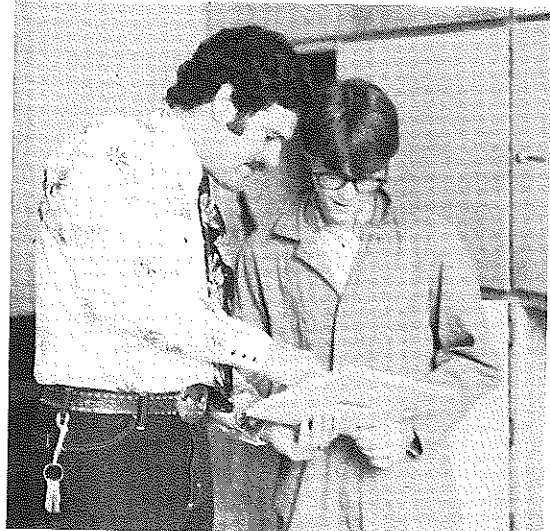


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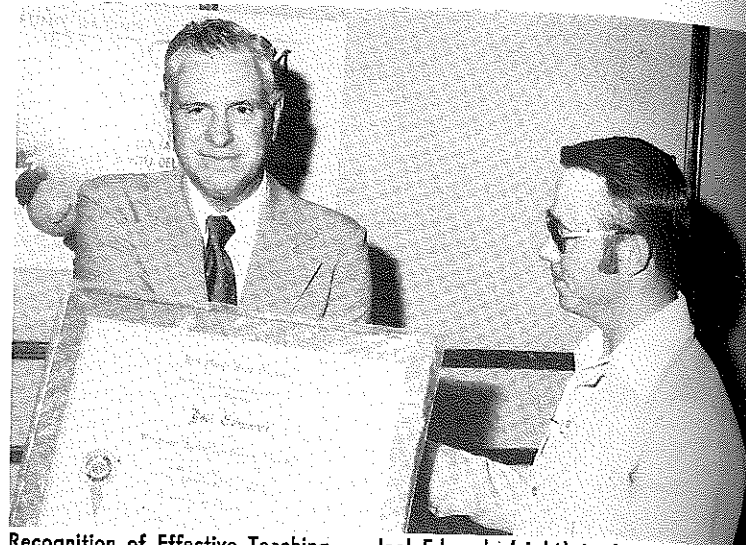
by
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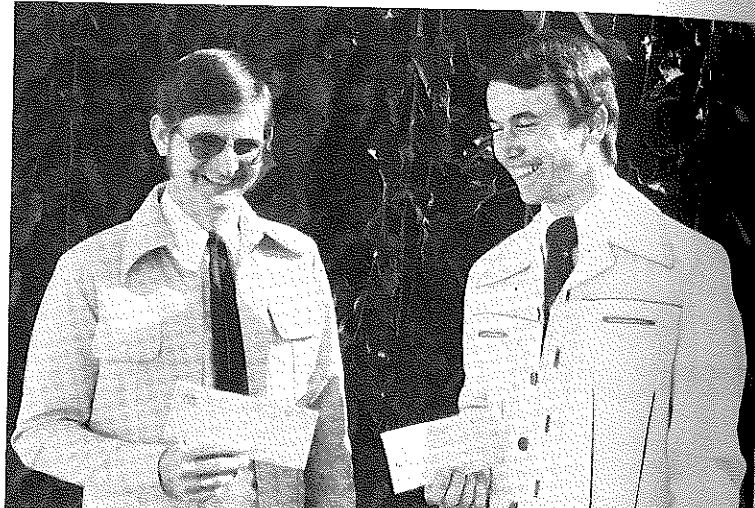
Problem Solving — An effective teaching method brings students and teachers close together in a real life setting. Ms. Janess Eilers helps her three Exeter High School students to discover and solve insect problems in the greenhouse at Exeter, CA. (Photo courtesy of Joe Sabol, Cal Poly, San Luis Obispo)



Taking the time — Dave DeSilva takes the time to be an effective teacher with one of his shop students at Riverdale Joint Union High School, Riverdale, CA. (Photo courtesy of Joe Sabol, Cal Poly, San Luis Obispo)



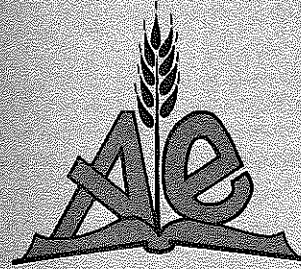
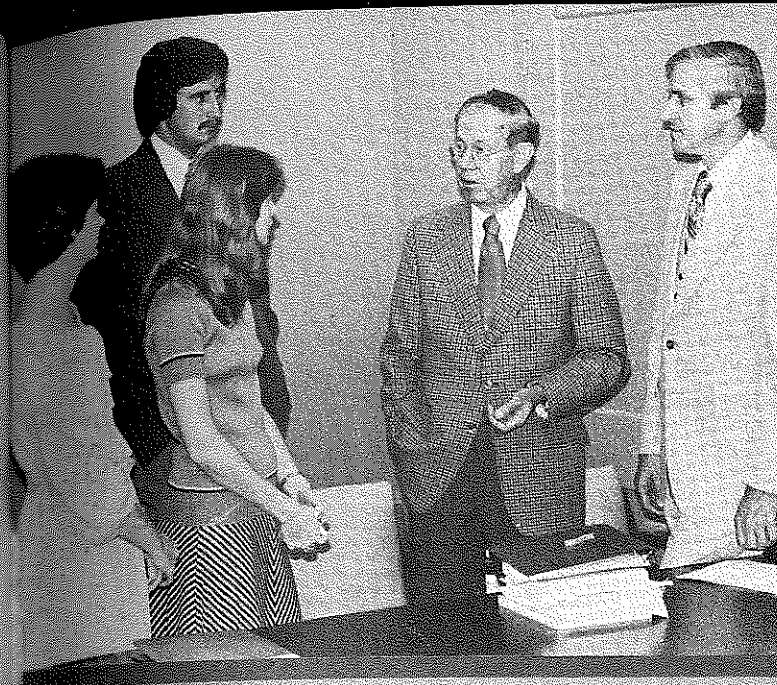
Recognition of Effective Teaching — Joel Edwards (right) is shown being presented with the N. M. Vocational Agriculture Teacher of the Year Award by Dr. L. S. Pope, Dean of the College of Agriculture and Home Economics, New Mexico State University. (Photo courtesy Paul Vaughn, New Mexico State University)



Outstanding Young Teachers — Carl Wheeler (left) and Jimmy Owens indicate their pleasure over being selected as Outstanding Young Teachers in New Mexico. The cash awards are presented by the New Mexico Farm Bureau. (Photo courtesy Paul Vaughn, New Mexico State University)



Effective teaching must include much practice time for the students. The Pennsylvania State FFA Judging Contest provides the practice and incentive for students studying Soils and Land Judging. Both sight and touch must be used to make decisions in land management. (Photo courtesy photography committee and James Mortensen, Penn. State)

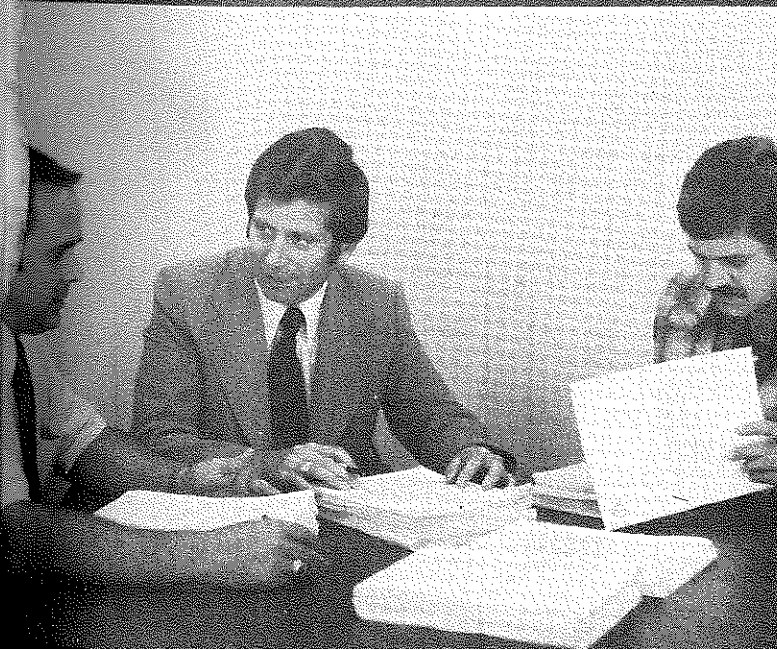
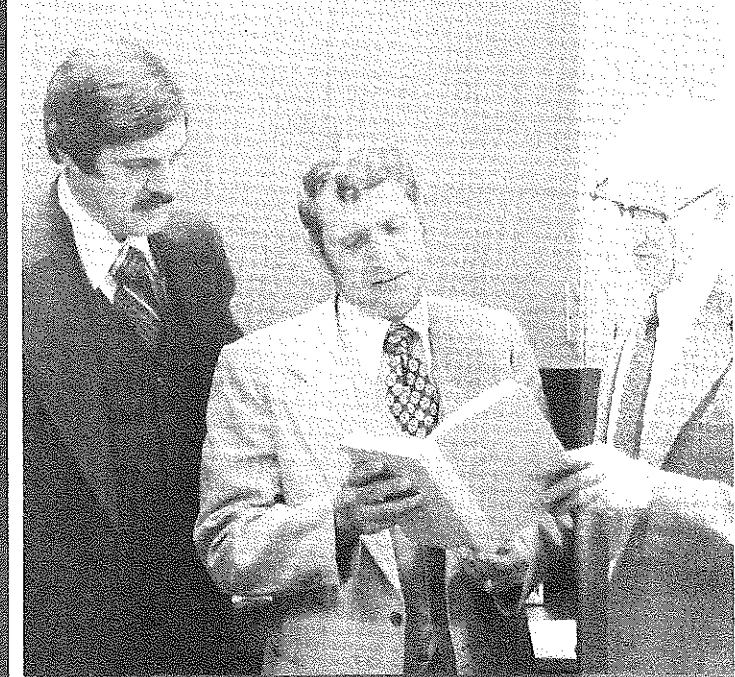


AGRICULTURAL EDUCATION


Volume 51

Number 6

December 1978



**Theme—
Professionalism—
That's The Name
of The Game**



AGRICULTURAL EDUCATION

December 1978 Volume 51 Number 6

THEME — PROFESSIONALISM — THAT'S THE NAME OF THE GAME

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COVER PHOTOS



Top Photo — H. Neville Hunsicker, USOE Program Specialist (second from right) gives Mississippi State University graduate students (L-R) Susan Moore, Jamie Ladner, Patti Miller and faculty member Jasper S. Lee a tour of the USOE facilities in Washington, D.C. (Photo by Mike Widham, Miss. Coop. Ext. Service)

Center Photo — Alfred H. Krebs (right) V.P. for Admin., Virginia Polytechnic Institute and S.U. discusses use of his book, For More Effective Teaching with Ronald A. Brown (left) and John W. Oren (center) of the Mississippi State University Agricultural and Extension Education Dept.

Bottom Photo — Bennie L. Byler, chairman, (center), Glen Shinn (left) and Ronald A. Brown (right) review papers to be presented at the National Agricultural Education Research Conference in December. (Photos by Jasper S. Lee, Mississippi State University)

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

Second-class postage paid at Athens, Ohio.

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

SUBSCRIPTION PRICE: \$7 per year. Foreign subscriptions \$10 surface mail, \$20 air mail (except Canada). Student subscriptions in groups (one address) \$3 for eight issues. Single copies and back issues less than ten years old are available at \$1 each. All back issues are available on microfilm from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. In submitting subscriptions, designate new or renewal and address including ZIP code. Send all subscriptions and requests for hardcopy back issues to the business manager: Glenn A. Anderson, Business Manager, 806 Cambridge Rd., Blacksburg, VA 24060.

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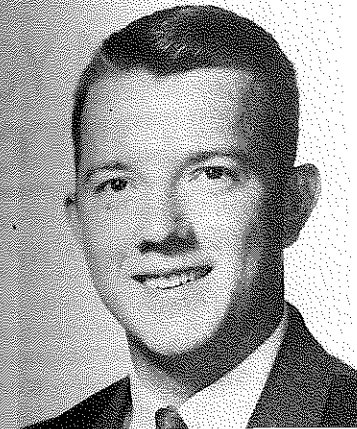
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GUEST EDITORIAL



Larry D. Allen

PROFESSIONALISM— WHO NEEDS IT? WE ALL DO!

by
Larry D. Allen
Vocational Agriculture Teacher
Choudrant High School, LA

Professionalism, do you meet the requirements? Webster defined professionalism as "the conduct, aims, or qualities that characterize or mark a profession, or a professional person." Teachers are professionals just as lawyers and doctors are. Being a professional carries with it certain roles and responsibilities. Three specific areas with which we should be concerned are: professional status, professional improvement, and professional organizations.

Of all the disciplines in the teaching profession, the vocational agriculture teacher is one of the best known in the community. He often carries the image of all teachers on his shoulders. This is a great responsibility, but one we should be proud of.

PROFESSIONAL STATUS

Status is the position or rank in relation to others. We as vocational agriculture teachers should be concerned with the professional status of all educators and do all we can to help maintain and improve our status. This all sounds fine, but how can we improve our status? The following are some of the things we can do to improve our professional status:

1. *Be courteous and professional in dealing with the public.* Many times we are asked questions to which we cannot give an accurate answer. Rather than reply "I don't know" and let it go at that, tell the individual that you will research the situation for them, or if necessary, refer them to an expert

in that area. The inaccurate "off the top of the head" answer to a question may come back to haunt us someday; thus, loss of credibility.

People enjoy and appreciate being treated courteously and respectfully. Such treatment will only improve our professional status as teachers. A good rule of thumb would be to treat the public as you enjoy being treated.

2. *Do the job we are hired to do.* Too many times we hear stories of the 12-month vocational agriculture teacher who takes a 3-month paid vacation in the summer, or the teacher who never visits or administers the supervised occupational experience programs. These are the individuals who help to lower our status as professionals. The neglect of their duties are observed not only by the people of their community, but also by their school officials. These individuals are giving, not only vocational agriculture, but the entire teaching profession a bad image. As the saying goes, "a bad apple will ruin the barrel."

3. *Dress appropriately.* How we greet the public has a great impact on how they consider us professionally. Many of the activities that we are engaged in will ruin our clothing, but there are protective articles such as coveralls and laboratory coats. When working with the public the vocational agriculture uniform or a shirt and tie will do much to give the public a professional impression of us as teachers. It is said that the first impression is a lasting impression. Let us attempt to make that first impression a favorable one.

PROFESSIONAL IMPROVEMENT

We as professionals have the responsibility of keeping up-to-date in our endeavors. Vocational agriculture teachers can remain current by several methods:

1. *Establishing a good reading program.* Through a good reading program, we can keep up to date on the most modern procedures and techniques not in only agriculture, but education. Many times we are asked for advice related to agriculture. It is only fair to our community and profession to give accurate and current information. Through a good reading program, we can accomplish the objectives of keeping up to date not only in agriculture, but in education as well.

2. *Continuing our education.* Furthering education not only helps us to improve ourselves professionally but also financially. Through a program of continuing education, we can keep current in our discipline as well as share ideas and procedures with other teachers. One can learn as much from the other teachers in the class as he learns from the professor teaching the class. The sharing of ideas and techniques is not only generous but professional.

Furthering one's education indicates to the public and to school administrators that we are sincere in doing our utmost to stay informed in the fast changing worlds of agriculture and education.

3. *Participating in in-service programs.* In-service programs are organized efforts to assist teachers in the improvement of their effectiveness.

(Concluded on page 135)

CARING ENOUGH!

As is well illustrated in this issue, different people have different ideas about what it takes to be a professional. Yet, they all share the underlying concept that *the professionals are the ones who care — who care enough to do the best job they know how; who care enough to help guide the direction of their profession; and above all, who care about the people involved.*

DOING THE BEST JOB WE KNOW HOW

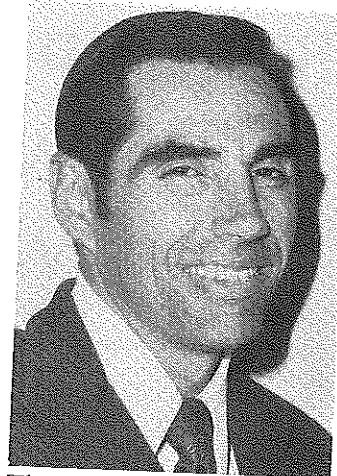
When we put our "all" into our profession, who could ask for anything more? The professionals who give their "all" in teaching agriculture automatically eliminate criticism of the summer activities and insure 12 months pay because everyone knows what they are doing and why. They insure understanding from the other teachers in the school about the higher pay scale, because those other teachers know about the after school supervision and additional activities at night and on week-ends since they have seen the professionals who give their "all" at work. The students respect and support those teachers who give their "all" because they know those teachers are interested in and care about them. It is evident by those teachers' actions. Those actions speak louder than any words they could ever tell them. It results in greater interest and less discipline problems from those students.

GUIDING THE PROFESSIONAL ORGANIZATION

The teachers who care — care enough to help direct their professional organizations. They are active at the local, state and national levels, not only with their membership, but with their active involvement in determining the activities the organizations should undertake and in carrying out those activities.

CARING ABOUT PEOPLE

Those professionals who care — care about the people for and with whom they work. They are interested in, not only giving the administration and school board their money's worth for their contract, but in helping the administration and board put together the best school possible.



FROM YOUR EDITOR

James P. Key

They then help them sell that school to the community through those excellent contacts unique to agriculture teachers. They are interested in promoting the team concept with the other teachers to help provide the best education possible for the students entrusted to their educational care. This goes beyond the simple cooperation stage to the stage where each teacher actively looks for ways to help the other teacher carry out and improve their program.

Finally, and most importantly, the professional agriculture teachers care — care for their students in the most meaningful way. They not only care for the agricultural knowledge taught; skills in ag. mechanics improved; or agri-business occupation or leadership skills developed; they care about each student as an **INDIVIDUAL**. This is the kind of caring taught by the World's Greatest Teacher. It goes beyond the interest shown through home visits, the demand for the best achievement from each student, the long hours spent helping students with projects, FFA activities or all those other activities. It is a concern for each individual student; to try to help them set the goals for their lives and then develop the attitudes, skills and knowledge to achieve those goals. This, then, is the heart of professionalism for the ag teacher — the **LOVE** for each individual student and the willingness to put their "all" into the effort to help them develop themselves to their fullest potential.—ed.

PERSONAL PROFESSIONALISM

As one of today's agriculture educators, you may be somewhat confused in analyzing your professional status. Because there are many professional organizations that solicit your support, you can no longer belong to all of them. With this fact in mind, we all should feel obligated to investigate the philosophy of each organization so that we can put our support in the ones that best represent our concerns. It is important that an educator join and support the organization that represents him in a progressive and professional manner. Active membership in a professional organization, though important, is only one factor in your professional profile.

PERSONAL ATTITUDE

Another important point to consider is your personal attitude. Are you honest and fair; do you have high standards for yourself which command the respect of your students? Do you recognize the responsibility you have in being an example and in preparing young people for the future? Are you conscientious, making effort to improve? Do you do the very best job that you can — not caring who gets the credit?

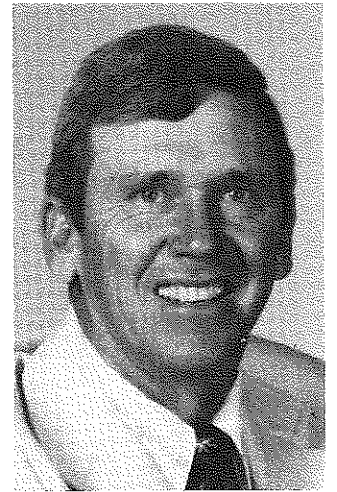
LEADERSHIP FOR AGRICULTURAL INDUSTRY, by Bob R. Stewart. New York, NY: McGraw-Hill, Inc., 1978, 144 pp. \$3.48.

This student textbook is designed to assist individuals in comprehending the leadership process and in developing leadership skills. Additionally, the text focuses on the personal growth and development of individuals. Although the examples and illustrations are oriented toward the FFA, the concepts and activities presented would be useful to members and advisors of all youth organizations.

Leadership for Agricultural Industry consists of thirteen chapters organized into the following three major units: (1) Leadership and personal growth; (2) Working with others; and (3) Developing leadership skills. Each major unit is introduced with an occupational matrix. The matrix illustrates the importance of topics presented within the unit to employment in selected agricultural occupations.

Chapter one focuses on the major types and styles of leadership. Examples are presented which identify the common personal characteristics of leaders and situations which influence leadership styles. Chapter two assists individuals in analyzing the per-

by
Guy Finstad
Vo-Ag Teacher
Cal Farley's Boys Ranch High School
Texas



Guy Finstad

PROFESSIONAL IMPROVEMENT

A professional educator will take advantage of every means available to improve personally and professionally. He will attend in-service training meetings and workshops. An educator must always be learning and adjusting his teaching techniques in the most beneficial way for the student. A professional must never be satisfied with mediocracy.

STUDENT RELATIONS

In addition to good, working knowledge of the subject matter, the professional will know how to deal with a particular group of students. He will stimulate and inspire them, give them the feeling of personal worth and convince them of the importance of learning. The professional will develop the art of communication; he will have a

good relationship with students beyond the classroom. He will also have the understanding and cooperation of parents. He should be attentive to the needs of individual students and guide them to think, analyze and solve problems.

THE "PRO"

Learn to formulate goals, develop plans and put them into practice. One who has the best interest of God, family, country, school, college and community in mind in everything that he does is a terrific asset anywhere he may be. He is a "pro". ♦♦♦

sonal benefits and liabilities of leadership. A section is included which assists the student in taking a personal inventory of his/her leadership traits. Chapter three emphasizes the important personal characteristics and social skills leaders are expected to possess. Making individual and group decisions and planning for sound decision making provides the framework for the fourth chapter.

The importance of working with others in either a group or individual situation provides the framework for the next five chapters. The fifth chapter stresses the value of promoting human relations as a leader and dealing with prejudice. Chapter six aids students in identifying how groups and organizations develop and the roles of group members. The content of the seventh chapter is oriented toward developing oral and written communications skills. The eighth chapter focuses upon leading group discussions and preparing and delivering speeches. The ninth chapter of the text is concerned with developing skills for conducting meetings according to parliamentary law.

The third major unit in the text focuses on the development of leadership skills and consists of the final four chapters. Chapter ten identifies factors that may be used to evaluate an organization. The content of

the eleventh chapter identifies the responsibilities and duties of effective members and leaders within an organization. Chapter twelve emphasizes the value of the FFA as a leadership laboratory and briefly describes the opportunities available to FFA members. The final chapter in the text assists students in identifying and evaluating job openings with respect to their personal interests. Procedures are also detailed to follow in applying for and interviewing for a job.

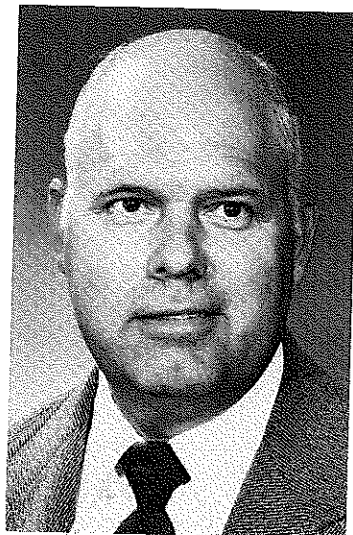
Each of the chapters ends with a brief review and possible study questions. A separate student workbook, *Leadership for Agricultural Industry Activity Guide*, which contains six different types of exercises is highly recommended for use in conjunction with the student text.

The author is Professor of Agricultural Education at the University of Missouri and a recognized leader in leadership development. He has published numerous articles regarding the FFA and leadership development activities. Dr. Stewart has developed a student reference which should be easily understood by junior high and senior high school students.

Edgar Yoder
Agricultural Education
Pennsylvania State University

(Please submit articles 2 1/2 months in advance of Theme to allow publication time.)

COMING ISSUES	JANUARY — Golden Anniversary Issue — Looking to the Past and the Future	JULY — International Agricultural Education — Filling the World's Breadbasket	COMING ISSUES
	FEBRUARY — FFA — A Valuable Resource For the Agriculture Teacher	AUGUST — The Overworked Ag Teacher — Determining Priorities	
	MARCH — Classroom Instruction — Getting the Ideas Across	SEPTEMBER — A New School Year — Opportunities Unlimited	
	APRIL — Supervised Experience—Doing to Learn — Learning To Do	OCTOBER — Our Grassroots Community Relations — Parents, Advisory Committee, Administration, Legislators	
	MAY — Agricultural Mechanics — Developing Important Skills	NOVEMBER — Adult Education in Agriculture — An Extension of Our Vo-Ag Program	
	JUNE — Summer Opportunities — Supervision, Planning, In-Service Education, Conferences, Repairs, Other Activities?	DECEMBER — Horticultural Occupations — Learning to Beautify	
	THE AGRICULTURAL EDUCATION MAGAZINE		



Lowell E. Hedges

FOR WHOM DOES THE BELL TOLL?

by
Lowell E. Hedges
Vo-Ag Teacher
Elgin High School
Marion, OH

There are certain characteristics included in the general idea of a profession: (1) special preparation or training, (2) a clearly defined and comparatively permanent membership and (3) the acceptance of the service motive. The professional person is expected to have competence in his chosen field, respect for human beings, integrity and a primary concern with service rather than with prestige or profit. Even though he does not always live up to the ideal, the professional person is always expected to render his best service in order to advance the public interest.

Few fail because they are technically unprepared, or do not have the capability of learning and mastering technical competencies. Rather, the failure somehow is a more personal thing — not caused by ability level, but by attitude. It is an attitude based more on self, rather than on others — an attitude devoid of the service motive.

Let us compare the attitudes of the successful teacher and the failure — the professional and the unprofessional.

A PROFESSIONAL LIKES HIS STUDENTS AND WANTS HIS STUDENTS TO LIKE HIM

One obvious indication of whether or not a teacher is a true "professional" is revealed in his attitude towards students. You may have the unprofessional in your staff who relates to students as if they were an enemy. This attitude is reflected in the way the teacher "talks to" as well as "talks about" students. In the faculty room and elsewhere, you will hear this teacher belittle students, refer to them as brats, hoods, or dirty bums, and then advance to a form of victimizing students by every word and deed. Little courtesy toward — and respect of — student needs and concerns can be found in his attitude and actions. He shows contempt and disdain for students.

In contrast, the professional teacher thinks of, and refers to, the students as people — the young adults they truly are. He grants the dignified status of student — someone capable of learning — of mastering the subject. He grants the student the right to express his views and advance his interests, the right to ask questions, the right to disagree, even the right not to understand. At the very least, the professional treats the student with the common pleasantness and courtesy we all hope to meet in most everyday social situations.

A PROFESSIONAL IS CONSIDERATE OF OTHER STAFF MEMBERS

A sure way to get in trouble with your colleagues and to be labeled unprofessional is by coming to meetings late, leaving early most of the time, forgetting the meeting altogether, getting excused for a doctor's appointment or hair appointment, leaving to keep some other commitment, or giving some similar, personal excuse. Another unfavorable action is grading papers during meetings. Right or wrong, justified or unjustified, it will make you the target for resentment from other members of the staff. Also think back over the years — doesn't it seem to be the same teachers on the staff who continually offer these excuses or fail to meet their professional responsibilities?

A true professional is identified by his relationship with the other teachers, with the supervisors, administrators, and the board of education. Specifically, a true professional follows the "chain of command." A professional teacher knows that never, under any circumstances, should a teacher or any other staff member take a complaint or request directly to a member of the board of education. If you are a true professional, you take requests to your immediate supervisor or administrator. Whether it is a complaint or a request for something you need, you don't go "over the head" of your immediate supervisor. This professional approach allows you to show respect and main-

(Concluded on the next page)

tain a professional relationship. When this approach is not followed, you put an administrator in an awkward position. Any other method used by a staff member will only result in destroying any confidence, loyalty, or respect that exists among all members of your school team.

A PROFESSIONAL DOES MORE THAN THE MECHANICS OF EVERYDAY TEACHING

In most occupations, workers often think that if they manage the mechanics of a job, they are professionals. We teachers are no exception. We attend to the mechanics of our own jobs, get to school on time, meet all our classes and cover precisely the subject matter that we have set out for ourselves to complete, and we remain in the school building at the end of the day until the prescribed time for leaving. We take accurate attendance in the mornings, we check the coaches' athletic eligibility list, we complete the grade cards on time, we complete all necessary reports accurately and promptly, and at the end of the school year, we submit all inventories to the administration. But, being a professional is more than this.

As teachers we are, naturally, expected to do "our job." In this wide world of work, we aren't measured by the accomplishments which we are expected to achieve, we are rated by the extra things we are willing to do. In this wide world of work, the person who "just does his job" is regarded as average. Being average in the profession of teaching is not good enough.

A professional teacher does more than the "mechanics" of everyday teaching. In an effective school, it is the professional teachers who assume the responsibility of the work of the school. Such teachers volunteer for committee work, such as selling tickets, sponsoring student organizations, supervising parties, and fulfilling the countless other tasks that must be accomplished in a school. That's why they are regarded as professional teachers. They are both willing and competently able to perform these duties in addition to their normal classroom responsibilities. "Doing a little more" is something teachers must practice.

In your experience outside the area of education, aren't the people with whom you are most impressed the ones who "do a little more" than what is expected of them? They go beyond

their job in extending a special quality of human relationship when they are serving people — an unconditional positive regard for others.

As professional educators, we must allow ourselves to advance beyond the limits of "prescribed" duties and responsibilities. There are so many ways we can extend ourselves for others. For example, when someone is in need, we can be there, or when a colleague is "feeling low," a student is failing, a parent needs to know the school does care about his child's problem, or the cafeteria cook is sick, we can take time to listen and to encourage. It means much to others when there is no obvious need to "do a little more."

A PROFESSIONAL WANTS HIS SCHOOL TO BE STUDENT-CENTERED

The teaching profession has expended considerable energy in the last several years in an effort to improve its image in the eyes of the tax-paying public. In many ways we have succeeded. However, a nagging question remains: Have we reached the point of diminishing returns in our efforts towards "professionalism?"

In the drive towards this so-called goal of professionalism, moderation seems difficult for some teachers to attain. For example, there's a strong movement among teachers to "lock in" the school day. Everything, they say, should be on school time. They want more time per week for preparation, no duties of any kind before the bell rings to begin their classes, and none when the final bell sounds at the end of the day. They want school dismissed on special days for in-service training. Extra-class activities, playground and lunchroom responsibilities, along with night activities are out of the question. Attendance at organizational levels beyond the local school (county, district, and state meetings) is a forbidden activity, that is, unless extra pay is given. Their theory: if it's important enough to have, it's important enough to have on school time.

I believe there's one hitch in that kind of thinking. It is a teacher-centered school rather than a student-centered one. It might even be acceptable if teaching was not regarded as a profession. However, it is.

If teachers are looking for an eight-to-five job, they surely know by now that they won't find it in education.

Neither will they find it in any of the other recognized professions. Only in a few occupations will they find a simple, organized, and forecastable day broken down into three separate eight-hour blocks. These recognized professions do not allow this simplicity in the 24-hour day.

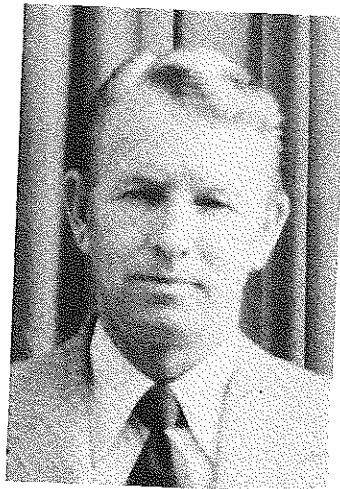
When considering the time it takes to get the work of the school accomplished, there are two important points that every teacher must consider. First, if everything a teacher must do had to be accomplished on school time, the work of the school would not and could not get done. Children would spend more time outside their classrooms than they would in them.

If hours and days are counted precisely by teachers, then they must be counted by the public, also. We must not push administrators and boards of education to the position of putting everything we must do in writing and that our contracts state specific work hours and exact work loads — everything delineated to the nth degree. If we do, we have made a grave mistake; we have degraded our profession. Let us not, by our greed or self-interest, go beyond the point of diminishing returns in our efforts to be "professional." If we do, teaching will be regarded by the public as an occupation, rather than a profession. That, to me, is not one of our goals.

FOR WHOM THE BELL TOLLS

A well-known quotation of John Donne's has been referred to in many writings. It's appropriate in this one, too. "No man is an island . . . And therefore never send to know for whom the bell tolls; it tolls for thee." What Mr. Donne was partially referring to was this: it was the ancient custom in Europe that whenever a villager died the family sent someone to the church to ring the bell. The tolling of the bell alerted the townspeople to send someone from their homes and businesses to find out who had died.

Fellow teachers, if a vocational agriculture department is closed; if extended service is taken away; if a state and/or national vocational agriculture teachers association is lost; if vocational funds are lost; if a vocation dies; ". . . Therefore never send to know for whom the bell tolls; it tolls for thee." The unprofessional has caused the death of all. ◆◆◆



U. D. Adams

OUR PROFESSIONAL IMAGE

by
U. D. Adams
Vo-Ag Instructor
Sidney Lanier High School
Austin, TX

Teachers of vocational agriculture are engaged in one of the most noble professions of all times. After teaching vocational agriculture for 24 years, I take this opportunity to share my philosophy of what makes an individual "professional".

PHILOSOPHY

The educator of students, regardless of grade level, has an obligation to meet in directing the lives with which they come in contact by sharing their philosophy as well as imparting the subject matter. However, they must make sure that they do not allow their philosophy to overshadow their professional ethics.

SOCIAL AND SELF-DISCIPLINE DEVELOPMENT

Developing academic standards is necessary in today's education. This knowledge, however, is useless if the social and self-discipline development is not combined in the overall growth of the student. This important factor seems to frequently be overlooked by the evaluators, as they pursue academic excellence in competency evaluations.

WHAT MAKES A PROFESSIONAL?

What really makes a person professional? Is it the dues paid into a profession? Is it the dedication to the job description, or is it the image left with those contacted daily? It is my feeling none of these can be left out of professionalism without creating a void. The paying of dues to a professional organization does not make a person a professional. So many times the person who pays their dues will assume professional duties are termin-

ated. Dues only provide a person the opportunity to become a part of organizational activities and allows input into what is believed to be right for their profession. This same individual must become involved in such a manner that it is felt the money is being spent to its best advantage.

INVOLVEMENT

So many times the dues-paying individual does not realize what is happening to his money. There are those who do not really care. They simply use the name of the organization to be thought of as being professional. Then there are those who feel their dues should bring more services which actually have nothing to do with professionalism. The type of service which dues should buy are those which enable the organization to better its working relations with other organizations and individuals important to the members. A professional member must become involved with the organization in order to realize a return on the money.

ACCOUNTABILITY

As professionals we must be dedicated to job descriptions. The job we are hired to do must take priority over outside non-contractual interests. Persons can never consider themselves true professionals if outside interest prevents them from fulfilling the duties for which they were employed. Nothing should come before those duties until that obligation is met. Nothing can hurt a profession more than to have those who collect for a contract while devoting more or equal time to a non-contractual job bringing in more or equal compensation. If we are hired for twelve months with a two-week

vacation then we should give our employer fifty weeks of work. This means that our job goes on even when the students are out for the summer. We must carry out our summer plans by supervising our students and their projects. We also work with adults within the community. If we do not fulfill the job description then we have not met our professional standards.

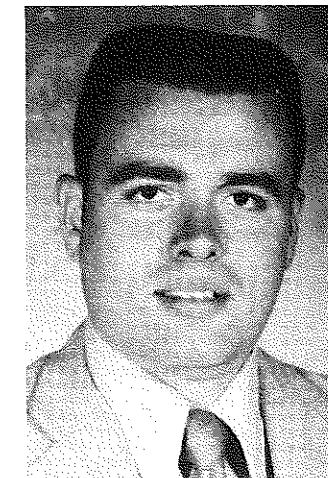
PROFESSIONAL IMAGE

One of the hardest jobs we have as professionals is to leave the right image in the minds of those we come in contact with in our daily work. The ones we must be concerned about the most are the students we teach every day. These minds are impressionable and will carry our image with them for many years. They must know that they have been dealt with fairly in every transaction in which we are involved. They must realize that any contest, whether it be in the show ring or in judging, must meet the standards of honesty, and they must learn that is the only way winning has any meaning. They must realize that your moral standards are high and that theirs must be high also to merit your recognition. When these students leave your program they must have that image impressed in their minds. This is one of the results which makes our profession one of the best in the teaching field.

As professionals we must constantly be on guard to fulfill our responsibilities since we are teachers of vocational agriculture by choice. We must cherish the opportunities to serve those things in which we believe. This we need to do as long as we can render efficient service. The eyes of the community will be watching the performance of the trust we have been given. ◆◆◆

LET'S BE PROUD OF OUR PROFESSION

by
James Faust
Vocational Agriculture Instructor
Peebles, OH



James Faust

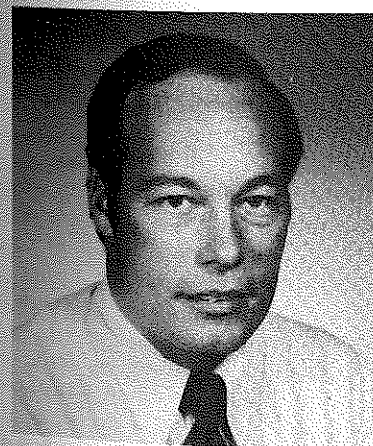
Too often we hear vocational agriculture teachers complain about all the problems and disadvantages of the agricultural education profession. Granted we all can cite examples of various concerns and areas that need improvement; however, it is time we looked at some of the positive aspects of teaching vocational agriculture because "we have a lot going for us." It is with this in mind that I submit the following personal thoughts about "Why Would I Want To Be A Vocational Agriculture Teacher?"

- (1) It's a chance to hold a very important job — teaching agricultural knowledge and skills to the present and future agriculturalists of the nation.
- (2) It's a chance to work closely with young, active high school students, enthusiastic young and adult farmers, and others in agricultural occupations — to help them become better educated.
- (3) It's a chance to be an FFA advisor — to lead and advise the greatest youth organization in the world — to develop leadership, citizenship, and personal qualities in tomorrow's leaders.

- (4) It's a chance to motivate youth — to help them develop into mature individuals with good assurance they will become outstanding individuals.
- (5) It's a chance to be involved in the forward movement of education and to be an important part of the school and community.
- (6) It's a chance to be close to nature, livestock, crops, machinery, and the soil.
- (7) It's a chance to keep up-to-date personally in the many areas of agricultural and research technology.
- (8) It's a chance to earn a very respectable salary — nearly all Vocational Agriculture teachers begin by earning at least \$12,000 per twelve-month year.
- (9) It's a chance to be a part of the vocational professional organizations such as:
State Vocational Agricultural Teachers Association

- (10) It's a chance to lead a very active life with much diversity of activity — there is a large variety of things to do such as:
teach in the classroom
advise the FFA chapter
advise a Young Farmer Chapter
provide instruction and work with adult farmers and other interested persons
supervise numerous field trips
serve on local, district, state, and national committees
be involved in fairs, community projects, and other programs
- (11) It's a chance to be a professional. ◆◆◆

ARIZONA VO-AG TEACHER OF THE YEAR



Tom Jones

Tom Jones, Vocational Agriculture Teacher at Marana High School, Marana, Arizona is the 1978 Arizona Vocational Agriculture Teacher of the Year.

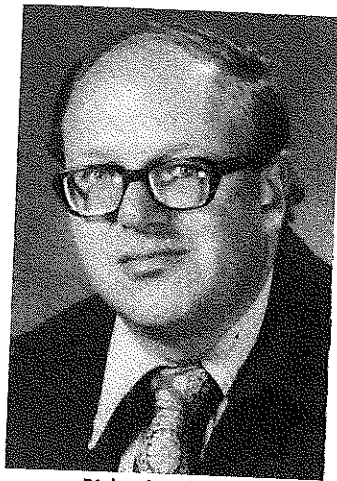
Tom is in his eighth year of teaching and has had many accomplishments. He has served the Arizona Vocational Agricultural Teachers' Association (AVATA) as president-elect and president. During the 1977 NVATA Convention in Atlantic City, he was elected NVATA Vice President representing Region I. In Arizona he has been an outspoken advocate of quality programs through standards and has served as Chairman of the AVATA Legislative Affairs Committee.

Tom is in a two-teacher program which emphasizes agriculture production management, agricultural mechanization and ornamental horticulture. All

of the 120 vocational agriculture students are members of the FFA. His students and the Marana FFA Chapter have attained many awards and recognition. Three judging teams have competed in the National Contests in Kansas City. The chapter has competed in the National Chapter Award area and has produced one American Farmer, 18 State Farmers and five state officers in the past five years.

Several of his students have chosen to become vo-ag teachers themselves; and, a large percentage of the Marana program graduates have gone into agriculture careers. He has served as a cooperating teacher to eight student teachers from the Agricultural Education Department at the University of Arizona.

Tom and his wife, Diana, have one son, Matthew. ◆◆◆



Richard Debertin

PROFESSIONALISM AND THE AGRICULTURE TEACHER

by
Richard Debertin
Vo-Ag Teacher
Berthold, ND

All of us in Vocational Agriculture are professionals. We are so simply by definition. We are a member of the teaching profession; because of this, we are professionals. Are we? Are we really professionals at our job, or do we just acquire the title along with the job just as we acquired an office, or a desk, or a classroom.

Are we trying to be a professional member of a profession? It's a big job. I would like to share with you some of my thoughts on what I feel it means to be a professional member of the profession of teaching vocational agriculture.

I hope that after a few minutes of thinking of what it means to be a true professional, I don't give up because I don't feel I can make it, and I hope you don't either for our profession needs professionals.

I believe the true professional has some qualities or is involved in some ways with his profession. These I will state as follows:

THE TRUE PROFESSIONAL

1. . . . enjoys what he is doing. We may be able to do something in the correct way and as the saying goes we may try anything once; but, in the long run we must enjoy our job or we aren't going to do it in a professional way. Yesterday I met a retired gentleman and when he found out I was a teacher of vocational agriculture he said, "You have a great job. To work with kids and with agriculture must be about the finest thing there is to do." The true professional remembers that as he goes about his work.

2. . . . loves his students

Each family sends us their most prized possession, their child. I realize they are not saints and maybe we won't like them all, but we can love them. By that I mean that for all of our students the professional is going to show some care and concern for their development as future citizens.

3. . . . is not a fanatic

I am sure you have seen as I have the contest fanatic or the Ag. Mech. fanatic or a fanatic on some other matter. The professional will try to strike a balance between all the parts of the vocational agriculture program. All parts are good, but avoid too much of one thing.

4. . . . has a sense of humor.

A professional is in the profession for keeps. Without a sense of humor his is not going to make it because the ulcers and tension are going to get to him long before his career should end. A smile or a laugh will never hurt and it just might help along the way.

5. . . . doesn't take himself too seriously.

The professional realizes that he is just a human being and, that things are not always going to turn out right. The best of plans and intentions sometimes go bad. This should not keep the real pro from giving it another try.

6. . . . keeps up to date.

Few fields change as rapidly as Agriculture. If we are to call ourselves professionals, we must by reading, classes, workshops, etc. keep ourselves up to date. If we haven't learned something new almost daily we are slipping away from professionalism.

7. . . . devotes some time to helping fellow teachers.

The main job of the professional here is to assist those beginning teachers as they join the ranks of professional vocational agriculture teachers. I have a personal theory on why beginning ag teachers leave the field. It goes like this. In the first year, a teacher is frustrated because he doesn't know what to do. In the second year, he is frustrated because he knows what to do but sees that he can't do it all. In the third year, the new teacher either sorts it out or leaves the field. As professionals its our job to see they get the job "sorted out" in their mind so they do stay.

8. . . . devotes some time to his profession.

The professional works for the improvement of his profession. Through organizations such as NVATA, State VATA, AVA and others he works to better the lot of all the members of the profession.

9. . . . shows loyalty to those with whom he works.

Ours is a job of people. Be it the state supervisor of vocational agriculture, the school administration or fellow teachers, we all work with people. The professional gives all of these his loyalty and respect if he is to call himself a true professional as well as a fellow human being.

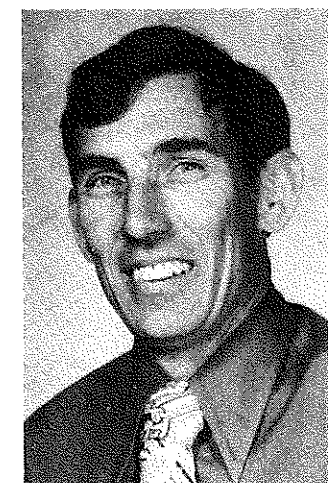
10. . . . is proud of the profession.

I know of no other occupation where so many fine, dedicated people work so hard at becoming better at their work. The professional is proud of those others who are co-workers in this inspiring task.

Did you find yourself in some of these points? Do you agree with even a few of them? Are you a professional? ◆◆◆

PROFESSIONAL TRAITS AND SELF-MOTIVATION

by
Jack E. Rowland
Vocational Agriculture Teacher
Godley, TX



Jack E. Rowland

PROFESSIONALISM

I have spent a great deal of time trying to determine all the traits that a vocational agriculture teacher should possess to be truly a real professional. It is nearly as difficult as being a real live practicing Christian — regardless of how hard one tries he still falls short of the mark.

LEADERSHIP

I believe a professional vo-ag teacher should teach leadership to his students and should practice leadership. The teacher should join the professional organizations and support these associations to the best of his ability and without delay when called upon. If he receives a letter asking him to contact a state board of education member, state legislator or Congressman he should do it as soon as possible. The vo-ag teacher should always show respect to his fellow teachers and superiors even if he disagrees with their opinions.

ACCOUNTABILITY

A professional teacher will be accountable in his work habits. He will arrive at work on time, be well prepared to do a good job of teaching and control his classes. His vocational agriculture program should be complete and well-balanced. He will avoid concentrating emphasis on a few "favorite" areas of the curriculum and neglecting those that he doesn't personally enjoy as well. He will care for the school's property and motivate the students to care for school property.

In Texas we are on a twelve month salary. It is becoming a real concern that all of our teachers are not devoting enough time to their summer programs. A true professional should put in a day's work for a day's pay.

LANGUAGE

Another trait of a professional is the language that he uses. He should strive to always use the best English grammar that he possibly can and refrain from profanity. It really hurts a person's ability to hold the respect of his students and other associates when he continues to use language that is unbecoming to his station in life.

DRESS

Professionals dress according to the task at hand. Reserve the denims and coveralls for dirty work, hold class in slacks and nice shirts. A suit and tie should be the order of the day for area, state and national conferences.

HONESTY

Usually after a teacher has taught a few years and has gained a degree of success in some particular area of the program he will be called upon to tell other teachers what he does to be successful. I certainly think that when this happens he should look upon this as an honor and give the group his best. This means being completely honest and not evading the issue or keeping back some of his secrets.

One of the greatest attributes a person can possess is honesty. An agriculture teacher can have a great influence on his students and associates if he is fair and honest in all his dealings. There are many opportunities to be dishonest in the vo-ag business. For example, in showing livestock, a teacher can let students lie about ownership and let kids show adult's animals in junior show classes. Another example is in applying for degrees and awards — if a person wanted to be dishonest they could nearly win the highest awards for students who did not exist. We are never able to mold a student as much

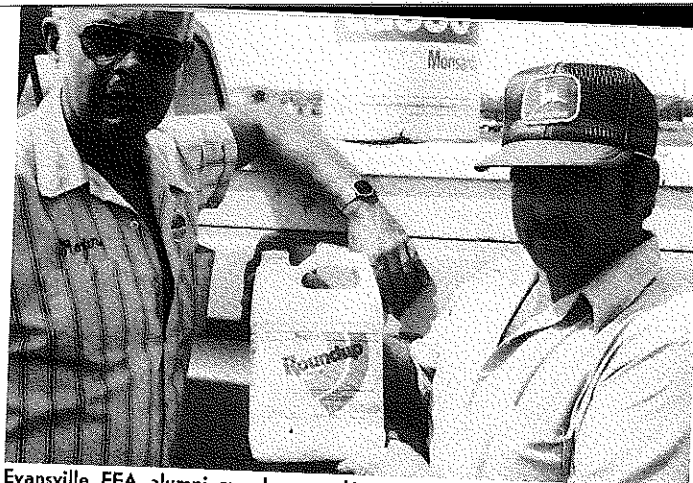
as we would like, but a vo-ag teacher should always be exerting a good honest influence.

INVOLVEMENT

Every vocational agriculture teacher should become totally involved in his community. He should join some service organization such as Lions or Rotary and when called upon he should serve on the city council, water board, park board, local fair board or any similar task where his services are of value. He should strive to carry out a Young Farmer or adult farmer program. Teaching agriculture doesn't exempt a person from doing his share of extra school duties, either. These include such things as keeping home rooms, sponsoring classes or working the gate at football or basketball games. These might not have been mentioned in college ag. ed. classes but they are part of the job and as such deserve the effort to do them right.

SELF-MOTIVATED

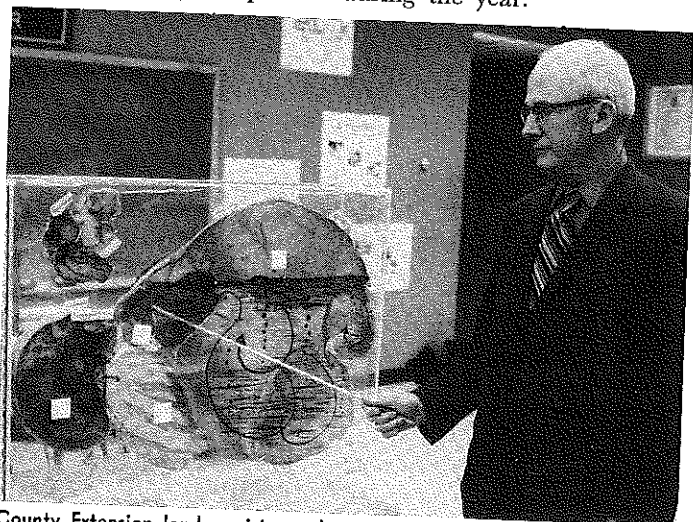
I heard a great Dallas Cowboy football player, Chuck Howley, say that a truly professional did not have to be pushed to give 100% of his effort. I believe that this would apply to vocational agriculture teachers as well. We should all be self-motivated and work to keep our students motivated. ◆◆◆



Evansville FFA alumni members working on the FFA and vo-ag department's outdoor laboratory.

AREA I — FFA ALUMNI

I truly believe an important asset of your local FFA Alumni Affiliate is to help provide professional assistance to the vocational agriculture instructor and the school system's department of agriculture. The Evansville FFA Alumni Affiliate includes such individuals as auctioneers, plant food specialists, credit managers, farm machinery dealers, veterinarians, feed and grain mill operators, farmers, and seed corn dealers. Just let your mind wander in identifying the many answers to agricultural problems that confront the vocational agriculture instructor each day these people could provide. All of these resource persons can be utilized from within the school system or a twenty mile radius of the school. Here are a number of ideas that can be obtained from these technical resource persons to help a teacher develop professionally. How much insurance should a farm operator carry? What herbicides and insecticides should he use for a crop? How much credit will he need to develop a proper cash flow for the coming year? What are his choices in selecting the best method in marketing his crop? Many professional skills are obtained from the farm machinery dealer alone. Skills such as adjusting planting depth and population, utilizing the ideal tillage equipment for a farmer's soil, and selecting the best method of harvesting a crop. All of these types of resource persons are members of the Evansville FFA Alumni Affiliate. As vo-ag instructor and FFA advisor I lean on these professionals for help in developing the farmers of tomorrow by setting up field trips for classes to participate in during the year.



County Extension lends assistance by providing professionals such as Dr. Wold, shown here speaking on dairy feeding.

FEATURING PROFESSIONAL RESOURCES

by
Ray Weigand
Vo-Ag Teacher
Evansville, WI

AREA II — COUNTY EXTENSION

In Wisconsin almost every county has an agriculture extension office, which houses the professional offices for those specialized in crops and soils, livestock, farm management, and family living. I have always found these people to be excellent resource persons. Life is a continual learning process. The more you rub shoulders with these types of professionals the easier will be your job. For the vo-ag instructor just entering this profession, I strongly urge you to meet with your county extension personnel as soon as you can. In Rock County we have an organization called the Rock County Professional Ag Workers. We meet every month to discuss topics relevant to agriculture such as African swine fever, land preservation, and insect and chemical application. Our extension people make up an important part of this county ag workers group. If we are not touring some ag industry, orchard, or conservation project we are having a family gathering or having an outside resource person come in to update us on a current issue. The county extension personnel are most cooperative in visiting our community to establish an afternoon or evening program to serve everyone's needs. Last fall we utilized our extension office in setting up a safety forum for the residents in a three county area. Judging classes and establishing judging clinics is another area in which your county extension can actively assist you.

AREA III — INDUSTRY

I strongly urge those in vocational education to get to know those within your community involved in industry, especially agri-business. Organizations such as Farmland Industries, Midland, Standard Oil, Monsanto, Shell, Ciba-Geigy, Stauffer, AMPI, John Deere, International, Tri-State Breeders, Production Credit Association, and local newspaper editors are but a few of the businesses and individuals that can have an immediate and direct effect on developing professionalism within you and the product of your efforts — your students.

Industry serves not only as excellent financial support for your vo-ag department and the FFA chapter, but they also provide dynamic and knowledgeable persons to speak on agricultural topics to your classes, both student and adult. They also are great help with annual events such as fairs, forums, farm institutes and FFA banquets. All of these organizations provide field trips or sponsor some type of educational development meeting during the year. Many have displays at field days such as the Wisconsin Farm Progress Days.

AREA IV — UNIVERSITY

Almost every vo-ag department has a college or university located nearby. There are three major colleges located within a 30 mile radius of Evansville. Universities provide both on and off-campus courses of professional improvement.

Every summer in Wisconsin a week long conference is conducted for secondary and post-secondary vocational agriculture instructors. This conference is cosponsored by the University of Wisconsin. Two days of the week are devoted to providing the vo-ag instructor the opportunity to attend workshops covering topics of animal health, horticulture, soils, crops, farm management, farm machinery, and agriculture legislation. University professors serve as instructors for these 2 day workshops.

The university also provides speakers at local community adult class meetings, veterinary health clinics, and agronomy field days. University personnel are always available (just a phone call away) for help in seeking out answers to problems such as disease and insect identification, irrigation, and herd health practices.

Finally, universities provide weekly and monthly bulletins relating to all phases of agriculture. These bulletins serve as an excellent tool in helping to develop you professionally. You may not know the answers to all surfacing problems, but you will know where to seek them.

AREA V — PROFESSIONAL ORGANIZATIONS

When speaking of professional organizations I am orienting myself to the American Vocational Association (AVA), the National Vocational Agriculture Teachers Association (NVATA), and your state agriculture teachers or-

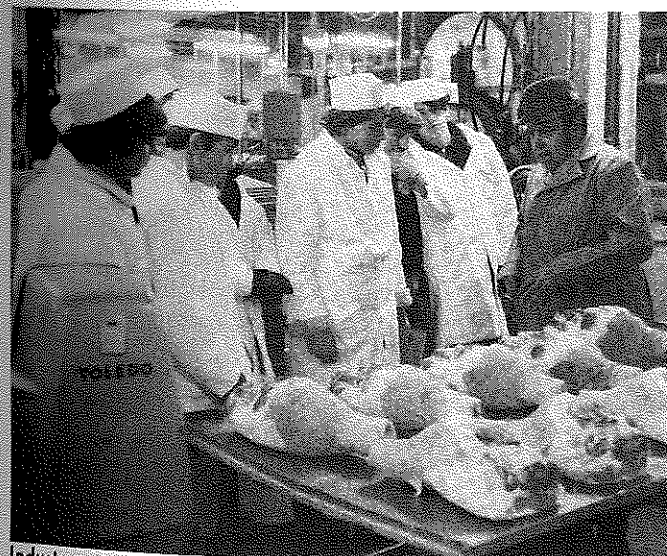


University Extension Veterinarian giving a worming demonstration to the vocational agriculture instructors at summer conference at Madison, WI.

ganization. In becoming a member of professional organizations such as these you will be afforded the opportunity to develop yourself, exchange ideas, develop common professional life long friendships, and create leadership skills and abilities within yourself. Here is a tremendous opportunity to speak out and express yourself on current topics dealing with all facets of agriculture. Currently agriculture education legislation is a hot topic.

At our annual Wisconsin summer conference we conduct our business meetings, attend agriculture workshops, and participate in contests. Two contests that foster great professional improvement are the ideas unlimited and the teaching aids contest. The ideas unlimited contest allows you to express an idea that you developed and utilized with success in your high school or vo-tech school. A state winner is selected to participate in the NVATA Regional Contest. The Teaching Aids Contest allows anyone to enter a teaching aid they developed and put into practice during the year. This could be anything from photography to a shop idea.

Let me conclude by using a quote from the film entitled, "There Is Genius In The Average Man," Bob Richards states that, "man uses only 10% of his brain, the rest is never cultivated." If we could only use all of this God given brain power! In comparison, you will only be developing yourself at a 10% improvement rate if you do not utilize these resources that are identified here.



Industry provides excellent training stations, like Jones Dairy, where vo-ag instructors are taught meat judging and grading.



Winners of the Wisconsin Association of Vocational Agriculture Instructors Summer Conference Teaching Aids Contest.



Jim Knight

WHY DO AGRICULTURE TEACHERS LEAVE THE PROFESSION?

by
Jim Knight
Teacher Education
The Ohio State University

INTRODUCTION

In an era when all employment data indicate a surplus of teachers nationally, the vocational agriculture teaching profession has been faced with a serious shortage. This condition has existed for more than a decade and has given little indication of subsiding. A number of factors appear to have influenced this trend, but according to H. Neville Hunsicker, agriculture / agri-business education program specialist at the U.S. Office of Education, the most significant factor is the rate of experienced teachers leaving the field.

Some states have been hit harder than others by teacher attrition. Such has been the case in Ohio. In fact, 263 teachers left the teaching of vocational agriculture in Ohio from 1970 to 1975 for reasons other than retirement or death. That fact led to research in Ohio to develop a better understanding of this problem. Specifically, 134 former teachers, selected at random, were asked to identify the factors they perceived as being the most influential in their decision to leave the profession. One hundred and sixteen or 86.6 percent responded to the prepared questionnaire which included a list of 45 factors previously agreed upon as the most likely sources of influence by a panel of experts.

FINDINGS

The former teachers were asked to select the most appropriate level for each factor ranging from (1) no influence to (5) very much influence. Following is a list of the 15 highest ranking factors by mean score:

1. Long range occupational goal was something different than teaching vocational agriculture

2. Had students in class who should not have been in vocational agriculture
3. Inadequate advancement opportunities
4. Long hours
5. Inadequate salary
6. Too many required extra-curricular activities
7. Students lacked interest
8. Requirement for submitting state reports
9. Inadequate administrative support and backing on decisions
10. Disliked student attitudes
11. Too many meetings to attend as a vocational agriculture teacher
12. Was unable to get students to learn as desired
13. Too many evening responsibilities
14. Too much preparation time required for classroom teaching
15. Inadequate facilities

The former teachers were also asked to select the first, second, and third most influential factor in their decision to leave. The top five selections based on frequency of being selected in the top three and on an intensity score are as follows:

Factor	Frequency in Top 3 (rank)	Intensity (rank)
1. Long range occupational goal was something different than teaching vocational agriculture	1	1
2. Had students in class who should not have been in vocational agriculture	3	5
3. Inadequate advancement opportunities	2	2
4. Long hours	5	4
5. Inadequate salary	4	3

It is worth noting that these five factors are the same as the top five previously identified by mean score. Therefore, not only were they generally considered as being the most influential but they also generated the most intense feelings among the former teachers.

In addition to the data gathered on each individual factor, the 45 factors were grouped into seven basic categories for the purpose of determining if certain kinds of factors tended to be more influential in the decision of former teachers to leave the profession. The ranking of those categories based upon the mean item score was as follows:

1. Student Related Concerns
2. Time Requirements of the Job
3. Job Characteristics
4. Personal Concerns
5. Administrative and Supervisory Concerns
6. Preparation for Teaching
7. Factors Outside the Profession

Certain descriptive facts were gathered on each of the former teachers in an attempt to develop an understanding of these facts and their relationship to the influential factors. A series of correlation coefficients were computed and a number of statistically significant findings at the .05 level were found. Following are four of those relationships:

1. As time spent in supervision of student's occupational experience programs increased, student learning difficulties and discipline problems generally decreased.
2. Generally, the more time a former teacher reported being involved in in-class young farmer and/or adult instruction, in supervision of students' occupational experience programs, and in FFA activities, the more frequent the individuals reported time factors at higher levels.
3. The higher the reported salary during the last year of teaching, the less influential the factor "Inadequate Salary" generally became.
4. The more years a former teacher taught, the less influential "Job Characteristics" and "Student Related Concerns" generally became as a group.

CONTINUED WHY DO AG TEACHERS LEAVE THE PROFESSION

RECOMMENDATIONS

A number of recommendations are made by the investigator as a result of the information obtained by the study:

1. The long range occupational goal of teachers of vocational agriculture often appears to be something other than teaching. Additional information is needed here to better understand the workings of this factor. Research on the long range goals of students entering the teacher education program, students graduating from that program, beginning teachers entering teaching and teachers as they leave the profession, would seem appropriate.
2. As a group of factors, student related concerns were reported by former teachers as being the most influential in their decision to leave the profession. Are teachers unable to cope with discipline and control of the students; are students really more difficult to control in school these days; or are students entering or being placed in programs where they really have little or no inter-

est? Further research is needed here.

3. Also of great concern to former teachers were the factors related to time commitments. In light of modern teacher negotiation efforts and expectation levels of teachers in general, are the traditional expectations held by state supervision, teacher education, and the leadership of the state and national teacher organizations for vocational agriculture teachers appropriate? It would seem that research should be conducted on time commitments of teachers of vocational agriculture.
4. Former teachers also indicated much concern about the nature of the job itself. A number of comments were made to the effect that new and additional responsibilities were periodically being added but that nothing was ever taken away. Are such comments true or are these simply misperceptions on the part of former teachers? The investigator recommends that research on the role expectations for vocational agriculture teachers be conducted.

5. Certainly the teacher shortage has created many concerns. However, many teachers continue in the profession and make it their life's work. Research on the factors that influence teachers to stay in the profession would seem to be a profitable area to give attention.

NATIONAL IMPLICATIONS

Generally the factors identified in this study as being the most influential in the decision of teachers to leave the teaching of vocational agriculture in Ohio have been identified in nearly every research study conducted on this question in diverse state settings. This would appear to indicate that these factors may be more of a national issue. It would therefore seem appropriate for the profession to consider these factors on a national level. Such factors as long range occupational goal, advancement opportunities, time commitments, stages at which teachers leave the profession and program expectations would appear appropriate for the profession to give some attention.

CONTINUED GUEST EDITORIAL

Short-term workshops, study programs held in the summer, programs conducted at institutions, and clinics conducted by manufacturers of new products or equipment are examples of in-service programs. These are excellent methods for professional improvement. Many times school systems will allow their teachers time off with pay in order to attend these activities. Administrative personnel realize the value of such programs and encourage teacher participation for they are aware that the school and community will benefit from knowledge gained by the teacher.

We, as professionals, should take advantage of in-service programs in order to upgrade our effectiveness as vocational agriculture teachers.

PROFESSIONAL ORGANIZATIONS

Through professional organizations and their activities, we are able to better inform the public of our educational goals and objectives. It is necessary to keep the public informed of our goals and objectives in order that they will be able to make realistic and constructive decisions concerning their educational system. Through a good informative program, we can pos-

sibly eliminate the educational backlash recently seen in California with the implementation of Proposition 13. Education is a product, a product which must be sold to the public. With a public awareness program, through our professional organizations, we must strive to sell our educational system to the taxpayers.

We are also able to demonstrate to the public our professional unity through our organizations. These organizations are important to our profession and we should:

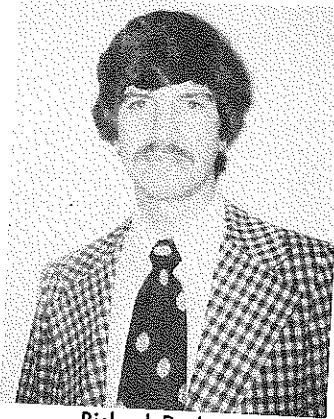
1. *Take an active part in our professional organizations.* The goals and objectives of our educational system are in part established by our professional organizations. Since we as teachers strive to accomplish these goals and objectives in the classroom, we should play an active role in the formulation of these goals and objectives through our organizations.

As the saying goes, "united we stand and divided we fall." Through our unity in our professional organizations, we are better able to influence our legislators to provide legislation which will improve our public education system. We are able to show the public

and legislators that we are sincere and concerned about the future of our profession.

It has been said that the sum total of all the individual abilities of a group is exceeded by the total combined ability of that group working together. Through our combined efforts, we are able to establish goals and objectives which will make our public education system and profession better.

2. *Support your organizations.* There will always be individuals who will not agree with the majority decision and they will be vocal in their disagreement. These individuals are important in any profession for they are the conscience of an organization. Without such individuals there would never be change and without change stagnation would result. Disagreement is imperative and essential for the growth in any profession, but let us be aware that internal bickering can and will produce a dangerous condition of vulnerability to criticism and attack from outside our profession. One should be able to disagree agreeably. We should also be aware that a profession is only as good as the individuals in that profession.



Richard D. Jones

HOW DOES THE PUBLIC VIEW YOUR PROGRAM?

by
Richard D. Jones
Agricultural Education
The State Educ. Dept.
The Univ. of the State of NY
Albany, NY

A successful vocational agriculture program depends on excellent community support and interaction. An effective program must meet the education needs of the local community, utilize community resources, and develop public confidence in the program. The total of these activities can be labeled by the often mistreated term of "public relations." I prefer to use the term in spite of reputations of propaganda and distorted information.

Public relations is an appropriate term that emphasizes the essential two way communications between the school and the surrounding community.

ESSENTIAL FUNCTION

Public relations for vocational agriculture programs are an obvious and essential function. Academic discussions on "PR" are loaded with nodding of heads in agreement that we can never do too much in the area of public relations. However, the day to day responsibilities for public relations falls on the teacher of agriculture. Already saddled with heavy teaching loads, work experience programs and FFA activities, most teachers find it difficult to devote much time to "telling the story of vocational agriculture."

Numerous suggestions and guidelines exist for conducting public relations activities. However, an attempt needs to be made to determine the most effective techniques that teachers of agriculture might use in their limited available time.

A study conducted by the author sought to determine the most effective methods based on how people form opinions about vocational agriculture.¹

1. Richard Jones, "Perceptions of Agricultural and Community Leaders as a Basis for Public Relations Strategies in Agricultural Education," M.S. Thesis, Cornell University, 1977.

A sample of agricultural and community leaders, in a selected area, were interviewed to determine their perceptions of the local vocational agriculture program and how they collected information to form those perceptions.

Results of the survey showed in general that all leaders in the area of the four selected programs had very favorable attitudes, and closely associated the FFA and vocational agriculture. FFA appears to be an important public relations tool in addition to its many other functions. The FFA provides visibility to many skills learned by vocational agriculture students, however, this study showed that many FFA activities that do the most to demonstrate the proficiency of students were the least familiar to community leaders.

PERSONAL CONTACT IMPORTANT

An overall conclusion of the study emphasized an important aspect of communication; people primarily gather information through personal contact. In spite of the large amount of print, radio and television media, people trust the opinions of neighbors and friends much more. For example, nearly all of the leaders relied on some local school contact to learn about what goes on in school. These contacts include students, friends or relatives who were teachers, administrators or school board members. Information in the mass media apparently supplements this personal collection of information, but it is one-to-one contacts that are most important.

Another conclusion that emphasized the importance of personal contacts was the relationship of the teacher of agriculture to the local community. Several of the leaders sampled had a very favorable perception, yet knew very little about the program. This was partially

explained by the fact that they had a great deal of personal respect for the teacher of agriculture. The teacher of agriculture represents the program in every activity in which he/she personally participates.

COMMUNITY ACTIVITIES

Community activities were extremely important to developing favorable perceptions in many community leaders. It appears most community leaders share common goals in the improvement of various aspects of the community. Whenever another organization, like the FFA, shows an interest in similar community projects, a very favorable perception results.

INFORMATION GAP

All of the agriculture programs in the area surveyed have excellent programs. However, one information gap, was apparent in most interviews, was that leaders were unfamiliar with the specific level of skills agriculture students were learning, or the extent of accomplishment of these skills. Several community leaders thought an agriculture program was great, but they were not really sure if they were training farm workers or agricultural scientists.

Greater emphasis needs to be made to display the types and quality of skills being learned.

ANNUAL ACTIVITIES

Many leaders were most familiar with the annual FFA and vo-ag activities. It makes little difference whether an activity is fund raising or educational in nature. Leaders quickly associated the local program with the activities that occur year after year. This is an important principle to keep in mind in planning FFA programs of activities. *How accurately do annual activities reflect the purpose of your organization?*

RECOMMENDATIONS

As a result of the information collected in this survey, the following
(Concluded on page 138)

*** THIS WORKED FOR ME! ***

by
Gary Jantz
and
Larry Goering
Vo-Ag Instructors
Moundridge, KS

SLIDES AND SAMPLE KITS ADD TO PROFESSIONALISM

When teaching crop and insect identification, most vocational agriculture instructors face a common problem: how does one point out identifying characteristics to a large class when the sample is relatively small? To solve this problem we developed a series of slides of each of the seed and insect samples on the Kansas FFA contest list.

EQUIPMENT

To take the slides, we borrowed a close-up stand complete with camera holder and two bright light bulbs (150 watt each). This equipment can be found in most high school journalism departments. The camera used had a close-up lens and used standard 35mm slide film. Shutter speed was set at 1/30 second.

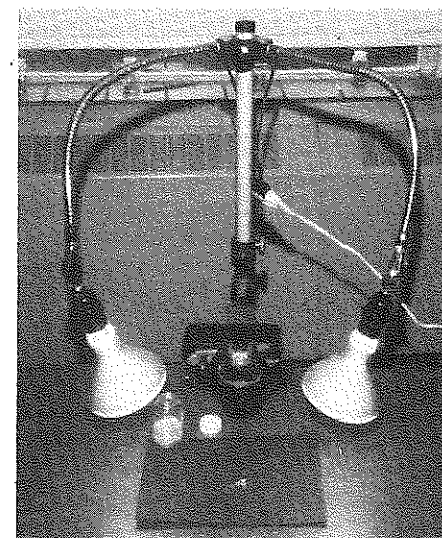
TAKING THE SLIDES

Actual seed samples were used for the crop and weed slides. When taking slides of the insect samples, however, we ran into a problem. Insect samples are normally mounted on pins which makes it difficult to focus the camera on all parts of the sample. If the head was in focus, the legs would be out of focus. Therefore we had to resort to taking slides of pictures found in books and various extension bulletins. These publications were readily available from our state university and high school biology department. The total time involved in making the 118 slides, including preparation of samples, was approximately twenty man hours.

FUNDAMENTALS OF MACHINE OPERATION: TILLAGE, by Frank Buckingham, John Deere Service Publications, Moline, Illinois; 1976, 386 pages, \$7.95.

Fundamentals of Machine Operation: Tillage is a comprehensive publication dealing with all aspects of tillage. The publication contains 19 chapters with appendices full of important tillage information. The publication may be divided into four areas of concentration. These areas of concentration are complete units pertinent to tillage and tillage practices.

The first area of concentration is Chapter 1, which deals with tillage practices, including a history of tillage. Chapters two,



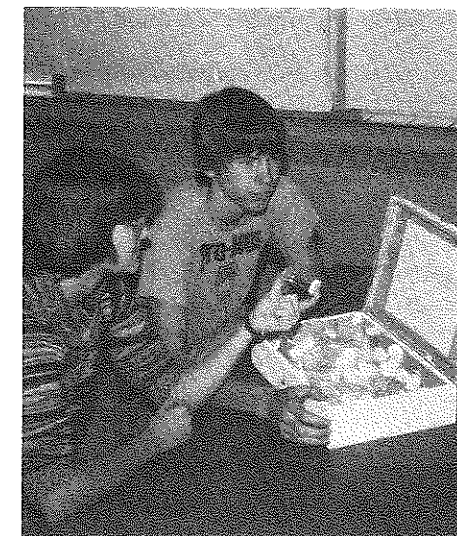
Lights and photographic equipment used to make slides.

ADVANTAGES

There are additional advantages to using the slides. Valuable samples do not have to be passed around the room, thus avoiding possible damage. The slides keep all students focused on the same sample at the same time which maximizes teaching effectiveness. Slides also magnify important characteristics that are used for identification. Evidence of these advantages is borne out in the first full year of use. Teaching time was cut by approximately half on both the insects and seeds with a significant increase in student scores on identification tests. We felt that the time spent making the slides was well worth the effort.

SAMPLE KITS

To enhance the use of the slides, we also developed seed sample kits for every two students. These kits consisted of a three dram pill bottle containing a few seeds, an identification key, and a wood box to hold the samples. The bottles are available at a reasonable rate through pharmacies and clinics. Students made the boxes themselves and placed the samples in the bottles. When discussing a particular sample, the instructor can point out characteristics on the projected slide while students find the same characteristics on the actual sample. The same procedure can be used with insect samples.



Seed sample kits used along with slides.

three, and four include field efficiency, traction, flotation, soil compaction, and toolbars. These make up the second area of concentration. The third area, Chapters five through nineteen, is information on fifteen plows, tillers, bedders, listers, subsoilers, harrows, cultivators, weeders and weed control equipment. Each chapter in this area individually explains each piece of equipment thoroughly. The last area is broken into weights and measures, field efficiency, conversion tables, and a four page glossary on tillage.

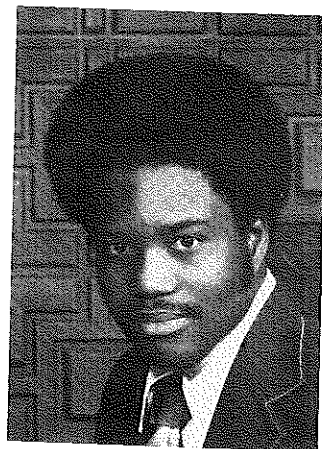
This publication will be most valuable as a reference and text. The material is presented on a level that high school students can easily understand and use as a text. The publication is also applicable to post-secondary students. The publication will be

an asset to any vocational agriculture teacher as a reference.

The material found in the publication is clear and concise. Each page has at least one color picture, drawing, graph or chart which enhances the scope and understanding of the material. These illustrations coincide with the material and develop a readable presentation of tillage operations. They make the publication appropriate to the general public.

I recommend that everyone working in the area of Farm Mechanics read and study *Fundamentals of Machine Operation: Tillage*.

David Faulkenberry
Farm Mechanics Instructor
Webster County Vocational Center
Eupora, MS



Thomas E. Randle

PUBLICIZING VOCATIONAL AGRICULTURE

by
Thomas E. Randle
Vo. Ag. Teacher
Sweeny, TX

agriculture did and thanked those that helped the past year. The two activities were cheap to produce but will be remembered for a long time.

To publicize your program you can visit community organizations, such as your Lions Club, Jaycees, and Hospital Auxiliaries, and allow the chapter officers to talk about vocational agriculture and the FFA. Sponsor officer training camps for officers of other organizations within your own school. This will give your officers a chance to use their parliamentary skills. Use special chapter signs for livestock shows, use fund raising activities that the community will respect rather than the feeling of being "ripped off", publish monthly articles in your local papers about local agricultural activities, and organize tours of student projects.

I know that there are many agriculture teachers that feel a lot of public relations work can be done by just doing their job. In some agriculture communities this might work fine, but in others, especially the urban areas, we need more than just a good job — we need to inform them of the good job we are doing.

Since I enrolled in vo-ag in 1967, agriculture has been a part of my life.

But I wonder how many state FFA officers, star farmers, and agri-businessmen we have missed because they did not know what vocational agriculture was all about. The program has a lot to offer and I hope that vo-ag teachers across the state will work on "Project Inform", a method of opening the doors to the public. We need to remove the partition that separates agriculture from other industries and give them a better understanding of our program.

One of the speakers at the State Vo-Ag Teachers Conference put it very well when he said that we spend too much time talking to people in our own profession and not enough with others out of our field. Share with other chapters ideas that you have or have used to tell the story of your program in the community. Work with other schools within your county and area to spread the word.

Agriculture is the backbone of our nation, without it we cannot survive, but there are some that feel farmers are overpaid for their commodities. I know this feeling is the result of a misunderstanding of what agriculture is all about. We as vocational agriculture teachers can change this just by telling the story so many are waiting to hear. Let us use the 1977-78 school year as the year to let the public know the story of agriculture and the FFA. I think that we will find that our jobs will be a little easier and the people in our communities will feel good about agriculture. ♦♦♦

Agriculture has played an important part in the lives of many Americans but I do not think that we publicize this enough. I visited a student's project recently, and during my conversation with his mother, I found that until he enrolled in vocational agriculture she did not have any idea what the program was all about. I have also found that this is true in many other communities throughout the state.

We have a program we need to sell to the public and it only takes a few minutes to inform the people in your communities of the types of agricultural opportunities available to their kids.

In Sweeny we have tried several different approaches to this task. One approach is the use of a slide presentation with a tape narration of the year's activities. We also made a taped, narrated movie of what vocational

CONTINUED HOW DOES THE PUBLIC VIEW YOUR PROGRAM?

recommendations are offered for teachers of agriculture to further develop a more favorable impression of vocational agriculture:

1. Teachers should become active in the local community and make personal contacts among community and agricultural leaders.

2. FFA activities should be conducted that reflect the agricultural specialization of the program, e.g. crop demonstration, sale of flower arrangements, reforestation, machinery safety demonstrations, etc. More publicity should be given to skill development through the FFA.

3. Attention should be given to publicity to the different types of students benefiting from the FFA and agricul-

tural education. College-bound professionals develop in the FFA, as well as low ability students. Both should be publicized.

4. The agricultural community should be informed of specifics in leadership training and broadening skills in agriculture, which are benefits of studying agriculture in high schools, particularly those difficult to learn on work experience.

5. FFA activities should include a number of community activities.

6. FFA activities should be designed to involve other community organizations in the planning and conducting of activities.

7. Technical and leadership skills learned in agriculture should be

demonstrated to the entire school system. This is the most important channel to the community.

8. Technical and leadership skills learned in agriculture should be demonstrated to the community through programs at service clubs and agricultural organizations.

9. Agricultural programs should be evaluated frequently to determine student placement and skills learned. This information should be presented to the community, particularly the agricultural community.

10. A constant flow of information should be maintained. FFA chapters should particularly use newspapers and local radio stations to inform the public about their activities. ♦♦♦

Leader in Agricultural Education:

JULIAN M. CAMPBELL

by
W. Tommy Johnson*



Dedication, interest, responsibility and loyalty all go together to make a true professional, and Julian Campbell, State Supervisor of Agriculture in Virginia, certainly has all of these traits. Under his leadership, the agricultural education program in Virginia has made a steady growth. Since 1965 secondary enrollment in agricultural education in Virginia has increased from slightly over 12,000 to nearly 29,000 in 1978. The number of teachers has increased from 300 to 406, including 25 women teachers of agriculture.

One of Mr. Campbell's many strengths is the involvement of teacher trainer staff along with supervisory staff in decision making. The joint staff, under his leadership, has placed great emphasis in recent years on developing and implementing annual and long range improvement plans for agricultural education in the state. Again, input into the plan has involved supervisors, teacher educators, teachers and representatives of the industry of agriculture through advisory groups. He is known for his dedication to the program and always imposes higher standards on himself than he expects of others.

Mr. Campbell has dedicated 32 years to agricultural education as a teacher, assistant state supervisor, and state supervisor.

He was born August 18, 1920, in Amherst, Virginia, and grew up in a large family on a tobacco farm. He

graduated from Amherst High School. Mr. Campbell received his B.S. Degree in agricultural education from VPI and his M.S. Degree from Michigan State University.

He served as an officer in the U.S. Army for four years during World War II. His decorations include the Purple Heart for wounds suffered in the Normandy invasion. His first position teaching vocational agriculture was in Appomattox, Virginia. He was appointed assistant area supervisor and later teacher of agriculture in the Rustburg High School. After three years of teaching he became assistant state supervisor in 1953. While serving as assistant state supervisor from 1953-58 he also served as Executive Secretary-Treasurer of the Virginia Association FFA. He was appointed State Supervisor of Agricultural Education in 1958.

Mr. Campbell has been the recipient of numerous local, state and national awards. He received the Honorary State Farmer Degree, Honorary American Farmer Degree, National FFA Distinguished Service Award and the Southern Regional Distinguished Ser-

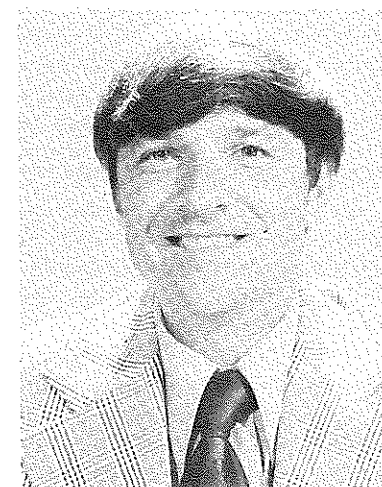
vice Award from the NASAE.

Mr. Campbell has always been a loyal supporter of the FFA. He firmly believes and teaches that the FFA is an integral part of the total agriculture program. He has been involved in the FFA since he entered Amherst High School. He was a member for four years. He served as Chapter Secretary, President, Federation President and State Secretary 1938-39. He has served as Chapter Advisor, State Executive Secretary of FFA, State Advisor and National FFA Treasurer since 1960. He is also a life member of the FFA Alumni Association. With this background and dedication to the FFA program it is easy to understand why every agricultural education program in Virginia has a bonafide FFA Chapter.

Mr. Campbell has been involved in numerous professional organizations during his entire professional life. He is a life member of AVA and has served as Vice President and President of NASAE. He has served on National Committees including AVA Evaluation Accreditation and AVA Committee to Develop a Guide for Evaluating Vocational Education Programs. He is presently serving on a planning committee for a national conference on agricultural education to be held in 1979. He also served on a national committee to develop "Standards for Quality Programs in Agricultural Education."

Mr. Campbell's family life is a reflection of his personal and professional philosophy. He and his wife, Helen, are blessed with four fine children, three sons and a daughter. The three sons: Julian, Jr., Joel and James are all graduates of VPI and SU. Julian, Jr. and Joel are making a career with the U.S. Army with Julian, Jr. holding the rank of Major and Joel holding the rank of Captain. James is County Administrator in Fluvanna County, Virginia.

(Concluded on page 141)



*W. Tommy Johnson
Assistant State Supervisor
Agricultural Education
State Department of Education
Richmond, Virginia



Rodney W. Tulloch

DEVELOPING PROFESSIONALLY COMPETENT TEACHERS

by
Rodney W. Tulloch
Teacher Educator
University of Kentucky

Almost everyone feels that he is an expert on education since almost everyone has attended some kind of school. More persons have attended colleges and universities in recent years, so now we have many more "experts" on higher education. In conjunction with these attitudes, many persons have come to feel that they know everything that teachers need to know. It is incredible what we expect and even demand, of teachers. It is even more incredible that persons with little or no training in education or related disciplines should feel that they know what competencies teachers should possess, let alone how to best produce these competencies.

"ART" VS. "SCIENCE"

There are indeed a great many barriers between present teacher education programs and "utopia." There are many that would contend that teachers are "born, not made," that teaching is art rather than science, and that agreement on issues in education is an impossibility even among professional educators. Many feel that anyone that has more knowledge than the learner can be a teacher. Too much of what has been called teaching has been based on limited personal experience or information even less well validated.

A paragraph from *Educating a Profession*, a publication of the American Association of Colleges for Teacher Education, states:

"Though teachers often may not be as aware of their role and its significance as they might be, they are involved in continuous decision making. Every moment has its uniqueness; every situation is in some ways different from every

other. There is no index of craft-like answers available in a professional cookbook or manual. Teachers must draw upon what they have in professional insights and intervention strategies in order to decide how to help children learn. There is a general lack of acceptance of the validated knowledge base that does exist on the part of practitioners, teacher educators included. What is known has not been adequately synthesized, taught, and learned. Lacking such an organized base, teachers turn to other rationalizations for their performance. Many deny the science of teaching and instead proclaim the art. Similarly, most teachers have a far from adequate knowledge of presently available principles, practices, and theories. Professions cannot exist without an undergirding science. To fail to develop principles, concepts, and theories, and to validate practice is to restrict the occupation to the level of a craft."

LACK OF UNDERSTANDING

While we in agricultural education have had and continue to have problems, a brief review of our history would result in a long list of leaders and accomplishments in which we can exhibit justifiable pride. Principles and practices have been developed and used in classrooms across the country. However, many of the teachers who have used commonly accepted principles and practices have had little understanding of the philosophical, psychological, sociological, or other theoretical background on which they were based. This lack of understanding has often led to poorer application of the principle or practice and has sometimes led to misuse of the principle or practice or to disinterest by teachers and students. It has contributed to some teachers' limited abilities to make generalizations. This is one likely reason for teacher dropouts.

Dr. Earl H. Knebel in his guest editorial, "Who's Piloting the Ship?" in the August, 1974, issue of *Agricultural Education*, points out that there are a multitude of agencies, institutions, and organizations which may propose different courses of action on any given issue. Dr. Knebel further states:

"Some educators are finding issues and current trends in teacher education to be disturbing and frustrating. They feel operational procedures, administrative structures, and philosophical foundations are being threatened. In fact, some teacher educators fear imminent changes . . . changes in administrative organization . . . changes in course content and methodology . . . changes in priorities and allocation of resources . . . changes in philosophical bases. Agricultural educators share in this frustration and concern. Some of our respected and experienced colleagues in agricultural education believe proposed and projected changes threaten the very existence of strong, proven programs in settings they consider to be unique. Resistance forces oppose proposed changes in most educational agencies and institutions. Those engaged in resistance believe sincerely that they are presenting sound judgments under conditions as they perceive the situation; likewise, those pressing for change and transition present strong rationales for redirecting programs and restructuring administrative organization."

It is time that those in leadership roles in agricultural education, and particularly those in teacher education, face the issues, make some positive decisions, and implement these decisions to continue to improve teacher education programs.

COMPETENCIES

There are many factors which limit the changes that can be made, or in other cases demand that changes be made, whether or not they seem desirable. Staff size and financing are but two of the many limiting factors.

(Concluded on the next page)

CONTINUED DEVELOPING PROFESSIONALLY COMPETENT TEACHERS

One of the most important tasks facing educators is the determination and refinement of the competencies required of teachers. It will also be necessary to continue to determine how these competencies may best be acquired and measured to assure high quality standards.

What are some of the major competencies that a teacher of agriculture should have?

The teacher should be able to:

- Develop an agriculture program
- Conduct a high school program (including advising the FFA Chapter)
- Conduct young farmer and/or adult education programs
- Keep all required records and prepare necessary reports
- Evaluate the program of agricultural education

SPECIFICITY

Here we have five very, very broad competencies that teachers of agriculture should possess. It is highly unlikely that any of these can be taught or measured in such broad terms. Let us take just one of these areas, conducting the high school program, and look at more specific competencies that the teacher of agriculture needs.

1. Competencies in guiding students
2. Competencies in using the problem-solving procedure of teaching
3. Competencies in giving demonstrations
4. Competencies in conducting field trips
5. Competencies in guiding students to arrange for and carry out experience programs
6. Making the FFA motivate the instructional program

CONTINUED LEADER . . .

The daughter, Janelle, attended Virginia Wesleyan College and Virginia School of Cosmetology. She is presently managing a garden center in Windsor, Virginia. Mr. Campbell and Helen are also very proud of their five grandchildren. He and his wife are active members of Trinity Methodist Church.

Mr. Campbell, without question, enjoys hard work, but still finds time for relaxation and recreation. He and his wife, Helen, enjoy traveling very much. In recent years they have visited their

sons and families who were stationed in Europe. They have visited and toured Germany, Austria, Italy, Switzerland, France, Holland and England. Mr. Campbell states, "Things have changed a great deal compared to the conditions during World War II when I spent 29 months in England, France and Germany."

While we must be specific about competencies, we must also be selective. This requires setting priorities. We must also do an outstanding job of planning, conducting, and evaluating the student teaching experience.

PLANNING

Planning, together with both the on-campus and off-campus teacher educators, is a must if we are to develop in the prospective teachers the basic principles: 1) that teaching is an intentional process, 2) that it is important for theory and practice to be experienced together, and 3) that the basic pattern of instruction in vocational education in agriculture is classroom instruction followed by supervision of the practice.

The planning should include: the competencies needed by teachers of agriculture, and those that will be included in the methods courses and how this instruction will be provided, and what experiences will be provided in the student teaching centers and how these experiences will be made most meaningful in developing the competencies needed by a teacher of agriculture.

A few years ago we, at the University at Kentucky, developed, in cooperation with our supervising teachers, a list of

suggested experiences that should be provided for student teachers in the centers. This proved very beneficial to all concerned. Similar experiences are provided to prospective supervising teachers in our Supervision of Vocational Education course.

SUMMARY

We are living in a time when there are many problems. There is overpopulation and a lack of food in many parts of the world. Pollution, usage and waste of natural resources, moral decay, rising crime and a weakening of the work ethic are but a few of the problems we are facing.

How well we make decisions about, plan for, and conduct programs of teacher education in agriculture can and will affect many of our nation's problems. The students that we collectively produce, along with the students that they teach, can make changes in the world.

We must determine the needs in agricultural education, prepare performance objectives and lists of competencies, determine how to evaluate the objectives and competencies, and then determine how to best achieve these objectives and competencies. The challenge is a big one. How well we succeed will have long-range important effects.

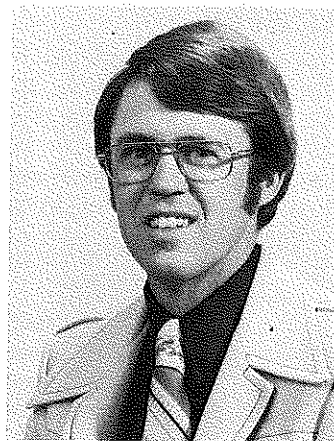
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really is, when interviewing him for this article he stated, "Two hours of square dancing after a full day at the office is most relaxing."

He also enjoys working in the yard and growing flowers, both in the garden and inside. His family room with a large picture window serves as his greenhouse in the winter.

Anyone that has ever had the opportunity to work with Mr. Campbell knows that the program comes first. Yes, Julian Campbell is a true professional.



John Hillison

PURPOSEFUL OR ACCIDENTAL PUBLIC RELATIONS?

by
John Hillison
Teacher Educator
Virginia Polytechnic Institute
and State University

If George Gallop or Lou Harris conducted one of their famous polls in your community and asked the residents their opinion of the local agricultural education program, what do you think they would say? Would they say it is the greatest program at the high school? Would they say, "Oh, do you mean the FFA?" Or would they say, "The agricultural education program, golly, I don't think I have heard of that. However, I have heard of the basketball team."

Whatever the community residents may say, almost all teachers can agree that effective public relations are desirable for the agricultural education program. The point of disagreement which frequently arises is a question of how to bring about the most effective public relations possible.

PURPOSEFUL PUBLIC RELATIONS

Agriculture teachers are generally familiar with those aspects of public relations which they bring about on purpose. For example, teachers utilize the local newspaper media for many articles concerning departmental activities and local FFA Chapter accomplishments. Teachers have also learned to be quite effective in utilizing local radio and television stations when available. These types of public relations can be referred to as purposeful public relations. Numerous books have been written about establishing effective public relations, however, not all public relations are brought about on purpose.

ACCIDENTAL PUBLIC RELATIONS

This author submits that many aspects of public relations come about quite accidentally. Accidental public relations are those which occur in an unplanned manner. These public relations are generally so subtle that most agriculture teachers are not even aware of their occurrence.

Planned public relations, such as a newspaper article, are the opposite of accidental public relations. Interestingly enough, both planned and accidental public relations can have either positive or negative impact on the overall program. The major problem with accidental public relations is that most teachers are not aware of them until it is too late to make a meaningful change.

Numerous examples of accidental public relations can be cited. One example may be a second part-time job held by a teacher. The second job may seem to be quite unimportant. However, if the second job is visible to the public, care must be taken. A statement such as, "Mr. Jones was a good agriculture teacher, but a poor bus driver," illustrates the point. Another example could be, Mr. Smith could sure talk about raising corn, but did you see that ridiculous corn crop he grew at home?" Or another example, "He was a good agriculture teacher, but I sometimes thought he was more of a politician than teacher."

Other possible examples of accidental public relations are: (1) Your religious habits, (2) The car or pickup truck you

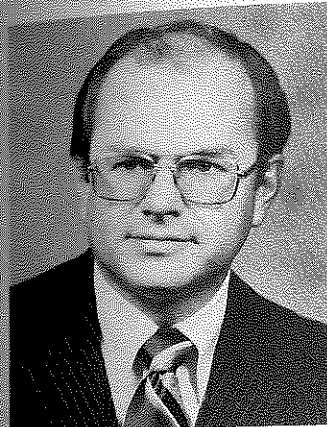
drive, (3) If you drink alcoholic beverages and where you drink, (4) The conduct of your spouse and your family members, (5) Your friends, (6) Where you shop, and (7) Organizations to which you belong. Generally none of the before mentioned examples are factors agricultural teacher carefully plan with reference to public relations impact. However, they frequently, greatly influence the community's perception of both you and your program.

LESSONS TO BE LEARNED

While dealing with accidental public relations, certainly be honest. Do not change church membership simply because your church is not the one with the largest membership. Do not trade in your car or pickup truck simply because you are now aware of its impact on the accidental public relations. The most important time to think about your car's accidental impact is when you buy it and when it needs to be washed.

It must be remembered that any specific example of accidental public relations can have either a favorable or unfavorable impact. The impact becomes quite unfavorable when that one point is a negative one and the public's attention is drawn to it. Your two most important responsibilities are to be aware of accidental public relations and make them as positive as possible. If you keep in mind that your most important responsibility is to be an agriculture teacher, then you will probably not have any problems with accidental public relations.

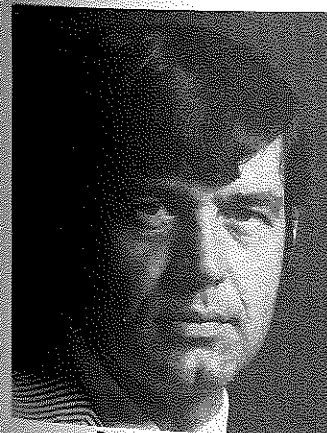
POST-SECONDARY SPECIAL EDITOR APPOINTED



Donald M. Claycomb

We welcome Don to the *Agricultural Education Magazine* family as the new special editor for post-secondary education. Don brings a strong background of experience with him to the job. He taught vocational agriculture for five years in Missouri and was agriculture supervisor at Trenton Junior College, Trenton, MO for eight years before joining the staff of the Agricultural Education Department at Kansas State University in July, 1978. Don will coordinate the solicitation of articles and subscriptions from post-secondary teachers of agriculture. He will be working closely with the regional editors and the post-secondary teachers in each state. Address any correspondence to him at The Agricultural Education Dept., Holton Hall, Kansas State University, Manhattan, KS 66506.

NEW INTERNATIONAL EDITOR APPOINTED



David L. Howell

U.S. POSTAL SERVICE
STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION
(Required by 39 U.S.C. 3685)

1. TITLE OF PUBLICATION
Agricultural Education

2. DATE OF FILING
8-31-78

3. FREQUENCY OF ISSUE
Monthly

A. NO. OF ISSUES PUBLISHED ANNUALLY 12
B. ANNUAL SUBSCRIPTION PRICE \$7.00

4. LOCATION OF KNOWN OFFICE OF PUBLICATION (Street, City, County, State and ZIP Code) (Not printers)
900 East State Street, Athens, Ohio 45701

5. LOCATION OF THE HEADQUARTERS OR GENERAL BUSINESS OFFICES OF THE PUBLISHERS (Not printers)
Blacksburg, Va 24060

6. NAMES AND COMPLETE ADDRESSES OF PUBLISHER, EDITOR, AND MANAGING EDITOR

PUBLISHER (Name and Address)
The Lawhead Press, Inc., 900 East State Street, Athens, OH 45701

EDITOR (Name and Address)
James P. Key, Oklahoma State University, Stillwater, OK 74074

MANAGING EDITOR (Name and Address)
Martin B. McMillion, VPI & SU-Ag. Ed., Blacksburg, Va. 24060

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Agricultural Education Magazine, Inc	806 Cambridge Rd. Blacksburg, VA 24060 No Stock- Non-Profit

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Blair A. Anderson

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39 U.S.C. 3626 provides in pertinent part: "No person who would have been entitled to mail matter under former section 4359 of this title shall mail such matter at the rates provided under this subsection unless he files annually with the Postal Service a written request for permission to mail matter at such rates."
In accordance with the provisions of this statute, I hereby request permission to mail the publication named in Item 1 at the phased postage rates presently authorized by 39 U.S.C. 3626.

SIGNATURE AND TITLE OF EDITOR, PUBLISHER, BUSINESS MANAGER, OR OWNER
James P. Key, Editor

We welcome Dave as new special editor for international education. Dave has been an extension agent in Michigan and Columbia, South America, in addition to teaching vocational agriculture in the Romes Community Schools. He was in the Agricultural Education Department at Purdue University for four years before joining the faculty at Pennsylvania State University in 1977. He

is currently coordinator of the Venezuela Project in Teacher Education. Dave is coordinating solicitation of articles and subscriptions from those involved in international agricultural education. He may be contacted at the Agricultural Education Department, The Pennsylvania State University, University Park, PA 16802.

STORIES IN PICTURES

by
Joe
Sabol



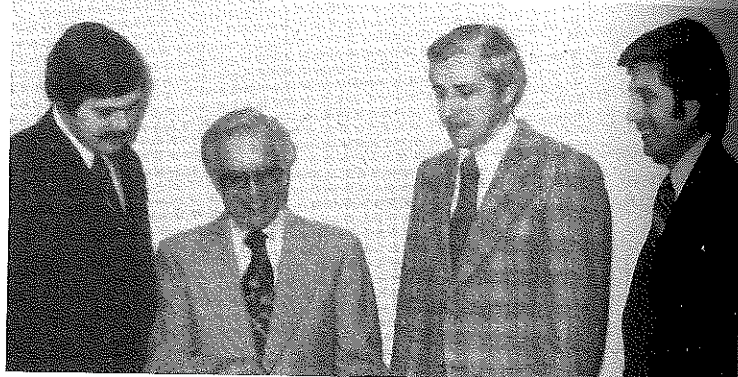
GEORGE WALKER HONORED — George M. Walker (right), Department of Agricultural and Extension Education, Mississippi State University, is shown being presented a plaque by Bill McGrew, president of the MSU Collegiate FFA Chapter. The presentation was made during a retirement banquet to recognize Professor Walker for 40 years of service to agricultural education. (Photograph by Troy Knight, Mississippi Agricultural and Forestry Experiment Station)



OREN RECEIVES VOCATIONAL EDUCATION AWARD — John W. Oren, Jr. (center) is shown being congratulated on being named Mississippi Vocational Educator of the Year by Louis N. Wise (left), Vice President of Mississippi State University, and Charles E. Lindley, Dean of the College of Agriculture and Home Economics, Mississippi State University. Oren is Professor and Head, Department of Agricultural and Extension Education, Mississippi State University. (Photograph courtesy Mississippi Agricultural and Forestry Experiment Station)



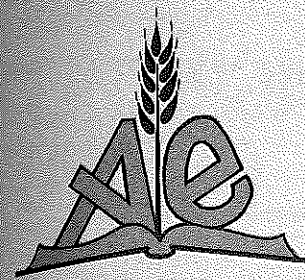
NATIONAL ADVISORY COMMITTEE MEMBERS DISCUSS A POINT — Members of the advisory Committee for a USOE-funded project are shown discussing the conduct of the research being carried out by the Department of Agricultural and Extension Education, Mississippi State University, with Jasper S. Lee, project director (standing, right). The members are (seated, left to right) David McCracken, The Ohio State University; David Williams, Iowa State University; Elissa Steeves, Pulaski (County) Virginia High School; (standing, left to right) Elmer Cooper, Maryland State Department of Education; Edward Faurot, Mississippi; and C. M. Brewer, Mississippi. (Photograph by Ronald A. Brown, Mississippi State University)



LLOYD PHIPPS VISITS WITH FORMER STUDENTS — While a consultant at Mississippi State University, Lloyd J. Phipps (second from left), former chairman of agricultural education and vocational education at the University of Illinois, discussed current activities with three doctoral recipients from the University of Illinois who are now faculty members in the Department of Agricultural and Extension Education, Mississippi State University. The three are (from left to right) Ronald A. Brown, Jasper S. Lee, and Bennie L. Byler. (Photograph by B. B. Robbins, Mississippi Department of Education)



EVALUATION TEAM OBSERVES FORESTRY PROGRAM — Edward Faurot (center), teacher of forestry at Carthage (Mississippi) High School, is shown explaining the cross section of a tree trunk to an out-of-state evaluation team. Members of the evaluation team are (left to right) Roland Peterson, University of Minnesota; James Mortensen, Pennsylvania State University; and Phillip Zurbick, University of Arizona. Monte Ladner (right), teacher of production agriculture at Carthage High School, observes the discussion. (Photo by Jasper S. Lee, Mississippi State University)



AGRICULTURAL EDUCATION

Volume 51

Number 7

January 1979

50th
golden
anniversary
issue

FEATURING—

HISTORY OF THE AG. ED.
MAGAZINE

EDITORIALS FROM ALL
LIVING FORMER EDITORS

Theme — Looking To The PAST and The FUTURE

