarily serves the production agriculture sector, can agri-business be adequately taught without supervision during the summer months? Obviously, in some states and some communities, this question has been answered, "Yes," by those making decisions. However, I would question the adequacy of that answer in most instances. I firmly believe the 12 month program is necessary for an *adequate* vo-ag program, whether in production agriculture or agri-business.

I'm also just as sure those decision makers were probably right in their answers, if their agriculture teacher did not build the summer program around supervision of the experience program and work with students. As one of the articles in this issue put it, if this is not the basis of our summer program, what makes our program different from any other teacher's program in the school? Many of the articles in this issue gave us excellent looks at different sides of this "summer opportunities" story, but I believe all of them agreed, we as ag teachers must be accountable for our summer programs. I think the best way to be accountable is through a good summer supervised experience program and other work with those students — high school and adult.

THANKS

A very sincere "Thank You" is deserved by our friends at Lawhead Press for an excellent job of printing the *Agricultural Education Magazine* over the past 10 years. We have enjoyed working with Don Nichols, who did an excellent job of coordinating the *Magazine* production for us. If we had questions or problems, he was always quick to come to our aid. He has always attempted to provide us excellent service and we appreciated that. Thanks also go to Barbara McBride for good set-up service for the past year, as she worked directly with the production of the *Magazine*.

This will be the last issue printed by Lawhead as we had to go with a lower bid for printing in order to get the *Magazine* out of the red financially. Perhaps Lawhead will bid for our printing contract when we go out for bids again in two years.

Thanks again for a good printing job. — Ed.

COMING ISSUES COMING ISSUES COMING ISSUES

JULY — International Agricultural Education — Filling the World's Breadbasket

AUGUST — The Overworked Ag Teacher — Determining Priorities

SEPTEMBER — A New School Year — Opportunities Unlimited

OCTOBER — Our Grassroots Community Relations — Parents, Advisory Committee, Administration, Legislators

NOVEMBER — Adult Education in Agriculture — An Extension of Our Vo-Ag Program

DECEMBER — Horticultural Occupations — Learning to Beautify

TECHNIQUES OF JUDGING DAIRY CATTLE, by Dennis A. Hartman, Blacksburg, VA: Dennis A. Hartman, 1979, 48 pages, $3.25.

Dennis A. Hartman's book is an excellent guide to help young dairy judges to improve. The book not only talks about judging, but shows everything that it talks about with the 125 pictures in it. The illustrations show the parts of many all-American and National Champions in Contrast to animals with conformation defects. The comparisons make cattle judging easier for the young judges.

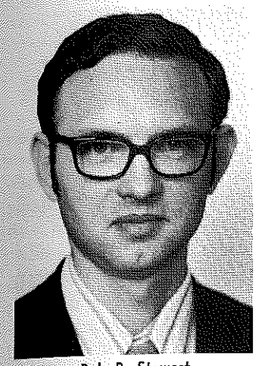
A complete discussion is given of developing a system of observation, taking notes, a frame work for developing reasons, the basic phrases required in reasons and tips on delivery. The discussion is complete but not wordy and is easy to understand.

Mr. Hartman is a Professor of Dairy Science at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. He also held the same position at Cornell University, Ithaca, New York, from 1956 through 1977. During this time, he coached 40 different 4-H Dairy Judging Teams which averaged 4.1 in competition at national and regional contests. He judged cattle at more than 200 county fairs in New York, and Virginia, and at several state fairs.

This book will be useful for Vo-Ag teachers to train their judging teams. It will also be valuable for students that want to judge dairy cattle better. I, myself, am going to use what I learned from it in judging this summer.

Jim Key
7th Grade Student
Stillwater, Oklahoma

12 MONTH VOCATIONAL AGRICULTURE PROGRAMS



Bob R. Stewart

by
Bob R. Stewart
Teacher Educator
University of Missouri

Agricultural educators are often asked to explain why vocational agriculture teachers are employed for the twelve month period while most teachers are employed for nine months. Sometimes the question is asked in jest, but most often it is a very serious question. The answer to the question may have implications for the success of the program, the supervision received by the students, coordinated FFA activities and, of course, the summer activities of the teacher.

SUBCOMMITTEE

A subcommittee[1] of the Agricultural Education Division, AVA, Research Committee was asked to examine the current information about twelve month programs of vocational agriculture. The committee reviewed recent studies and articles and also contacted the head state supervisor in each state to seek to determine support available to teachers in justifying, planning and reporting on the activities of their programs.

ARTICLES

During the past ten years, 20 articles have been printed in the *Agricultural Education Magazine* which related to the topic of twelve month programs of vocational agriculture. Most focus on the summer activities of teachers, giving lists of what teachers should do, how teachers spend their time or why a summer program is important. Teachers, supervisors and teacher educators all appear to agree that summer activities are of utmost importance to the operation of a good local program of vocational agriculture.

[1]Members of the subcommittee were Quentin Christman, Peter Edgecomb, Robert Kelley, L.H. Newcomb, Rosco Vaughn and Bob Stewart, chairman.

STATE SUPPORT

The next related activity was to determine what types of help and support were available to teachers from the state department of education. Each head state supervisor was asked to submit information from their state.

Information was returned by 30 of the 50 supervisors of agricultural education. Most sent reports, some sent detailed statements or copies of guidelines which pertain to agricultural education and, more specifically, to extended contracts and summer programs. Of the 30 supervisors which returned a response, 18, or 60 percent, indicated that summer program plans were required at the state level. Four additional supervisors indicated that they strongly encouraged written plans for summer programs and one supervisor sent copies of "Guidelines for Agricultural Education," which implied that summer programs were expected. Mississippi has recently had state legislation passed requiring that certain programs of vocational agriculture be on an extended contract basis. Of those reporting, 77 percent of the states required or strongly encouraged written summer plans. Of these states, 14, or 47 percent, indicated that a plan for the summer program was due in the state office prior to the beginning of the summer. The same number also indicated that some type of summary was to be submitted to the state office at the end of summer. However, these were not always the same states.

PLANNING AIDS

Several supervisors sent copies of planning aids for teachers to use or copies of guidelines and rationales to be used in establishing and planning summer programs. The supervised occupational experience phase of the program was most often emphasized in these documents. The final reports related to summer programs asked for the number of supervisory visits made to secondary students and sometimes to adults. The next most mentioned phase varied between FFA activities and planning instruction for the winter months. Overall, the emphasis was on the planning of instructional programs and on contact with students. This same thrust was evident in the literature review mentioned previously.

NO REPORTS—BUT SUPPORT

Other interesting observations related to the fact that 6 of the 30 states reporting, or 20 percent, did not collect any information or reports from local teachers or districts about programs. They must leave the planning and the supervision of the program basically in the hands of the local schools. However, these respondents indicated that they encouraged summer programs and extended contracts and each implied that they felt summer programs to be important to all aspects of the program of vocational agriculture.

SUMMARY

The reports submitted and specific comments made by four supervisors can best be summarized by indicating that:

1. there is a need for extended contracts for complete programs of vocational agriculture,
3. there is a need to emphasize the supervised occupational experience phase of our programs when planning summer activities,
3. there is a belief that a relationship exists between the effectiveness of programs of vocational agriculture and the extent to which the programs were conducted over a 12-month period and
4. effectiveness in these cases might be determined by a rating of the performance of students, in terms of State Farmer applications and SOE proficiency awards, on a rating scale by supervisors in the state offices or by other teachers.

◆◆◆

SUMMER PRIORITIES

by
Gary Grey
Vo-Ag Instructor
Miller, SD

As I write this in a cold Dakota February, it seems that summer is far away. It is only with great effort that I am able to hide the fact from my students that I probably anticipate spring and summer even more than they do. I'm sure that all of us look forward to the summer months, and for a variety of reasons. Summer tends to signify, the end of another school year, the preparation for a new one, a quiet vacation, a chance to reorganize and maybe just a time to take a breather. Needless to say, an "Ag-Man," enthusiastic about his job, is kept hopping and never seems to see an end to the constant challenges and opportunities which occur during the school year. In my six years of teaching, no two years have yet even come close to being similar in the challenges confronted.

If I seem to be complaining at this point, I am not. Probably two of the main reasons why I continue to teach are: one, I feel I'm filling an important role and two, I like the variety of tasks involved in my occupation. The most variety really begins in the summer months for me, and I would like to share with you some of the things I have discovered about summer opportunities.

First, I feel everyone in any occupation needs a change or adjustment to their job schedule on a regular basis, and that is what the summer months do for the ag instructor. The summer months should be a time of refreshing activities and planning that bring you into the new school year enthusiastic and prepared for your job. If you find yourself dreading the opening of school, it might be wise to evaluate how you spend your summer.

SUMMER ACTIVITIES FOLDER

My attitude on the day after school is out is not so much toward finishing last year's business as to thinking about the new school term to come. I start this task by searching through my files for a folder marked "Summer Activities," which is often filled with notes to myself. In this folder I find a variety of ideas that have crossed my mind during the winter which I felt would improve my program.

It is wise to remember that we are gifted with extended contracts and that many times our programs are more closely evaluated during the summer months than at any other time. A constructive program carried on during the summer can give you a lot of good public relations with the students, community, and administration. Remember, not only to keep them informed about what you are doing, but also give them definite plans about what you are planning to do.

PRIORITY LIST

Now, no "Ag-Man" is going to have time to accomplish all the things he would like to do during the summer so he's going to have to handle it like so many others do, "Prioritize." A priority list on summer activities will vary among instructors and programs, but here are some of mine with which I'm sure you can identify.

1. CHANGES OR IMPROVEMENTS IN THE CURRICULUM: While they are still on my mind during the school year, I make notes to myself concerning possible curriculum improvements. Early in the summer is a good time to order visual aids and teaching aids you would like to preview. It also supplies a good time to update lesson plans where needed. The job I do in the classroom is most important to me. If things run smoothly in the classroom from adequate preparation, I'll enjoy my work more, the students will learn more, and I'll keep from getting gray sooner.

2. FFA ACTIVITIES: Activities planned in advance by your former officers, with the final touches put on by your new incoming officers, is a good start. In-coming officers can learn a lot by being exposed to ideas discussed by graduating officers with lots of hindsight on how a good program should be operated. A few days spent with your new officers will get the summer off to a fast start.

A couple of well planned meetings for your chapter based on "fun activities" will add to the enthusiasm of your chapter. Including incoming freshmen will help you get to know them if you can't schedule time to see all of them individually before school.

3. SUMMER SUPERVISION: Summer provides a great time to visit those members who are setting up programs or building on existing ones. In my particular case, many times help that students need from me comes at other times than just during the summer. Based on their programs, I often decide to make a list of those students that I really need to see during the summer. Never try to limit your on-the-job supervision only to the summer months. Instructor supervision can be given during the summer without actually making a visit to the farm. County achievement days, state fairs, and local community activities are excellent opportunities to visit with students and their parents. Assistance and supervision of students should actually be based on the individual student needs and not on filling a quota of visits.

4. PROFESSIONAL IMPROVEMENT: If there are classes being offered that will help you increase your skills, by all means try to schedule them in. The old saying, "I already know more than I can use," is only an excuse to shirk your professional duties. Getting the opportunity to be involved with others in the profession can be a rewarding experience. The ideas shared in workshops and conferences can be a big boost to your morale and program. Instructors seldom appreciate students who "do enough just to get by," but sometimes we are equally as guilty of this type of behavior.

(Concluded on page 277)

THE 3 P's OF AN EFFECTIVE SUMMER PROGRAM

by
Larry Ermis
Vo-Ag Teacher
Cy-Fair Senior High School
Houston, TX

Research indicates that both teachers of vocational agriculture and school administrators regard the summer program as being highly important to the total program of vocational agriculture. However, does the taxpaying public regard it in the same light?

The summer program can be very similar to the weather—a lot is being said about it; but not much is being done about it. Although we cannot do much about changing the weather, we can and should carry on more effective summer programs in our communities if we expect to maintain our status as twelve month teachers of vocational agriculture.

How can we as teachers of vocational agriculture keep our summer programs from being jeopardized? In short, summer programs can be both effective and accountable if they are well planned, placed into action, and publicized.

WELL PLANNED

Teachers of vocational agriculture in Texas who carry on twelve month programs are required by the Department of Occupational Education and Technology of the Texas Education Agency to submit to their school administrations and state consultants copies of "Summer Plans for a Program of Vocational Education in Agriculture" by May 1 of each year.

When completed, the written plan will include a daily list of activities to be performed during the entire summer. A suggested list of activities is outlined on the form to assist the teachers in planning their summer programs. The list includes the following:

I. In-School Youth
- a. Supervise projects on the farm
- b. Visit prospective all-day students
- c. Locate and secure livestock for next year's projects
- d. Aid project record keeping
- e. Hold demonstrations on improved agricultural practices
- f. Visit prospective Co-op students
- g. Locate and arrange suitable work stations for Co-op students

II. Program Planning
- a. Collect teaching materials—insect specimens, grasses, bulletins, livestock materials, pictures, graphs, crop samples, magazines, etc.
- b. Order or arrange for film strips, slides, and training films needed for classroom instruction
- c. Make departmental budget
- d. Make surveys to collect information for building or revising Long-Time Program and Annual Teaching Plan
- e. Make plans and prepare material for an educational exhibit at fairs, shows, etc.
- f. Revise or build Long-Time Program and Annual Teaching Plans

III. Facilities (physical)
- a. Check shop inventory and secure new equipment
- b. Rearrange classroom and shop
- c. File reference materials
- d. Improve appearance of classroom and shop

IV. FFA
- a. Participate in district, area, and state meetings
- b. Participate in FFA officer training schools
- c. Conduct summer tours or encampments
- d. Conduct local chapter meetings
- e. Meet with advisory committees and other groups to plan youth activities

V. Adult and Young Farmer Education
- a. Assist farm people in setting up and carrying out insect and disease programs of crops, livestock, and poultry
- b. Conduct tours for farmers to experiment stations, demonstration farms, and other places where outstanding agriculture improvement work is being carried on
- c. Visit farms, assist with improved practices, and individual problems
- d. Hold demonstrations on needed improvement practices
- e. Meet with the advisory council
- f. Plan adult and young farmer programs

VI. Community Development and Work with Other Agencies
- a. Perform community service work
- b. Participate with other agricultural agencies in planning and conducting community projects for the improvement of agriculture

VII. In-Service Training (non-credit) —District, area, or state meetings

VIII. Summer School (College Credit)

IX. Other Activities
- a. Prepare necessary reports
- b. Prepare program publicity—newspapers, radio, magazine, television, etc., with service club programs
- c. Take time for vacation

PLACED INTO ACTION

The effectiveness of the planned summer program will depend mainly upon the efforts of the teacher of vocational agriculture. If the planning is to your satisfaction, proceed with placing your summer program into action.

Involve everyone—students, farmers, ranchers, agribusiness people, school administrators, and other community leaders—with the summer agriculture program. Action on everyone's part will provide for better community relations between the school and the general public.

Remember, ineffective timing of summer activities makes the best laid plans go astray. By all means, stick to time schedules as much as possible.

PUBLICIZED

Continue your public relations program into the summer months. Use all communication channels available to you in order to inform the community of the summer program. Remember, the more the program is publicized, the more the program will be recognized.

(Concluded on page 285)

A Summer Activity — Check The Reading Level Of Your Instructional Materials

by
Clark W. Hanson
Teacher Educator
South Dakota State University
Brookings, SD

"Johnny can't read! Susan can't read!" A common statement heard in many faculty lounges across our country. Discussion as to who failed to teach Johnny and Susan to read has raged on and on. Crash programs such as Title One have been initiated to correct the problem. Vocational agriculture instructors should be well aware that students with reading difficulties are enrolled in vocational agriculture classes and if they want their students to have success in vocational education, something must be done about this problem.

THE PROBLEM

The South Dakota State Board of Education recognized the same problem and reacted. All teachers graduating from a secondary teacher-preparation program in South Dakota must enroll in a "Teaching of Reading" course. This required reading course includes agricultural education majors at South Dakota State University. One of the results of the reading course is an increased interest on the part of agricultural education majors in developing reading aids for their students. Another major impact on the ag-ed majors is the recognition of the need to monitor reading levels of vocational agriculture instructional materials.

Peter Incardone, in a December, 1978, *Vocational Education* article stated, "No instructor should be more equipped to render assistance in such a key area of reading than a vocational teacher." No one can honestly disagree with this statement. Vocational agriculture instructors can stress reading in agriculture courses, but must be aware that the student may experience frustration as reading activity increases. When this occurs it could be that the reading level of the material may be inappropriate for the student's ability to read.

WHAT CAN BE DONE?

The vocational agriculture instructor may not make big strides in improving Johnny or Susan's reading ability. The instructor, however, may assist the poor reader by matching the reading ability of the student with the reading level of the textbook or reference.

Do you know the reading level of your current textbooks? Is it possible that students' discontent with reading is the mismatch of reading material and the student's ability to read?

There are a variety of methods for rating the reading level of printed subject matter. Contact your remedial reading or Title I teacher for a recommended reading level evaluation instrument.

A response might be, "Well, the text I'm currently using is the only one I know of, so trying to locate something else is futile." One solution would be moving the instructional unit to a later year and capitalizing on the students' improved reading ability. Another could be to rewrite the "key" concepts to be learned through reading and to provide reading guides for the students.

ANOTHER ALTERNATIVE

The instructor should not underestimate the value of written materials with numerous illustrations and pictures. The written copy may possess a difficult reading level, but the pictures and illustrations may be the key to learning vocational concepts. The statement, "A picture can be worth a thousand words," should not be overlooked. It could be that a good illustration is worth two thousand words.

One of the contributors to our classroom discipline problems is unrealistic requirements placed on the student's reading ability and comprehension, and insufficient practical hands-on experience. The value of reading materials can be enhanced when the sense of sight is combined with classroom discussion and practical application of knowledge.

Examples of common reading materials for high school vocational agriculture students and readability levels are (utilizing Fry's "Graph For Estimating Readability"*):

Interview quotations — Farm Journal Article (Nov. 1978) ..... *2nd grade*
Sawhorse Layout with the Farming Square — by Bear and Hoerner ..... *7th grade*
Mechanics in Agriculture — by Phipps ..... *7th grade*
Livestock and Poultry Production — by Bundy and Diggins ..... *9th grade*
Small Engines Care - Operation - Maintenance and Repair — by AAVIM ..... *10th grade*
Article by Norm Reader in Farm Journal Article (June/July 1978) ..... *10th grade*
Farm Estate and Business Planning — by Neil E. Harl ..... *11th grade*
Local Newspaper Headline Article (Associated Press) ..... *12th grade*

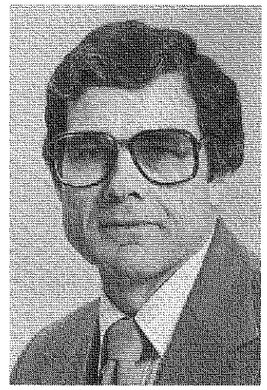
A very simple technique for evaluating reading level consists of reviewing reading materials for length of sentences and the number of syllables in words. The shorter the sentences with words containing few syllables the lower the reading level.

It was determined that the contents of this article were written at the college reading level when applied to Edward Fry's Graph for Estimating Readibility. ◆◆◆

*Edward Fry, Reading Instruction for Classroom and Clinic, (New York: McGraw-Hill, 1972), p. 232.

Acceptable and Unacceptable Summer Activities

by
James T. Horner
Agricultural Education
University of Nebraska, Lincoln



James T. Horner

INTRODUCTION

Did you ever wonder what would happen — would our summer instruction in vocational agriculture fall by the wayside if school administrators did not favor year-round programs? As a matter of fact, summer vo-ag may be a type of paradox that politicians only dream of; that is, how to stay in office without majority support.

Twenty years ago Webb (4) reported, "Only forty-four per cent of Missouri administrators (felt) the summer program teachers justified twelve-month employment." Viterna (3) in a 1971 companion study of principals and superintendents in Nebraska, learned that only 34 to 47 per cent — depending upon school size — favored year-round employment for the vo-ag instructor.

A brief review of research suggests that lack of support results from two basic reasons — unacceptable activities and inadequate articulation. Researchers through the years have reported rather consistent concerns, and lack of support by administrators and others for a myriad of activities conducted by vo-ag instructors during the summer months.

As early as 1956, Essman (1) enumerated more than fifty such activities being conducted by Nebraska vo-ag teachers. The teachers themselves believed that they should spend more time with prospective, high school, young farmer and adult students; in community work; in needs analysis; and in supervision of experience programs. They felt they were spending an unwarranted amount of time on classroom and shop facilities.

My concerns were recently rekindled by the extensive, yet incomplete list of suggested summer activities in "Coming Issues," *Agricultural Education*. If, as we in vocational agriculture have always maintained, instruction must be year-round because agriculture is year-round and there are aspects of agriculture unique to summer months, then we must focus upon those uniquenesses. We must emphasize the activities related thereto.

JUSTIFYING YEAR-ROUND INSTRUCTION

Each argument presented for vo-ag instructor employment should be tested against this question: Could the same not be said on behalf of the social studies, speech, math, English and science teachers? Many summer activities on vo-ag teachers' lists, such as ordering, inventorying and maintaining supplies and equipment will not withstand the test. They must be accomplished by other teachers during the school year. On the other hand, many problems in agricultural production, processing and distribution, which are to be taught in a vocational setting, are most pronounced during summer months. They cannot be recreated during the academic year. Local plant and insect problems, crop and livestock pests and diseases, mechanics, weather damage and markets cannot be compressed into the school calendar.

CRITICISMS

Major criticisms of summer vocational agricultural instructors and/or programs have been reported as follows: too much time spent outside the local community (e.g. trips and fairs), not enough time spent working with students, poor organization and use of time (e.g. shop maintenance and personal work) and inadequate planning with and informing the administration and community.

In 1976 Robinson[2] reported that 151 Washington vo-ag instructors spent only "20% of their summer working hours on their students' supervised projects," and "almost as much time, 18.1%, going to fairs and shows." Webb had indicated earlier that Missouri administrators, "saw little justification for teachers spending time with shows and fairs outside the local community." He said, "Evidence indicates that summer programs must be strengthened and administrators must be informed as to your summer activities." Further, he concluded that if supervision of experience programs is the primary reason for teachers being employed during the summer time, supervision must be provided. Many teacher activities outside the community, regardless of their apparent merit, must be de-emphasized or eliminated.

ACCEPTABLE ACTIVITIES

Studies have shown consistently that the highest priority acceptable activities desired in a summer vo-ag program center around students (prospective, high school and adult) within the local community.

Group and individual instruction in agricultural content and leadership rate high. Community service and public relations activities are accepted, as are self-improvement activities which relate directly to improving the local instructional program.

Wright[3] reported in 1977 that the Oregon vocational agriculture teachers rated project supervision as top priority for the summer phase of their program. Robinson expressed the view that the vo-ag teacher should spend at least half of his summer hours in the broad area of student supervision. Three-fourths of the Missouri administrators felt that forty to eighty percent of the teacher's time in summer should be devoted to supervision of students' experience programs.

(Concluded on page 287)

Publicizing and Communicating Summer Priorities

by
M. J. Cepica
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M. J. Cepica

As I reflect on summer program possibilities for the vocational agriculture teacher, a multitude of activities and responsibilities come to mind. So much so—it is tempting to sit back and proudly say, "Look what we are doing in vocational agriculture." But at the same time, a sobering thought enters the picture:

Less than one-third of the states in the nation now have 100 percent of their production vocational agriculture teachers employed on a twelve month basis.

In Texas and other states which conduct year-round vocational agriculture programs, the importance of the summer program is not taken lightly. Research results from a study conducted at Texas Tech University in cooperation with the Research Coordinating Unit of the Texas Education Agency, testify to the fact that the summer phase of the total program is extremely important. So what is to be accomplished during the summer to merit its high importance and insure an accountable program? Nine priority areas have been identified through the above mentioned study with regard to summer activities. They are as follows:

Supervision of Occupational Experience Programs *(Project supervision of in school youth, locate and arrange suitable work stations for co-op and farm placement students, locate and secure production projects for students, supervise project and record keeping.)*

Work with Prospective New Students *(Visit new students to orient students and parents to the program, assist in planning occupational experience programs.)*

Professional Improvement *(Short courses, college credit courses, state sponsored workshops.)*

Program Planning *(revise or develop annual teaching plans, long range planning, develop calendar activities for the year and coordinate with administration, collect teaching materials, develop departmental budget, meet with advisory council.)*

Adult and Young Farmer Education *(Plan and conduct educational programs, conduct tours and field days, conduct on-farm and agri-business visits.)*

Conducting FFA Activities *(Conduct local chapter meetings, supervise FFA members at district and area meetings and state convention, conduct summer tours and/or encampments, participate in FFA officer training schools.)*

Improving Facilities and Equipment *(Complete inventory of tools and equipment, secure new equipment and supplies, do maintenance on equipment, improve appearance of classroom and shop, filing of reference materials.)*

Public Relations and Community Service *(Participate with other agricultural agencies in planning and conducting community projects for the improvement of agriculture, perform school and community service work, prepare program publicity.)*

Records and Reports *(Update records and make necessary reports.)*

When considering the nine priority areas, one could hardly say the vocational agriculture teacher is lacking for summer activities and responsibilities. We might speculate he is sustaining the same rigorous schedule many maintain during the regular school term. However, the summer program is, in most cases, the most misunderstood part of the total vocational agriculture program. In some instances the community may not even be aware of the duties and responsibilities of the vocational agriculture teacher during the summer.

Although the vocational agriculture teacher may work hard during the summer and feel his summer program is accountable, there are three areas he must not neglect in order to insure public acceptance and support of his summer program.

PUBLIC RELATIONS AND PUBLICITY

In reviewing the literature and having conducted research in two states concerning the summer program of vocational agriculture, I find a particular need for improving public relations and publicity. In many cases, the summer program is misunderstood because of the failure of the teacher to "tell his story" through the news media and personal contact.

COMMUNICATION

There is an expressed need for more communication and coordination with the school administration concerning the summer program. School administrators do not want to dominate or "run" the summer program, but they want to be (and deserve to be) informed. Weekly summer itineraries are extremely important.

COMMUNITY INVOLVEMENT

The community should be involved in the summer phase of the vocational agriculture program. Adult meetings and special educational programs, demonstration plots, and involvement of community and agricultural leaders in planning the total program should be explored during the summer. The vo-ag teacher is a leader in the community and should demonstrate his leadership through involvement in civic organizations, church groups, the Chamber of Commerce, or other community organizations and activities.

CONCLUSION

The summer program proves to be a strong and viable part of the total program of vocational agriculture. The hard work and dedication of the vo-ag teacher makes this possible. The nine priority areas previously mentioned must be addressed to meet the needs of the program, and publicity, communication, and community involvement must be present to insure the program's strength and viability. ◆◆◆

The First Summer—Critical For Vo-Ag Teachers

by

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and

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Vocational Agriculture

What should a first-year vocational agriculture teacher be doing during the month of July? August? Should he/she be preparing lesson plans? Supervising student occupational experience programs? Or should the first-year teacher spend that first summer planning FFA activities and inventorying equipment? Is it advisable for the beginning teacher to allot time during the summer just to become acquainted with the community? What about an advisory committee? Is it too early to begin thinking about establishing one? Isn't the summer when the teacher needs to begin preparing for upcoming Fall livestock shows? Are there any state reports due during the summer? These are all questions which often plague first-year vocational agriculture teachers and make their first few weeks of employment a confusing experience.

EARLY CONTACT IS ESSENTIAL, BUT OFTEN MISSING

Unfortunately, the young teacher is usually not contacted out in the field with some of the answers until the school year begins. By then, the teacher may have gotten off on the wrong foot and become confused, or even worse, discouraged. He/she fails to make efficient use of his/her time for organization and is often ready to quit before school starts. The teacher may leave the profession with the distinct impression that it is a job that can only be handled by a superhuman effort.

This late contact by state staff members has been of special concern to agricultural educators in New Mexico. With a small state staff and a large land area, it has been virtually impossible for the first-year teachers in the state to receive the individual attention they might need during the first summer of their teaching career. It was felt that this initial lack of summer assistance might be one of the major reasons for a high turnover rate of first-year teachers in the state.

WHAT COULD BE DONE TO SOLVE THE PROBLEM?

At a joint state staff meeting, it was suggested that one solution might be the development of a publication which the teacher would always have on hand and which would provide direction and guidance during the first year of teaching. It was felt that if an outline of the activities that a first-year teacher should be doing on a month-by-month basis was available, the first-year teacher could begin organizing during the summer months for the upcoming year. This "first-year teacher handbook" could also contain information about where a first-year teacher could go for help.

A second suggestion was that, in addition to the regular visits made by state staff members during the school year, the first-year teacher should be visited by a state staff member prior to the beginning of school and as close as possible to the initial employment date. Both solutions seemed plausible, and the joint state staff decided to put both into effect.

DEVELOPING THE HANDBOOK AND MAKING VISITS

The development of the first-year teacher handbook was accomplished through a small grant furnished by the New Mexico State Department of Vocational Education. A selected group of vocational agriculture teachers (including experienced and first-year teachers) were brought to the campus of New Mexico State University and charged with the development of the handbook. The teachers began by selecting competencies, on a month-by-month basis, which they felt the beginning vocational agriculture teacher should be performing. After refining the list of competencies to include only those which were absolutely essential, the teachers then developed a short statement explaining each competency. In addition, a list of resources was developed which would aid the teacher in accomplishing the competencies.

The booklet was then reviewed by teacher educators and state supervisors. Following this final editing, the handbook was published and distributed to all first-year teachers in the state. A teacher educator then visted each of the first-year teachers during the summer to explain the booklet and discuss problems and concerns of the teachers. A workshop was held at a central location in order that the teachers might meet to share common concerns and problems.

BENEFITS OF THE HANDBOOK AND THE SUMMER VISITS

The first-year teachers have indicated that the visit during the summer and the handbook have been extremely helpful in planning and preparing for the beginning of the school year. For the first time in many years, every first-year teacher has submitted his/her monthly program of instruction (an outline of the curriculum for the upcoming year) to the state office by the end of the summer. Other state reports that were due during the first part of the school year have also been submitted by all the first-year teachers in the state. This represents a marked improvement over the past few years and is an indication that these first-year teachers are better organized at the beginning of the school year than those in the past.

State staff members have found that some of the advantages of the summer visits include: (1) more time for individual consultation with the teacher, (2) more accessibility to administrators,

(Concluded on page 281)

FEATURING: FACILITIES IMPROVEMENT

by
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Ames, IA

What are your facility improvement plans for the summer? Does the classroom need additional chalkboard or bulletin board space? Perhaps storage for reference and audio-visual material is a top priority. How about the agricultural mechanics laboratory? Is non-skid surfacing used on the floor around the stationary power tools and benches? Are there sufficient electrical outlets on the walls and electrical drops from the ceiling? These are only a few of the items to think about but the important thing is to make appropriate plans to implement the needed improvements for the upcoming school year.

A recent study at Iowa State University provided up-to-date recommendations for facilities for production programs of vocational agriculture. The minimum recommendations were developed as a result of data collected from a panel of teacher educators who were primarily responsible for teaching and consulting regarding vocational agriculture facilities in the central region of the United States. The teacher educator panel also rated the importance of the various facility items in contributing to and supporting the objectives of production programs of vocational agriculture. The minimum recommendations and ratings of importance were used to develop a facility evaluation technique which was field tested in twenty-five cooperating vocational agriculture departments in the State of Iowa. The information will be useful in determining areas in need of improvement in existing facilities as well as providing guidelines for planning new facilities.

CLASSROOM

The classroom (note Figure 1) is the center of teaching activity in the vocational agriculture facility and requires due consideration when improvements are to be made. The following is a partial checklist of items and minimum recommendations developed as a part of the study previously mentioned.

- ___Table space — 2.5 linear feet/student
- ___Storage space — 84 linear feet (shelves)
- ___Magazine racks — 22 linear feet
- ___Chalkboard — 60 square feet
- ___Bulletin board — 40 square feet
- ___Lighting — 75 foot candles (on the tables)
- ___Electrical outlets — 8 feet, maximum interval
- ___Floor tiled or carpeted
- ___Acoustical treated ceiling

Room size and location, since and number of doors are also important items to consider, however, these generally require more extensive remodeling. Keep in mind the recommendations are minimum and you may need to exceed the values for your individual situation.

In conjunction with the classroom are three additional areas. These include the classroom laboratory, classroom storage and office space. The *classroom laboratory* may be part of the classroom or a separate room. Twenty linear feet of counter space at a minimum and utilities consisting of gas, water and compressed air should be provided. The lighting, floor and ceiling should be similar to that of the classroom. *Classroom storage* is usually at a premimum in most vocational agriculture facilities. A separate room is desirable with 110 linear feet of shelves in addition to that provided in the classroom. The *office* should be a separate room from the classroom and a telephone is considered a necessity. Lighting on the desk in the office should be at or above 80 foot candle level.

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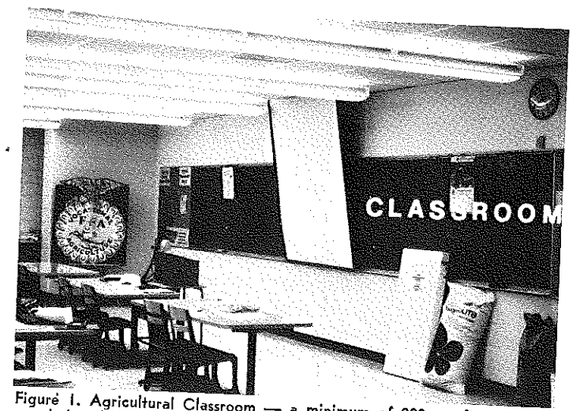


Figure 1. Agricultural Classroom — a minimum of 900 sq. ft. is recommended with 60 sq. ft. of chalkboard space, 40 sq. ft. of bulletin board space and 84 linear feet of shelves for storage of materials.

Figure 2. Agricultural Mechanics Laboratory — the facility area should be at least 3000 sq. ft. with 1700 sq. ft. of open space. The overhead door should be a minimum of 17 ft. wide and 14 ft. high to allow the entry of modern machinery.

AGRICULTURAL MECHANICS LABORATORY

The agricultural mechanics laboratory as illustrated in Figure 2 is necessarily the largest vocational agriculture facility area and, no doubt, most costly. The utilization of this facility area with safety in mind is paramount in any effective instructional program. Often, relatively minor improvements in terms of cost and effort will yield great benefits in providing learning experiences in agricultural mechanics. The following list of facility items and minimum recommendations provides guidelines for improving the agricultural mechanics laboratory.

- ___Lighting — 80 foot candles at benches
- ___Electrical outlets — 8 feet, maximum interval
- ___Electrical overhead bus ways
- ___Tool storage space — 140 square feet
- ___Bench space — 100 linear feet
- ___Dust collection
- ___Welding and carbon monoxide exhaust
- ___Sump type drain
- ___Compressed air outlets — 5
- ___Floor sealed concrete
- ___Concrete apron to overhead door
- ___Hoist
- ___Fire alarm system
- ___Ground fault circuit interruptor (outdoor outlets)
- ___Safety zoning (around machines, benches, exit alleys)
- ___Non-skid surface (around machines, benches)

Storage space for tools and supplies is of prime importance. A separate room for each is desirable although one large area with plenty of shelf space for storing tools and supplies will suffice. Two-level storage may provide space for supplies. A staircase with a handrail is needed to provide convenient access for such areas and meet OSHA standards.

OUTDOOR AREA

The outdoor area adjacent to the agricultural mechanics laboratory can provide much needed open space for approved projects or machinery used in teaching, note Figure 3. Based on the study a number of items should be considered to improve this area.

- ___Space provided —— 1200 square feet
- ___Hardsurfaced — 1500 square feet
- ___Roofed area — 500 square feet
- ___Fence or wall — 8 feet high
- ___Sump type drain
- ___Loading ramp — 10 feet wide
- ___Entrace gate — 23 feet long

SUMMARY

What facility improvements are on your summer priority list? Use the checklist to identify problem areas and decide which ones are feasible for the summer. Consider making improvements in the classroom, agricultural mechanics laboratory and adjoining outdoor area. Those items affecting *teaching* and *safety* deserve top consideration. Keep in mind the recommendations presented are minimum and you may need to go beyond the recommendation indicated to meet your specific situation. ◆◆◆

Figure 3. Outdoor Area — provide 2100 sq. ft. of area adjacent to the Ag Mech. Lab. for approved project work; at least 1500 sq. ft. of the area should be hardsurfaced and 500 sq. ft. roofed. A fence or wall would provide security and is asthetically more pleasing.

CONTINUED *SUMMER PRIORITIES*

5. PREPARATION OF FACILITIES AND EQUIPMENT: This is an important part of preparing for the coming year, but is often over emphasized and requires too much time. Don't find yourself being indispensible on this point. Find ways to secure help — possibly from custodial or student services. Try to plan for some of the work to be done during the school year, if it is not essential right away. Putting everything off until summer is a good way to spend most of your time indoors, or not being ready for the first day of classes.

6. YOUR RECREATION AND LEISURE: This in many cases should not be the last item on your list, and definitely should not be confined to only the summer. I'm a great believer in "mini-vacations" such as weekend trips and nights out with the family. It is possible to thoroughly enjoy one's job so that no other form of recreation may be needed. I feel, however, it is very important to get away from the classroom on a regular basis to get a different perspective on your job. Moments when I've been away from the "grindstone" have been my most creative mentally. I am also mindful of my constant companion, teacher's aid, and variety of other titles associated with my wife. I have discovered as many before me that meeting the needs of my family insures that I have a peaceful "castle" to seek refuge in at the end of a long day. It is important, as I already mentioned, that you consider leisure time during the entire year, but especially during the summer months when your schedule is more flexible.

SUMMARY

These few thoughts I have penned are by no means a guide book to planning your summer. I do hope that after reading this you can relate to some of the concepts I have discussed and perhaps can consider some of them in detail in your own planning. The thought to keep in mind is that summer activities are something to be planned in advance and not solely in the month of June. Enjoy and put to good use, these fleeting summer months and the best of luck to each of you. ◆◆◆

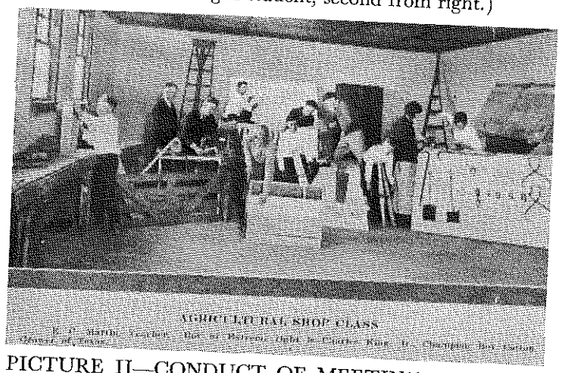
AN FFA CHAPTER'S PAST IN PICTURES

by
Steve Forsythe
Graduate Assistant
Oklahoma State University

Prior to coming to OSU to do graduate work, I taught vo-ag for 5 years in Texas at Ysleta High School. I was able to research the program's "roots" with facts and photos. I have tried to bring out in pictures many scenes representative of thousands of happenings across the U.S. that occurred the past fifty years as related to the FFA Chapter program of work.

PICTURE I—COOPERATION

Several thousand vocational agriculture or "Smith-Hughes boys" began "Learning By Doing" vocational education after the passage of the Smith-Hughes Act of 1917. This first class of agriculture students was highlighted in the 1923 El Paso County School Yearbook. This vo-ag unit evolved from the cooperative efforts of interested students, parents, and school officials who took advantage of school funding. (Notice the girl student, second from right.)



PICTURE II—CONDUCT OF MEETING

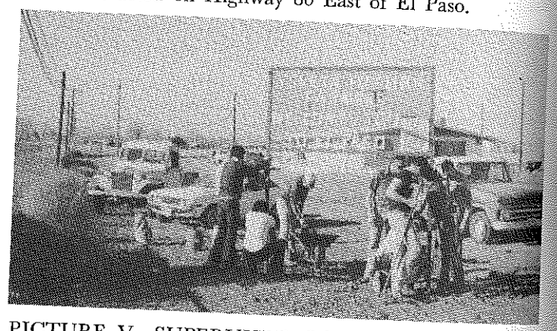
After the formation of the National FFA in 1928, hundreds of individual vo-ag units began charter procedures within their own states. On May 1, 1930, the Ysleta vo-ag program became an active FFA Chapter and invited other rural county youth to a special meeting and barbecue to celebrate their organization.

PICTURE III—RECREATION

Recreation has always been an important part of the FFA where students worked hard but had time to enjoy life also. One type of fun for this chapter was the "Annual Goat Milkin' " contest where sweetheart candidates displayed their expertise at manual manipulation!

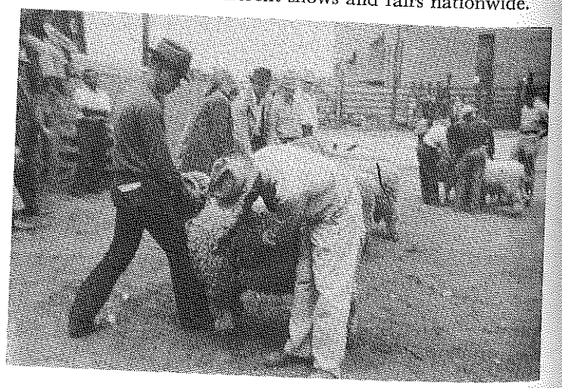
PICTURE IV — PUBLIC RELATIONS

Each year, chapters across the country concentrate on maintaining strong public relations. In 1975, a welcome sign was constructed on Highway 80 East of El Paso.



PICTURE V—SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

The SOEP has always been the backbone of ag programs. This 1946 scene of an FFA member proudly exhibiting his project at a livestock show is so typical of what takes place in the lives of thousands of young people year after year in hundreds of different shows and fairs nationwide.



PICTURE VI—FINANCES

Finances and entrepreneurships are important words that have been stressed in the vo-ag student's development. Chapter means of financing activities are important in the yearly program of work and in 1946, these vo-ag students were busy at work! Like so many other future farmers have done in the past and will continue to do in the future, these students built metal and woodshop projects to sell in raising funds for the chapter.

PICTURE VII—PARTICIPATION IN STATE AND NATIONAL ACTIVITIES

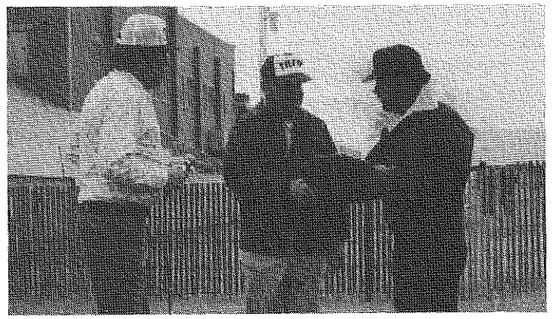
This scene has probably varied little over the years as National FFA Week rolls around. Advisors and chapter representatives have gathered in the mayor's, county judge's and other offices to accept a proclamation declaring FFA Week in their home community. El Paso's 1962 mayor, Ralph Seitsinger signs a proclamation as members proudly watch.

PICTURE VIII—LEADERSHIP

Going places and doing things that develop leadership, character and potential is what these 1962 Texas members are doing. They participated in the highlight of each state's FFA year—the State FFA Convention! The lives of many young people are affected each year in a positive way as was the case of these two FFA members at Dallas, Texas.

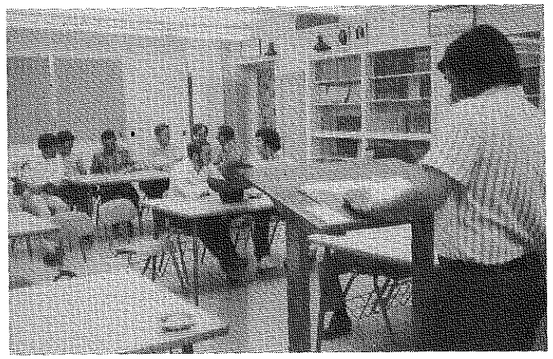
PICTURE IX — ALUMNI RELATIONS

The local FFA Alumni can support a chapter in many ways. Alumni members assist each year with the local FFA Project Show and Sale at Ysleta.



PICTURE X—SCHOLARSHIP

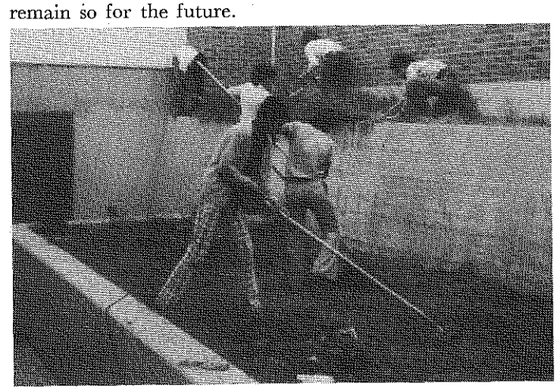
The development and encouragement of scholarship was one of the many goals aspired to by the individual and the FFA in times past. This was accomplished in a variety of ways in the local programs. The Ysleta Young Farmers group has established a $500 scholarship to be awarded yearly to a deserving graduate. Here they are meeting to review applications and interview students for the honor.

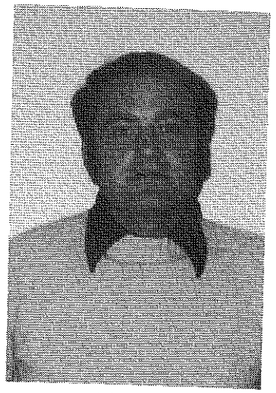


PICTURE XI — COMMUNITY SERVICE

Vo-Ag I students trim grass and shrubbery around the school as a part of their community service projects.

All of the divisions of the FFA Chapter's Program of Work have been important in the past 50 years and will remain so for the future.





John Knipp

HOW TO START OUT ON THE RIGHT FOOT

by
John Knipp
Vo-Ag Teacher
Fayette, OH

When a beginning or experienced teacher enters a new school, many questions arise: *What should I do? Where do I start? What was done in the past? What was taught? Was it meaningful to the students? What is my best course of action? and so on.* It is a hard and confusing task for many vo-ag teachers, especially for those who have shop courses that must be trimmed into shape for the next year's program.

COMMUNITY NEEDS

This past year, I had the same experience. The first item to be established concerned the needs of the community, from which I determined what should be taught. I aligned the course to the timing of each subject area so that it would be both interesting to the students and in line with FFA contests during the year.

CLASSROOM

The next items I worked on were the classroom and the text to be used. Many of us overlook the positive effect a well-kept classroom can have on students. Both the shop and the classroom should have as positive an atmosphere as possible. In preparing the classroom, the following steps were taken:

1. The room was painted with FFA colors.
2. A new window-shade was installed.
3. The furniture was repaired and painted.
4. New textbooks were bought.
5. Individual containers were built for students' books, papers, and notebooks. (This helps keep the classroom neat and orderly.)
6. Only materials to be used in the classroom were kept there.

SHOP

After the classroom was in shape, the big job was ahead of me — the shop area. What was to be done now? The following list outlines the procedure I followed in fixing up the shop:

1. I got rid of all the trash.
2. An inventory of the tools was taken and they were divided into two groups: the tools that are used often and the tools that are used seldom or not at all.
3. The shop equipment was taken care of.
   A. It was also divided into two groups: needed and not needed.
   B. The unneeded equipment was either stored or sold at auction. In doing this, one should keep a record of all equipment and where it went, and one must also be sure to follow the school chain of command when equipment is to be stored or sold.
   C. Because I had another teacher using the shop area for one period, I made sure to work cooperatively in determining his needs and wants in the shop.
4. After this was done, I took an inventory of the shop itself.
   A. I determined what needed to be fixed.
   B. I disposed of anything which was not going to be used.
   C. I cooperated with the industrial arts instructor concerning which items he wanted to keep.
5. I made a list of needed tools, equipment, and supplies.
   A. I compared what we had with what we needed.
   B. When doing this, I made sure that the school administration knew what I had done — saved money for the school by fixing areas in the shop and classroom. Because of this, they will probably be more favorable toward future requests for equipment and tools.
   C. When requesting materials, I was sure to request more than the bare minimum, and I was also prepared with reasons supporting my requests. One can always come down when dealing with money requests, but not go up, and if a cut is necessary, it can be made in the proper place. By using this approach one can always be sure of having at least the basic materials for classes.
   D. I had in my mind future plans for adding equipment and teaching areas in the shop. In planning for the future, one should try to convince administrators, students, and the community of the necessity of expansion; one should also keep an eye out for grants or other methods of obtaining equipment for shop areas.

I discovered several ways of making the shop area more efficient. For one thing, I got rid of catch-alls (drawers, holding areas under benches, and so on). If an item is put into one, it's likely to be forgotten and then what good is it? It will also make the shop area appear to be a more open and neater place in which to work.

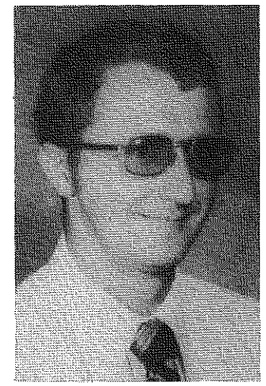
TOOL AND SHOP SECURITY

To provide effective tool security, have the tools arranged in work areas — arc welding, small engine, general mechanics areas, and so forth. Tool cabinets work best for me because I can just glance at the cabinet and see if all the tools are there. The main reason for cabinets is that tools are broken down into areas that are manageable for the teacher. I do not recommend tool cages. Only two things result from the use of tool cages: first, students who are in them become bored, and second, bored students will find a way to amuse themselves which will usually lead to discipline problems.

(Concluded on page 287)

★ ★ ★ **THIS WORKED FOR ME!** ★ ★ ★

SHOP SAFETY DEMERIT SYSTEM



by
William C. Harshman
Vo-Ag Teacher
McGuffey High School
Claysville, PA

Five years ago, the McGuffey Vo-Ag Department reported to the *Ag Ed Magazine*, Volume 46, March, 1974, on a shop safety demerit system designed to emphasize the need for developing a safe work attitude. Vo-ag shop students who are forgetful about safe practices, or who willfully violate safe shop conduct regulations are assigned demerits. Depending upon the severity of the unsafe practice and number of times being in violation, students are subject to remedial safety assignments out of the shop environment, or they may be removed from the shop program.

THE SYSTEM

Records of student's demerits are kept in a file card box in the shop. Records are unofficial, but are used as a teaching tool for shop safety instruction. Unsafe work areas, common unsafe work habits, and undesirable shop behavior problems can be identified and pointed out to students. Students' names are not used in these teaching situations, and demerits are forgiven at the end of each school year.

As each school term begins, students receive copies of the demerit system. It is emphasized that the demerit system is not a punishment, but a safety reminder. The system may work as a punishment however. When a student gets too many demerits, shop working privileges are lost. For most this is a satisfactory punishment. To date no student has been removed entirely from the shop program for excessive unsafe conduct.

It is felt that safety in the shop is of major importance. Safe work habits along with sound shop skills are invaluable assets to later employment, be it agricultural or industrial. A determined effort at teaching shop safety can be made easier with a demerit system similar to that of many industries. ◆◆◆

RESULTS

A summary of the first five years shop safety demerit system follows:

5 YEAR SUMMARY OF SAFETY DEMERIT SYSTEM RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78
Students receiving demerits	45	38	41	20	19
DEMERIT AREA[1]					
No goggles in work area	49	31	30	11	15
Horseplay	14	13	4	2	1
No hard hat in designated area	10	3	3	0	1
No arc welding ventilation	15	6	10	2	6
Unsafe power tool use	11	8	14	6	1
Unsafe hand tool use	5	2	4	5	1

[1]Other demerit areas are included in the system, but the number of violations is very minute compared to the overall system.

CONTINUED *THE FIRST SUMMER . . .*

(3) more time for the state staff member to meet with the people in the community, and (4) the development of a more optimistic attitude in the first-year teachers. These factors have been found to greatly aid the staff member in advising and assisting the neophyte teacher.

It would appear, at least in New Mexico, that these initial summer visits, coupled with the first-year teacher handbooks, may at last provide a solution to the problem of retaining first-year vocational agriculture teachers. It would also appear that the most critical time in the career of a vocational agriculture teacher may well be that first summer of employment.

BETTER SOEP's THROUGH INSTRUCTION

by
Rodney W. Tulloch
Teacher Education
University of Kentucky

Rodney W. Tulloch

There are many reasons why we don't have better supervised occupational experience programs (SOEP's). Some of the rather obvious difficulties that contribute to weaknesses found in these programs are as follows. Some problems are school-oriented, including heavy student-teacher ratios and limited funds for supervision, some are additional assignments for teachers, such as homerooms, class sponsorships, bus and hall duty, and being placed in charge of the bookstore. Outside activities of the teacher such as farming, sales, or other moonlighting, and very time-consuming hobbies may contribute. Many teachers are doing less supervision. Students with weaker agriculture farming backgrounds and increased numbers of female students may be contributing to this. Diversity of student teachers, athletics, other organizations and activities, and TV add to the complexity of the problem. Increasingly affluent students have less need or desire to earn money through supervised occupational experience programs. Vast experience programs of a few FFA members may make it nearly impossible for the average member to earn any outstanding recognition unless awards are designed to overcome this problem. Teachers may lack technical expertise and confidence in certain areas being taught. Teachers and students may lack understanding or means to implement SOEP's.

IMPORTANCE

This list may seem almost insurmountable. The difficulty is compounded by the fact that the teacher has limited control over some of these factors. The situation, however, is far from impossible. Improving it is a challenge for all of us in agricultural education. It will be necessary to plan better and work more diligently to see that each student has a reasonable experience program.

Each agricultural educator must be convinced that supervised occupational experience programs are necessary for each student if we are to have outstanding vocational agriculture programs.

This will require effort by all groups in agricultural education. It is especially essential that the importance of supervised occupational experience programs be emphasized in pre-service and in-service education programs.

One clear indication that the national advisory committee for agricultural education considers SOEP's very important is that this topic has been their priority agenda item for much of the past two years.

While each of the difficulties mentioned at the beginning of this article deserve careful examination and elaboration, along with a discussion of possible solutions, this article will address only the problem of lack of understanding about and implementation of supervised occupational experience programs.

UNDERSTANDING AND IMPLEMENTING

When asked about how much classroom instruction is required for freshman students to have a basic understanding of and develop the ability to select, plan, and carry out an experience program, most people will underestimate the time required, often by as much as one-half. A first step then is to plan more time into the curriculum for providing instruction on experience programs. Next, the content for the units needs to be determined, objectives set, and daily lesson plans prepared.

There are three units that are necessary if students are to have good supervised occupational experience programs. They are 1) selecting and planning, 2) carrying out, and 3) keeping records on experience programs. Most teachers will likely need from 7 to 10 weeks to teach the three experience program units to freshmen students. Motivation for students must be built into the units. Motivation can be increased by enthusiasm on the part of the teacher, present or former students, agri-businessmen and others. A good local FFA which offers members a lot of recognition for their successes will be helpful.

Lessons most teachers will include in the unit on selecting and planning experience programs are as follows:

SERIES OF LESSONS ON SELECTING AND PLANNING EXPERIENCE PROGRAMS

1. How important is it for us to have a good experience program in agriculture?
2. What are the characteristics of a good supervised agricultural experience program?
3. What is a good experience program for a student in vocational agribusiness?
4. How important is it to get high production?
5. What crop yields should we secure?
6. What livestock production should we secure?
7. What should be our goals for an experience program in agriculture?
8. What are the probable returns from _____? (Figure on four or five productive-enterprise projects)
9. What productive-enterprise projects should we have? (May be dealt with as three problems: cash crops, livestock, and feed crops)
10. What is a good rental or trade agreement?
11. What improvement projects should we have in our experience program?
12. How should we plan a productive-enterprise project?
13. How can we prepare a financial budget?
14. How should we plan an improvement project?
15. What supplementary practices should we have in our experience program?

(Concluded on page 286)

Leader in Agricultural Education:

MELVIN HENDERSON

by
W. H. Witt

Melvin Henderson was a pioneer in the development of instructional aids. He was hired by the University of Illinois in 1938 to prepare teaching aids on farm shop work for the vocational agriculture teachers of the state. This operation soon developed into the Vocational Agriculture Service, which Mr. Henderson headed until his retirement in August, 1962.

Henderson was born at Leland, Illinois, on April 9, 1897. He attended a country grade school outside of Leland and high school at Rollo, Illinois. He enrolled at the University of Illinois in the fall of 1921 and graduated in 1925 with a Bachelor of Science Degree with a major in Agricultural Education.

Melvin's first vocational agriculture teaching job was at Athens, Illinois. While there, he inaugurated a cooperative spraying program in the community where fruit was a major crop and spraying had been neglected. The vocational agriculture department purchased a power sprayer and made it available to the people in the community.

After three years, Henderson moved to St. Joseph, Illinois, as teacher of vocational agriculture and cooperating teacher with the University of Illinois Division of Agricultural Education in providing student teaching. Here he changed the system of guiding student teachers by giving them opportunities for broadened experiences and increased responsibilities, more like in actual teaching.

In 1930, Melvin Henderson moved to Tolono, Illinois, still as teacher of vocational agriculture and cooperating teacher. There, he pioneered methods of teaching farm mechanics through actual experience. With his students, he designed and built the school farm shop. During the period of about ten years working with student teachers, Mr. Henderson was responsible for directing the teaching experiences of more than 300 student teachers.

By the mid-1930's, farm shop work was being added to more and more of the vocational agriculture programs in high schools, but many of the teachers were poorly prepared to teach it. The Illinois Association of Vocational Agriculture Teachers requested help from the University of Illinois, not only for the prospective teachers in training but also the teachers on the job. Melvin Henderson was hired in 1938 to provide this instruction and service. His efforts included work with staff members in the Department of Agricultural Engineering to get the farm shop courses changed to a more practical, teachable level. That helped in the preparation of the prospective teachers. In-service short courses were organized and held throughout the state for teachers of vocational agriculture.

By the time Mr. Henderson retired in 1962, the Vocational Agriculture Service at the University of Illinois had grown to include a staff of seven academic and technical members who provided many kinds of instructional aids for all phases of agriculture, including more than a hundred slidefilms and several hundred subject-matter pamphlets. Kits of materials and equipment for teaching electrical wiring, repairing electric motors, surveying, and concrete instruction were also provided on a loan basis to departments of vocational agriculture in the high schools. Each kit provided the materials and equipment to properly teach such a lesson to a class and enough so all of the students could participate at the same time.

Mr. Henderson was not only interested in preparing teaching aids for Illinois but was also in contact with people in other states, sharing ideas and working together. In 1955, he called a meeting of state representatives from the North Central Region at Urbana, Illinois, to organize a program for the regional development of teaching materials. At the 1956 meeting of the North Central Regional Conference, a Teaching Aids Committee in Agricultural Education was created under his leadership. The primary function of the committee was to make the teaching-aid materials, created by the various states, available throughout the region. This was accomplished by publishing a list, with descriptions of the various aids, so the different states could know about them. The committee met the day preceding the opening of the regional conference. The members discussed and exhibited new items available from the states as well as policies and procedures that needed to be re-

(Concluded on page 286)

CONTINUED *BETTER SOEP's . . .*

This series will take about 30 days and, properly taught, will go a long way toward developing the necessary understanding. When students understand, they are more cooperative and have better motivation.

Even when students understand experience programs, they still require further help to carry them out efficiently and effectively. If we are not careful, we may put such emphasis on having experience programs, that just having one becomes the goal rather than promoting learning. For the experience program to be worthwhile the student must do more than have a project, say an acre of corn, and do just what his father has done for years. The student should apply the knowledge and skills he learns in class to his or her experience program. It is important that improved/approved practices be carried out in experience programs. Since most of the improved/approved practices will not just happen it is necessary to have a series of lessons on carrying out experience programs.

SERIES OF LESSONS ON CARRYING OUT EXPERIENCE PROGRAMS

1. What improved practices are critical in carrying out a successful experience program?
2. How should we develop a calendar of activities (or practices) for our experience programs?
3. How should we write up the plan for carrying out an improved practice?
4. How should we keep records and evaluate the improved practices carried out?

The series on carrying out experience programs should take between 5 and 10 days and have students about ready to begin experience programs.

Besides the two series of lessons already covered, students need to know how to keep records. A good series of lessons on records should include the following six lessons.

SERIES OF LESSONS ON KEEPING RECORDS ON EXPERIENCE PROGRAMS

1. What uses can we make of records we keep on our experience programs?
2. What records should we keep?
3. How should we take a beginning inventory?
4. How should we calculate net worth?
5. How should we keep records of expenses and income?
6. How should we keep production records?

This series of lessons on record keeping will take approximately 10 days. At the conclusion of these three series of lessons students should be ready to select, plan, and carry out good experience programs.

At the end of the project year, during the student's sophomore year a series of lessons on summarizing and evaluating experience programs will need to be taught. Many teachers have found success in student experience programs using these or a similar series of lessons. It is essential that every program of vocational agriculture provide the needed experience and application of classroom work through experience programs.

Good SOEPs will also require regular supervisory visits, working with parents, making plans to secure supplies and equipment, and many other activities. Teaching the three series of lessons discussed earlier will provide the important foundation necessary for good experience programs. Carrying through on the day-to-day details and encouraging students will lead to outstanding SOEPs. ◆◆◆

CONTINUED *LEADER*

viewed or changed. The Teaching Aids Committee still functions today, much as was originally planned, except it now meets as one of the special interest group sessions within the Central States Seminar.

On numerous occasions, Mr. Henderson offered his facilities to other states to help prepare teaching aids they themselves were inadequately equipped to handle. A series of five color slidefilms on meat identification was prepared in Illinois as a North Central Regional project. It was available to teachers for a number of years.

Mr. Henderson extended his cooperative attitude to the national level. In 1957, he was instrumental in organizing the AVA Professional Information Committee. Its functions were to implement procedures for disseminating the various resource materials produced by the states, help coordinate production efforts and the distribution of these materials, and encourage the production of additional materials. From the beginning, the committee published a list and description of the various aids sent in by the regional representatives, similar to the one prepared by the North Central Committee. Through the publication and an annual meeting at the time of the AVA Convention, most of the functions of the committee have been met. That committee still functions today as the Vocational Instructional Materials Section of New and Related Services Division of AVA.

Melvin Henderson has now been retired for about 17 years, but public education and vocational agriculture in particular have benefited and still are from his insight, efforts, and devotion. His desire to improve agricultural education, his ability to chart new approaches to vocational agriculture instruction, and his record of accomplishment, stand high in the field of vocational agriculture education.

Mr. Henderson's achievements have also been noted and appreciated by many of the sister organizations. A few of the honors bestowed on him were as follows:

Outstanding Service Award in 1960 from the American Vocational Association, Honorary FFA American Farmer Degree in 1962 from the National Future Farmers of America Association, Honorary Life Membership in 1962 from the National Vocational Agriculture Teachers Association, Distinguished Service Certificate in 1963 from the U.S. Office of Education, Certificate of Merit in 1964 from the Illinois Farm Electrification Council, Certificate of Merit in 1965 from the Illinois Association of Vocational Agriculture Teachers, and Award of Merit in 1965 from the College of Agriculture Alumni Association of the University of Illinois.

Melvin now lives in North Carolina, Route 5, Asheville, 28803. Mrs. Henderson died in August of 1975. Their family includes three sons—Clarion B. of Champaign, John A. of Ashville, North Carolina, and Lehmann M. of Hot Springs, Arkansas. ◆◆◆

CONTINUED *ACCEPTABLE AND UNACCEPTABLE . . .*

PLANNING SUMMER PROGRAMS

Fortunately, those activities most uniquely related to summertime agriculture are also activities acceptable to administrators and others. So, it may be a matter of reviewing and replacing unacceptable activities with acceptable ones. Planning a summer schedule with, and keeping local administrators and communities informed will help to insure a sound and accepted vo-ag program.

"Administrators favor 12-months employment for teachers of agriculture if teachers spend most of their time during the summer assisting students with farming programs. Other activities which directly involve local people are acceptable," according to Webb. His warning seems particularly appropriate. "Unless the present situation is improved, the time may not be far away when agriculture teachers will be hired on the same monthly basis as other teachers. Is that what we want?"

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CONTINUED *HOW TO START OUT ON THE RIGHT FOOT*

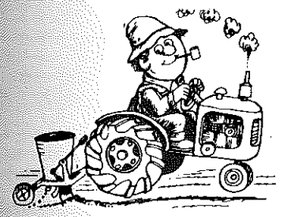
GUIDELINES

The follow are some guidelines for the shop area:

1. Open tool areas, let students get tools they need, and then close and lock the tool cabinets. In time, when one has the feel of the class, cabinets may not need to be locked, just closed.
2. There should not be any horseplay in the shop area.
3. Safety rules should be followed at all times. Students should be given a test on their knowledge of safety rules, with a minimum of 80% correct to be allowed into the shop to work. The tests can be kept on file as proof of safety training.
4. All students should be busy with projects or work at learning stations when in the shop.
5. All project work should be done in a neat and orderly fashion; this teaches students habits that can be used throughout life.
6. Shop clean-up should be done as a team. Assigning different clean-up areas can foster a non-cooperative atmosphere in which everyone is at odds, thus losing the team effort effect.

POSITIVE ATMOSPHERE

If the advice given here is taken, one is assured of getting started on the right foot. First, a positive atmosphere prevails. Second, students are being taught what they need to know. Third, one is organized in a way which facilitates meeting teaching goals. Finally, by being provided with a good example, students develop proper shop habits which will allow them to produce quality projects for a lifetime. ◆◆◆



GRANDFATHER'S COLLECTION

Grandpa was quite the toastmaster in his day but he never tired of telling the story of the time that he met his match. It seems Grandpa was addressing a group of elderly ladies on the topic of Agriculture in the Developing Countries. "The men are quite careless with their wives," Grandpa said, "and spare them none of the hard labor in the fields. It is not an uncommon sight to see a woman and a donkey hitched together—"

Just then a lady in the audience could restrain herself no longer. "That's nothing," she said, "You can often see that here, too."

* * * * *

From the Cowboy Dictionary: "Occupational Hazard"—For some of our city cousins an occupational hazard is being offered a job when they report to collect their unemployment checks.

* * * * *

I suppose you've heard about the city feller who wanted his horse boarded so he asked around as to how much it should cost him. One of his friends replied, "the price ranges from one dollar a month to fifty cents to two bits, but whatever it costs you, you're entitled to the manure." So, armed with this knowledge the feller goes to the first farmer and the farmer says, "One dollar," and the city dude replies, "but I get the manure?" The farmer nods. At the next place on down the road it's fifty cents, and the city feller once again says, "but I get the manure?" And again the farmer nods. At the third farm it was two bits and again the same story. The city feller thinks maybe he can get even a cheaper fee so he goes to a broken down farm and the old bedraggled farmer says, "ten cents a month." The city feller's eyes lit up and he asked hopefully, "but I get the manure?" At this the old farmer replies, "sonny, at ten cents a month they ain't gonna be any manure!"

* * * * *

Parental Poker — Another thing wrong with our homes today is that too many modern couples think a pair beats a full house.

* * * * *

A huge, mean looking gangster type, the kind of a guy who thinks underarm protection is a 38 in a shoulder holster, accosted a small demure farmer on Main street in a country town. In a frightening voice he asked the farmer, "C-c-can you t-t-tell me how to g-g-get to the b-b-bank?"

The farmer paled, turned on his heels and raced down the street. Mad and with no patience, the big man pursued him. They raced for close to a mile until the farmer's wind gave out and he was overtaken and captured. The hood seized him by the arm and cried angrily, "W-w-why d-d-did you run away w-w-when I asked you a q-q-question?"

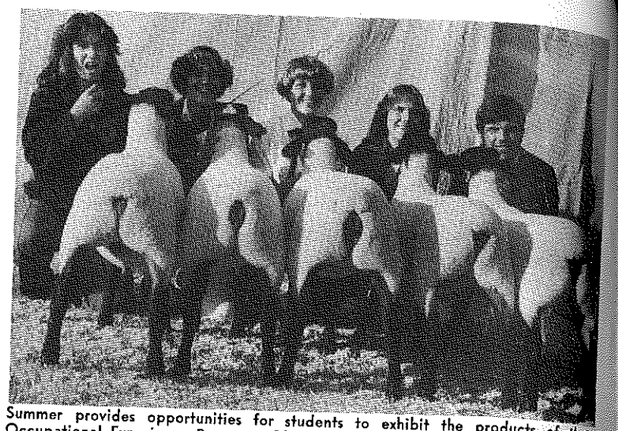
The farmer looked up and said, "D-d-do you t-t-think I w-w-wanted my b-b-block knocked off?"

Until next time. . . .

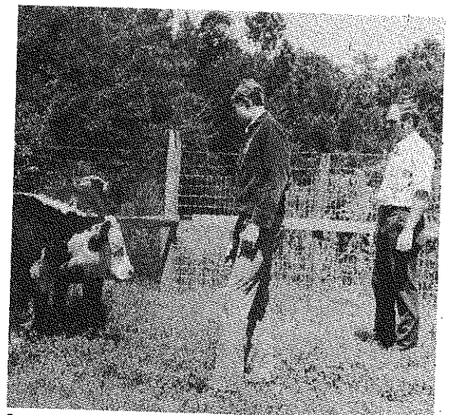
Keep up the good work

STORIES IN PICTURES

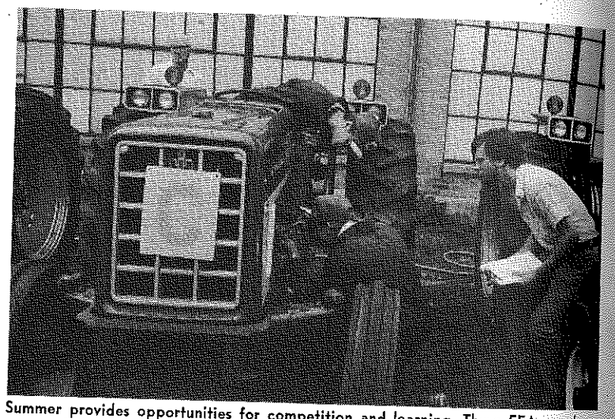
by Joe Sabol



Summer provides opportunities for students to exhibit the products of their Occupational Experience Programs. These Bakersfield High School FFA members are showing their pen of 5 lambs at the Kern County Fair held in the summer. (Photo courtesy of Mr. Roger Riley, their Vocational Agriculture instructor, Bakersfield, California)



Supervision is the Key: The occupational experience program is essential to a strong summer vo-ag program. This Louisiana teacher provides the supervision key as he visits his student's program. (Photo courtesy of Dr. Jim Atherton, Louisiana State University)



Summer provides opportunities for competition and learning. These FFA members are participating in the tractor troubleshooting contest held during the New York State Fair. (Photo courtesy of Ken James, Agricultural Education Bureau, New York State Education Department and Art Berkey, Cornell University)

Summer provides opportunities for recognition of our friends and support groups. Arthur Ives, President of the New York Agriculture Teachers Association is presenting an honorary membership to John Spencer, President of the New York State Lumni Association. This presentation was made at the summer Professional Improvement Conference. (Photo courtesy of Edwin Russell, Malone, New York and Art Berkey, Cornell University)

Summer provides opportunities for professionalism. Your N.V.A.T.A. Board of Directors for 1978-79 are pictured here. Seated (left to right) Sam Stenzel, Executive Director, Lincoln, NE; John Mundt, President, Meridian, OH; James Guilinger, Past President, Sycamore, IL. Standing (left to right) Tom Jones, VP - Region I, Marana, AZ; Albert Timmerman, Jr., VP - Region II, Rockdale, TX; Layton Peters, VP - Region III, New Ulm, MN; Robert McBride, VP - Region IV, Kenton, OH; Troy Caruthers, Sr., VP - Region V, Ocala, FL; David Miller, VP - Region VI, Baltimore, MD. (Photo courtesy NVATA)

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GRANDFATHER'S COLLECTION

AGRICULTURAL EDUCATION

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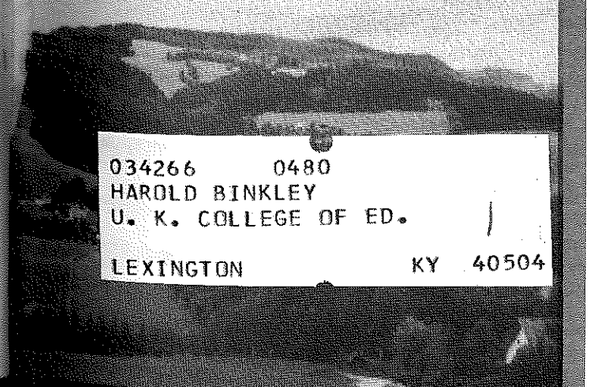

Theme — International Agricultural Education — Filling The World's Bread Basket