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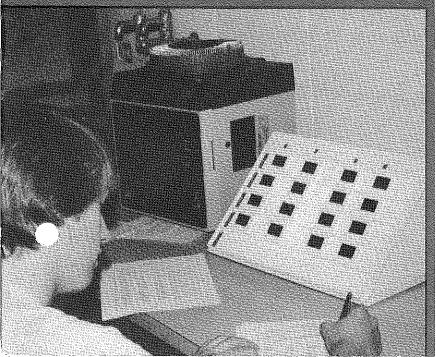
COMPETENCY BASED INSTRUCTION ADMINISTRATORS' VIEWS RADIO BROADCASTING AG. ED. RESEARCH IN PROGRESS POST-SEC STUDENT CONVENTION

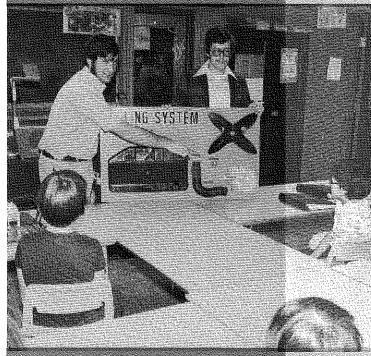


AGRICULTURAL education

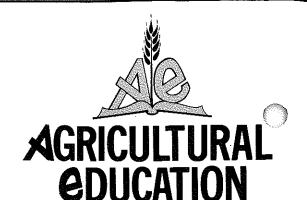
Volume 51 Number 9

March 1979





Theme—Classroom Instruction—Getting The Ideas Across



March 1979

Volume 51

Number 9

Maintaining Quality Vo-Ag Programs -THEME — CLASSROOM INSTRUCTION — GETTING THE IDEA ACROSS A Successful Vo-Ag Program A Principal's Point of View..... George Nowadnick 207 **POST-SECONDARY INTEREST AREA Guest Editorial Structuring to Maximize Learning....Leon A. Mayer 195 Student Confidence - A Key Classroom Concept Editorial **THIS WORKED FOR ME! 208 Radio - A Good Community Relations Tool Make Him Drink!.....Paul Benson and Paul Hemp 201 Positive Self-Concept Important in the Classroom

COVER PHOTO

It Works! Competency Based Instruction



Top Photo Mr. Doug Augustin, student teacher in the Forest Lake, Minn. Vo-Ag Dept., explains to students, with the use of charts and a well-organized lesson plan, some key features of beef carcass. A well laid out lesson plan is essential for getting an idea

***CENTER PAGES FEATURE

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......Teri Elston 204

across. (Photo courtesy of Forrest Bear, U.

Center Photo -

Mr. Richard Schaufler, Vo-Ag teacher in the LeRoy-Ostrander, Minn. schools, gets his idea across with the use of an effective display board. Mr. Gerald Cleveland, a student teacher, is assisting in the presentation. (Photo courtesy of Curt Norenberg, U. of Minn.)

Bottom Photo -

Vo-Ag students in the Cannon Falls, MN, Vo-Ag Dept. get ideas from their instructor, Mr. John Hobart, with the use of slides, worksheets and independent study. Mr. Hobart maintains an extensive AV library in his department. (Photo courtesy of Gary Leske, U. of Minn.)

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GUEST EDITORIAL

EDITORIAL GUEST

Leon A. Mayer

A good teacher of agriculture, or agricultural occupations has many important roles to perform. One of these many roles is the obvious need to be somewhat of an authority or expert in the subject matter content being taught; owever, it is important for a teacher of agriculture not to become obsessed with this role to the extent that other equally or more important roles are overlooked.

A good teacher of agriculture, or agricultural occupations should be aware of and deeply committed to their important role as a facilitator of learning. Many things can be done to facilitate learning, the most important of which may be the structuring of the learning situation.

There are two ways in which a teacher can facilitate learning by organizing or structuring the learning situation. One kind of structuring is the logical organizing, arranging or structuring of the subject matter content. A second kind of structuring is the psychological structuring of the learning situation, or learning environment. Both of the above kinds of structuring are important if the teacher is to function well in the role of facilitator.

LOGICAL STRUCTURING

Logical structuring involves an identification of appropriate kinds and levels of subject matter content, and the organizing of that content into a logical sequence for teaching. This process might also involve the selection of certain kinds of references, activities and other educational resources to carry out the instruction. This process could also involve a determination of how much time to spend on each component of instruction and what time of the year, semester or rm to teach this particular subject matter.

*Dr. Leon A. Mayer is Visiting Assistant Professor of Agricultural Education at the University of Illinois. Before joining the staff here, he served as Professor of International Agriculture at Kansas State University, and as Associate Pro-fessor of Adult Education at the University of Illinois.

STRUCTURING TO MAXIMIZE LEARNING

Leon A. Mayer* Visiting Teacher Educator University of Illinois

Most teachers understand logical structuring of subject matter and probably do a reasonably good job of this kind of structuring of the learning situation; however, many teachers do not fully understand the nature and importance of psychological structuring of the learning situation, and consequently, may neglect to do this very important kind of structuring.

PSYCHOLOGICAL STRUCTURING

Psychological structuring of the learning situation is a process in which the teacher deliberately and systematically attempts to structure or organize the learning environment as a means of facilitating learning. The purpose of psychological structuring is to make the learner feel as secure and as comfortable as possible in the learning situation, and to psychologically condition students for the learning the teacher is attempting to facilitate. Psychological structuring of the learning situation involves the planning or organizing of several things as follows:

- 1. Physical facilities The location, appearance, comfort and orderliness of the classroom, or other teaching area should be deliberately planned so that the student will feel secure, comfortable and ready to give attention to learning.
- 2. Furniture arrangement—Classroom furniture should be comfortable, moveable and flexible in use and functionally arranged to facilitate group formation and to maximize natural opportunities for participation and for sharing of learning. A regimentation of students into a formalized row arrangement does not stimulate students to participate actively in the learning situation, and it does not facilitate interaction and sharing of ideas. Traditional armchair desks may not be adequately comfortable, nor functional for certain kinds of classroom activities, and armchairs are usually not designed for left-handed people. If feasible, tables arranged in conversational horseshoe fashion would be much better. Tables are much better, too, for adults.
- 3. Group formation, participation, and sharing Students feel more secure and willing to participate actively if they know other class members, develop a sense of belonging to the group, and have a feeling of trust in others and in you as a teacher. As you begin instruction with a new course or group, elicit a response from each student by asking each of them to share with you, and with other class members, something about themselves. You must do the same. Use name cards or name tags until everyone is on a familiar, comfortable first-name basis.

(Concluded on page 199)

CLASSROOM INSTRUCTION

FROM YOUR **EDITOR**

James P. Kev

Some teachers spend a great majority of their time in the classroom while others spend very little time there. Each teacher must decide where they are going to put the emphasis in their agriculture program and how they are going to teach their objectives. Most teachers would agree there are three major components to a well rounded agriculture program: the classroom instruction, the supervised experience program and the student organization—FFA. They would probably have varying opinions about how much emphasis and time to allot to each of these components, However, I believe each teacher would agree classroom instruction is a most important tool for teaching agriculture.

GETTING IDEAS ACROSS EFFECTIVELY?

The next question is, "How can we use this tool most effectively to get the ideas across?" There are many ways, some of which have been mentioned in articles in this issue, some of which have not. First, a most useful way of getting the ideas across is to use a variety of methods. Simply using a variety of methods in itself is effective because it presents changes to the students which heightens interest. Even more important, however, is using a variety of methods and choosing the specific method for its unique ability to get that particular idea across. Choosing the method for its contribution to the learning situation and ability to increase interest is using the classroom teaching tools most wisely.

Does our interest and enthusiasm about an idea make any difference about how well that idea gets across? In most instances, how well the idea gets across is in direct proportion to the interest and enthusiasm we as teachers exhibit. If we are not interested or enthusiastic, the students could care less. If we show our concern and motivation, it's catching. The students then become motivated and the ideas get across much easier.

STUDENT INVOLVEMENT—EFFECTIVE?

This list of ways to use the tool of classroom instruction more effectively is neither exhaustive, nor ordered according to importance. However, if I had to list the thing I consider most important to getting the ideas across in the classroom, it would be student involvement. The more the student can be involved actively in every phase of instruction, the more learning takes place. If the students are only actively involved in note taking, greater learning takes place than would have been possible if they had been simply sitting passively, attempting to learn by only listening.

I feel, however, the greatest learning takes place when students are involved in doing the real thing, even in the classroom. Think of how many ways students can carry out actual work skills, right in the classroom. The list will surprise you. Next best, and if thoroughly thought out and organized, a simulated situation is conducive to learning. Whether it be a mock interview or practice parliamentary procedure contest, learning increases. Also motivational games actively involve students in the review and reinforcement process and makes learning fun. When was the last time your kids said, "Hey, class was fun today!" I'll bet it was a time when you had them very actively involved in an idea that then took on importance to them.

It perhaps takes a little more time to plan a variety of methods, arrange and control your learning environment, generate and show enthusiasm for your subjects, and actively involve those students in the learning process; but it is more than worth every bit of time and effort when you realize how much better those ideas are getting across.—Ed.

(Please submit articles 21/2 months in advance of Theme to allow publication time.)

COMING ISSUES COMING ISSUES COMING ISSUES

APRIL — Supervised Experience—Doing to Learn — Learning To Do

MAY — Agricultural Mechanics — Developing Important Skills

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

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

AUGUST - The Overworked Ag Teacher -Determining Priorities

SEPTEMBER — A New School Year — Opportunities Unlimited

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

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

DECEMBER — Hoticultural Occupations — Learning to Beautify

DID YOU SET THE TABLE?

Student 1: "What did you do in ag class today?

Student 2: "Nothing."

Have you ever overheard a conversation similar to the one above? While some students never like to admit they learn anything, if comments such as these are being heard with any frequency, maybe it's time to take a look at something called "classroom teach-

Every agriculture teacher wears many hats. He is a coach of leadership and judging teams, a public relations agent, often a livestock show specialist, and sometimes almost incidently, a teacher. It is almost too easy to let classroom duties slide. Have you ever thought: "I've got to finish this report, I'll just let the class have a study period", or "I need to work with the livestock judging team this period, the rest of the stulents can look at magazines". While supervised study periods and the use of magazines can be used effectively, they can be so only if the class is well planned, and often the time just isn't taken.

I know that we all fall into traps like these occasionally, but sometimes it just takes a reordering of priorities, My contract states that I am hired as a "High School Teacher-Vocational Agriculture". When we get to the bare facts, teaching our classes is our most important job. Other things we do are important, but most of them grew out of our instructional program, and in some cases have been given more importance than they deserve.

The length of our school year is set by the legislature, but with class time lost to pep rallies, assembly programs, exam days, and announcements, we have precious little time to teach. It can't be wasted on ill-conceived or nonexistent lessons. The total vocational agriculture program must be founded in a strong teaching regimen. If a good job is done teaching soil science, training a land judging team is half done. Jowever, if you try to train a land judging team without teaching soils, you will spend much more time to get the same results.

Barney M. McClure Vo-Ag Teacher Gatesville, TX

Respect gained by a good classroom teacher can also pay dividends down the road. A teacher that carries out his duties in a professional manner and expects good conduct from his students in the classroom, will experience few problems from students on an overnight FFA trip.

GET ORGANIZED

Everyone at one time or another has said "I just don't have enough time". The truth is that we all have the same amount of time in a day, some are just better at organizing and using their time. It might be a valuable experience to keep a daily log for several days or a week. Write down the time spent in workday activities. It might be surprising just how much time is spent in unproductive activities. After evaluating work habits, some adjustments can be made. An extra half hour a day spent in necessary activities can help you get rid of the "I don't have any time" rut. The whole purpose of getting organized will be to give you more time to prepare lessons, obtain teaching materials, and make you a better teacher overall.

DO YOU SET THE TABLE FOR YOUR CLASS?

It is up to me to make sure the atmosphere in my class is conducive to learning. I try to start each day with a neat classroom, and each class with everything needed in the room.

A good class is based on communication, and students need to realize the lines of communication are open.

I try to meet the students at the door as they come in the classroom and say hello or make some comment to them. I encourage the students to be on time and often every member is in class a



Barney M. McClure

I never start class until the bell rings, however. These few moments prior to class time are valuable in just talking to the students about any wide variety of things from football to fur trapping. I have also found that it won't crack my face to laugh or smile in class, and helps to make things more pleasant.

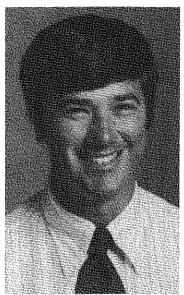
MEAT AND POTATOES

I like to think of education as an exchange of ideas. The word exchange implies the ideas flow both ways. It is important to involve each student in the lesson. It's tempting to concentrate on bright students, and forget about the rest of the class. Most of my classes are a cross-section of students with varying abilities. This means that often it is necessary to state an idea two or three different ways to make sure all students understand. I like to watch the faces of my students when explaining things. Their expressions and eve movement are often as easy to read as a road map.

It's easy to overdo this or that teaching method. Don't forget there are more teaching methods than lecture and question-answer. Tests can also be a teaching tool and emphasize certain

CONCLUSION

Your enthusiasm gives you away to your students. They quickly learn in what areas you are most interested. If classroom teaching is approached in a haphazard or negative way, students will pick up on this, and they will have a negative attitude also. I hope that classroom teaching isn't always the last thing that is gotten to. Good teaching is the framework for a solid total prominute or so before the tardy bell rings. gram in vocational agriculture.



Learning is the aim of all education. When the students have not learned, the teacher has failed in his mission. When we look at "good teaching" we are looking at the direction of the learning process so that desirable changes of a relatively permanent nature are brought about within the learner as a result of the instruction.

In teaching, the major consideration is effectiveness. The results of teaching must be evaluated by the question, "What did I want the students to learn?" It is possible for students to learn without a teacher, but this learning is not effective. When learning is conducted without close supervision, there is usually a loss in efficiency of the instruction. In order to effectively foster desirable changes, effectiveness in instruction must be evidenced.

This, therefore, leads us to the readiness of the teacher. There are five stages of instruction:

- a. Preparation
- b. Presentation
- c. Application
- d. Examination
- e. Discussion

This article is devoted to the first of these — PREPARATION. Preparation for instruction is one of the most important stages in teaching, Preparation, we might say, is the foundation upon which all effective instruction is based.

To utilize the time available for lesson preparation to best advantage, make an estimate fo the teaching situation by determining what to do and how to do it. Then.

a. Keep the objectives firmly in mind.

PREPARATION—Essential to Getting The Ideas Across In The Classroom

Carroll P. Trahan Vocational Agriculture Instructor Acadiana High School Lafayette, LA

- b. Collect the necessary materials. c. Write the lesson plan.
- d. Rehearse and revise the lesson plan.
- e. Check the final arrangements.

OBJECTIVES

The teacher must know the lesson objective. He must know from the start what he is to do and why he is to do it. He must consider the objective in terms of what each student is expected to learn from his instruction, Everything he says or does in the presence of his class is determined by the objective for that lesson.

Make the objective specific, as definite and clear-cut as the bull's-eye on a target. An objective stated in broad terms like, "the Briggs and Stratton 4cycle engine" is too general. A complete manual covers that subject. To introduce the student to, "the Briggs and Stratton Vacu-let carburetor disassembly and assembly," however, is a lesson objective that clearly defines what is to be done. The teacher then knows that he is to introduce the vacujet carburetor to the students and teach them to disassemble and assemble it. The objective is specific.

A good lesson objective is practical and reasonable. It insures that the task is no longer than can be accomplished with the time, staff, equipment, and facilities available.

INFORMATION AND MATERIALS

After determining what to do, the teacher gathers and assembles all materials and data available to him. The teacher should become thoroughly familiar with the subject matter and seek to find what teacher aids are available for use in the classroom or other settings. Such teacher's aids as films, filmstrips, slides, printed materials, and samples are easy to obtain and are very valuable as teaching tools. These teacher's aids break the monotony of continuous lecturing and aid in holding the interest of the students. After having gathered the necessary information and materials, study and analyze it.

Study the material to develop a good understanding of the subject. Then, analyze it to select the most important points around which the lesson can be built. Always keep in mind the lesson objective, the available time, and the materials.

Make every effort to select only the essential materials and to eliminate the nonessential details from the lesson. The tendency to try to cover too much material in too little time results in poor instruction. Concentrate on the objective. Remember that a student's learning capacity is much more limited than the teacher's talking capacity.

To assist in saving time and getting the most out of the lesson preparation, the following suggestions are offered

- a. Understand what is to be done.
- b. Insure that conditions are right for learning and working. Check for adequate light, temperature, and overall comfort.
- c. Have all necessary materials, texts, and references at hand.
- d. Begin instruction promptly. This point can never be over-emphasized.
- e. Mentally review the preceding lesson, look over the current lesson objective, and jot down any ideas that occur.
- f. Get a quick overall view of the subject matter by quickly checking the subject headings in the reference. Then read through and center attention on the important details. Make any notations that will help you fix ideas in mind.
- g. Keep at it, Allow no lapse of attention.

LESSON PLAN — GENERAL

The lesson plan is a written digest of how the teacher is going to present a particular lesson. It shows what mate rial to teach, in what order to teach it, and exactly what procedures to use.

(Concluded on the next page)

CONTINUED PREPARATION . . .

Each lesson plan is designed to cover one small segment of a subject. Each sson should have a definitely defined and expressed purpose or objective. The lessons in a unit should be tied together so that the students can realize their individual objectives as well as the importance in accomplishing the overall objective of the unit to be taught.

To insure that the important points have been considered in developing the lesson plan, the teacher should be able to answer ves to each of the following questions. When he cannot answer yes to any question, it shows that some phase of the preparation has been inadequate, and that the plan should be revised.

- a. Does the lesson deal with one subject only?
- b. Is the lesson objective stated clearly and concisely?
- c. Are all facilities and equipment listed necessary and available?
- d. Does the introduction completely serve its purpose?
- e. Do the steps in the lesson proceed from known to unknown, from simple to complex?
- f. Are the facts of the lesson important to this class of students?
- g. Is the plan complete or does it leave anything to chance?
- h. Is the plan simple, flexible, and practical?
- i. Does the plan satisfy the lesson obiective?

No matter how careful the planning, it is impossible to predict the reactions of different classes. An approach that has been successful with one class may not be equally successful with another. When the teacher finds that his planned

procedures are not leading to the desired results for the class, he should take advantage of the flexibility of his plan and change his approach to fill the needs of that particular class.

No two teaching situations are identical. If the same plan is used repeatedly it will tend to lower teaching efficiency. The teacher must be on the alert to recognize individual differences in classes, and must be flexible enough to change his methods accordingly.

REHEARSALS

fect the instruction before actual class presentation.

At first, just certain parts of the lesson such as the introduction, demonstration, or summary may be rehearsed. As soon as possible, however, go through the entire lesson. Treat it as a dress rehearsal before a party — make it complete in every detail. For example, if a film is to be included as part of the lesson, preview it. This gives you background on the content and puts you in the position of being able to comment intelligently about it before, during, and after showing.

As a result of the rehearsal, revisions to the lesson plan will usually occur. This makes instruction more effective and fosters a better learning situation for the students.

Failure to rehearse results in incomplete or sketchy instruction, loss of interest, and the waste of time. On the it becomes difficult to mesh the lessons other hand, frequent rehearsals help to together and avoid dangling ends develop self-confidence and ease in presenting the lesson; both of which benefits the individual teacher, be they beginners or experienced!

If there isn't sufficient time to go over the plan in its entirety, at least go over the main points and fix the plan in mind before presenting the lesson to the class. The spirit of the rehearsal is the key to it.

FINAL ARRANGEMENT

The last step in preparation is to check and recheck the many details related to carrying out the lesson plan. Check the following:

a. Class area. Make every reasonable effort in advance to see that the class The purpose of rehearsing is to per- area and its surroundings are conducive to learning. Check the condition of your facilities—exhibits, blackboard, tools. Check the seating arrangement to make sure that everyone can see and hear, and also have an un-obstructed view of the presentation area. Check the possible source of distracting noises or commotion in the immediate vicinity.

> b. Visual aids. Check to see that the equipment you will be using is operating properly. Before class time, a teacher should have all needed equipment, supplies, illustrative materials, and other teaching materials set in place, operating properly, and ready for action.

Without proper preparation, the teacher will not be able to get his points or ideas across to the students effectively. Without proper planning of the units which are to be taught, which serve no purpose. Without proper preparation, the interests, needs, and abilities of the students soon become misses rather than hits.

CONTINUED GUEST EDITORIAL

Carry this process one step further by requesting students to share with you, and with the class, past experiences, successes, and difficulties. This not only facilitates participation, it helps you as a teacher to know where to begin instruction and whom to utilize as resource persons in future discussions.

Project to students that you respect their intelligence and trust their responsibility and judgment enough to involve them in sharing decisions about their learning. Through the mechanism of a problem-solving or similar method of teaching, provide students with the opportunity to plan goals and standards for their own learning and to develop a commitment to those goals and standards. Allow them to identify problems for discussion, as they see these problems and concerns.

If some class members are reluctant to participate because they feel insecure in the group, use small group buzz sessions—students will feel more at ease participating in a small group, rather than a large group, until they get to know the large group.

YOU ARE READY TO TEACH— STUDENTS ARE READY TO LEARN

If you have psychologically structured the learning situation, you are psychologically conditioned to do a good job of teaching, and your students are psychologically conditioned to learn. Now you may begin teaching the logically structured subject matter. You have maximized the chances that your teaching will be effective and that learning will occur.



There are many old axioms that are still useful today if an instructor will only realize their importance and value. Statements such as: "experience is the best teacher"; "a picture is worth a thousand words"; or "show them by an example"; can be utilized in the classroom and on the farm today.

The agriculture instructors in Iowa can be very thankful for Dr. Harold Crawford, who has not only done an excellent job of being the example of how to teach the problem method, but also has stressed the importance of its use in the classroom. This article should have his name at the top since it is his message with adapted variations. The problem method is often misunderstood. It is not the entire answer, but rather one of the tools in an instructor's repertoire to make teaching more enjoyable for both the student and the instructor. Various forms of the problem method are used even though they aren't fully recognized by the in-

ENTHUSIASM AND MOTIVATION

If an instructor comes before a class fully prepared, with excitement and enthusiasm in his voice and physical being, the class will respond with the same. Teaching and learning must be fun if anything is going to be retained by the students. Teaching must be fun if the instructor is going to remain in teaching for any length of time. A positive attitude is so important for both parties concerned! How did your nonverbal communications affect the class today? Didn't the class, and the day, go so much better when you were enthused? Why does the freshman class generally seem to be the most fun to teach? Because they are enthusiastic!

Today you come to class with enthusiasm. Let's pursue the problem method a bit more in detail. Motivation is the key. Maybe your enthusiasm fill in the blank, a few true-false and

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Teaching Students to Think,
Understand And Make Decisions

Clifford Van Berkum Vo-Ag Instructor Swea City, IA

is the motivator. Perhaps it was a problem or situation one of the students been a situation you found at one of the supervised visits made last night. It may be a situation, example or problem that you may have to introduce to class. (If someone could just write a book full of these examples and make them available to every vo-ag instructor!)

SHORTER UNITS

The motivation is there and the students are ready to find, receive and remember the pertinent facts. Just what is it that should be remembered from this lesson? State the objectives of the unit or lesson. Tell them what you want them to know. Too many instructors use the "slop" method of feeding their formation. A student's learning habits tend to resemble a pig's eating habits the units now being taught are too long. with too many things being "fed" to the students at one time? Try shortening the units and teach one concept well

STUDENT ACTIVITIES

There must be student activities if learning is going to remain with them. These may be written solutions or student experiments. If it is worth remembering, it is worth writing down in a student's notebook. When it is test time, the student now has a record of all the things that the instructor wanted them to remember. Testing is an important part of learning, but too often tests are a regurgitation of a lot of meaningless facts and figures. If the objectives were made specific enough to cover the lesson the instructor wanted the students to learn, the questions should also be covered by the objectives. Try making the test interesting and enjoyable for the students to read and take. Vary the type of questions such as multiple choice, short answer,

an essay question or two. Rate them for point value so the student can see how important each is. Too many tests are made for ease of correction, and some of this is alright. How about an essay question that requires a student to list his opinion and also requires him brought up in class. Or it may have to state the reasons why he decided on this answer. This helps students to think, understand and make decisions. This decision making process may be the most important skill you can teach your students. Most people can remember facts if they are so programmed. We need more people that can make good sound decisions. And isn't this what problem solving is all about?

APPLICATION

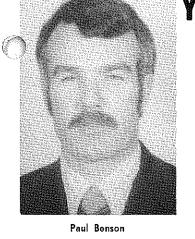
The next step is determining what practices each student can adopt for his or her own home situation. This is not always an easy task because there are some personal prejudices or feelings towards or against a particular practice. Should an instructor be dictatorial students until they are filled with in- about the practices every student shoul or should not adopt? Students should have the freedom to accept the prinwhen taught this way. Could it be that ciples and practices they wish to adopt if they can give good sound logic and reasons for their choices. All students in a group thinking exactly alike makes for stale students and a dull class.

USING A SUMMARY

A summary at the end of the class period outlining the important facts learned is important. The summary could be in the form of a quiz. A well planned quiz will be an indicator as to the student's acquisition of the facts the instructor wanted the students to learn. Sometimes the quiz should be an open note quiz to reward the students for keeping good notes. The quiz should cover material that will later be used on the final test. Whether the quiz or a summary feedback is used, this is the time to "clinch the nails". This should be the time the instructor finds out how the students grasped the facts discussed during the lesson.

In the reasoning or problem solving method, a common question that should be asked often by the student and/or the instructor is the question "why?".

(Concluded on page 203)



The old adage that you can lead a horse to water but can't make him drink does not necessarily hold true when it comes to students learning in the classroom. How do you make them drink? — Give them some salt!

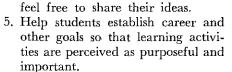
WHAT IS THE "SALT" OF THE CLASSROOM?

The salt refers to the desire to learn, to know, or to do. The concentration of salt in the bodies of horses needs to be kept at a proper level if you want to keep them thirsty. If the salt concenration drops to a low level, more salt hould be added to their diet. The desire to learn can be kept at a high level by the following methods:

- 1. Provide a rich FFA program that promotes self-initiative.
- 2. Provide a comprehensive supervised occupational experience program that involves learning experiences relevant to students' needs.
- 3. Provide interesting laboratory and shop experiences so students can learn by doing.
- 4. Provide a student oriented atmosphere in the classroom so students

You Can Lead A Horse To Water, And You Can Make Him Drink!

Paul Benson andPaul Hemp Agricultural Education Division University of Illinois



From an early age students exhibit an eagerness to discover things which suggest a wholesome desire to be informed. This desire should be instilled constantly and also be a major behavioral objective in the vo-ag pro-

If students have a felt need to learn, it should foster an active learning process (one that stems from within) and will then transfer to new situations. Getting the ideas across may then become less important because of the more urgent need to manage the selfgenerated ideas of students.

The effectiveness and value of many of the abilities and much of the knowledge acquired depends on how the students gather them. If they are just given the ideas, they may not value them and consequently not put them to practice. If they are involved in formulating these ideas for themselves,



Paul Hemp

they then may be quite anxious to build and use them. Students really decide what is to be learned, while teachers only decide what is to be taught,

Other methods of getting a horse to drink have been attempted, such as:

- 1. Push the horse out into the water.
- 2. Hold the horse's head under the water for long periods of time.
- 3. Make the horse watch other horses drink.
- 4. Hit the horse with a whip.
- 5. Force the water down the horse's

Not all of the above methods may provide the wanted outcome with horses or students. All of these procedures point to the teacher forcing the students to take in knowledge under pressure. This rote type of learning may not be what the teacher wants to accomplish.

By instilling desire (salt) on a regular basis, students should not only fill up with abundant knowledge (water) but then be motivated to go beyond the classroom (waterhole) and achieve their sought-after goals.

SOILS: AN INTRODUCTION TO SOILS AND PLANT GROWTH, by Roy L. Donahue, Raymond W. Miller, and John C. Shickluna. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977, Fourth Edition, 626 pp., \$15.95.

This fourth edition of a highly successful book is a very thorough coverage of the fundamentals of soils and their management practices relating to plant nutrition. It provides a greater awareness of the soil as well as to the soils specialist and the practitioner 'iose livelihood depends upon proper usage

The book deals with such topics as soils as an essential world resource, plant materials and soil formation, physical and chemical properties of soils, soil diagnosis and plant diagnosis, tillage practices, conservation and management, soil classification and many others of value to the soil scientist and to the practitioner.

The text takes into account the rapidly changing technology and human needs, increasing size of farms, larger and more sophisticated equipment, the problems of maxmizing production on a variety of soils, and regulations providing for more restrictive usage of land. It emphasizes the relevance of soil science to such factors as the ecological environment, metric system, world population, and food production.

The use of numerous examples of problems and their solutions, illustrative drawings and photographs, document citations, an innovative system of explanatory notes, an extensive glossary, conversion tables and

visual aids add much to the easy-to-read

The authors have extensive backgrounds in teaching, research, and consultation in the United States as well as in foreign countries. All have written extensively ranging from popular journal and magazine articles to technical research reports and textbooks.

This very valuable book can be used at various levels. It would be an excellent reference for high school students and the vocational agriculture teacher. As a text, it probably lends itself more to the post-high school level.

> Joe R. Clary, Head Department of Occupational Education North Carolina State University Raleigh, NC



Walter Heizenroth

Agricultural education programs

have long been used by administrators

and guidance personnel as "dumping

grounds" for those students who are

considered by them as "unable" or "un-

desirable" for one reason or another

for the academic type programs. Many

of these "undesirable" students are the

problem cases of the school; many are

the students who do not do well in

school and therefore dislike it. Yet it

has been reported by persons in the

field of education that once these stu-

dents are channelled into a vocational

agriculture program, many do make

significant improvements in their at-

titudes towards school and education.

What is it that improves the atti-

tudes of these "undesirable" stu-

dents? I believe it has much to do

with the agricultural program de-

veloping a "favorable" self-con-

Several research studies, Stanwyck

and Felker (1963), Landry and Par-

dew (1973), Fitts (1972), and Brook-

over, Thomas and Patterson (1964),

have indicated that there is a persis-

tent and significant relationship be-

tween the self-concept and an individ-

ual's behavior and achievement, both

of which are important factors educa-

tors should take into consideration in

dealing with their clients. Agricultural

education programs can and do supply

concept. It appears that the basic struc-

favorable self-concept development.

cept within the student.

IMPORTANT IN THE CLASSROOM

Walter Heizenroth Graduate Assistant Pennsylvania State University

POSITIVE SELF — CONCEPT —

WHAT CAN THE TEACHER DO? Combs, Avila and Purkey (1971) in their book, Helping Relationships make the statement:

The self-concept is important to (teachers) . . . and students . . . judge the value of their experience with (teachers) from the frame of reference of the self-concept. What affects the self-concept seems relevant; what appears remote from the self seems irrelevant. If the time the student . . . spends with the . . . teacher does not seem relevant to his self, it can safely be ignored. If the (teacher) continually misses the (student's) self, what he has to say or do only seems irrelevant to the (student) who sooner or later concludes that the relationship is a waste of time and, one way or another, physically or mentally departs from the scene. People do not listen long to those who have no significance and report their findings to anyone else who may ask their opinion. Thus, the (teacher) who ignores the selfconcept and his effect upon it is quite likely to fail to help his (students); he also creates a poor reputation for himself in the bargain. (p, 56)

BECOME A "SIGNIFICANT OTHER?"

In order to influence their student's self-concept the teacher must be or become a "significant other" in their lives. People are seldom changed by other people they see as unimportant or insignificant. By "significant other" is meant those persons who are important or who have significance to the student its students with many of the factors by reason of his sensing their ability to believed by authorities to be important allay insecurity or to intensify it — to in the development of a favorable self- increase or to decrease his sense of helplessness, to promote or to diminish ture of the program lends itself to his sense of well-being (Pietrofesa, Leonard and Van Hoose, 1971). Purkey

(1970) believes the way a teacher becomes significant rests on two forces: 1) what he believes, and 2) what he does.

Bottrell and Havighurst, as stated by Carlton and Moore (1968), have listed ways in which the classroom teacher may help the student to enhance himself and have a more satisfying concept of himself. Bottrell indicates that:

1. The teacher may help each child to feel wanted and liked. This aids in satisfying his need for status and approval.

2. The teacher may provide group work for self-help opportunities. This gives the children a chance to practice and apply knowledge.

3. The teacher may help pupils to evaluate themselves. This gives them a chance to talk objectively about their work and progress and gives practice to emotional security.

4. The teacher needs to be present to clarify and guide, but not to tell or dictate.

Havighurst indicates that:

- 1. The teacher may help by finding work situations in which the child feels at ease.
- 2. The teacher may help by finding situations in which the child can contribute his talent or skill in a way that would be valued by others.
- 3. The teacher may help the child control his ways of behavior so they are acceptable to others.

CREATE CLASSROOM ATMOSPHERE?

The classroom atmosphere that a teacher creates also plays an important role in developing a student's self-concept. Purkey (1970) believes there are six factors that seem particularly important in creating a classroom atmosphere conducive to developing favorable self-images in students. They are:

1. Challenge — High (but attainable) expectations have a positive and beneficial effect on students.

2. Freedom - It is difficult for selfesteem to grow in an environment where there is little or no freedor of choice. If the student is to gro and develop as an adequate human (Concluded on the next page)

CONTINUED POSITIVE SELF-CONCEPT . . .

being, he needs the opportunity to ed in vocational agriculture programs make meaningful decisions for him-

Respect - A basic feeling by the teacher for the worth and dignity of students is vital in building self-concepts in them. No aspect of education is more important than the feeling on the part of the teacher that the individual student is important, valuable, and can learn in school.

4. Warmth — There is considerable evidence to support the assumption that a psychologically safe and supportive learning situation encourages students to grow academically as well as in feelings of personal worth.

5. Control — It has been suggested that children who are brought up in a permissive environment tend to develop less self-esteem than those reared in a firmer and more demanding atmosphere. The assumption that clearly established and relatively firm guidance produces more applied to the classroom.

6. Success — Perhaps the single most important step that teachers can take in the classroom is to provide an educational atmosphere of success rather than failure.

FFA, SUPERVISED PROJECTS. LAB EXPERIENCES?

through the proper use of the Future Farmers of America Organization (FFA), supervised projects, and directed laboratory experiences.

The FFA supplies the student with challenge. He can strive for different awards that the organization offers. A student can gain respect of both his peers and adults by obtaining an office in local, state, or national chapters. Success is more easily obtained since there are many different types of awards and offices the student can seek allowing for the differences in each student's personality.

Supervised projects help the teacher to get to know his students privately. This helps to develop the teacher as a "significant other" in the student's life since the student can more readily see that the teacher does have an interest in him. Supervised projects also help the student see the relevance of his education. This is especially important to the student with a low self-concept. self-esteem in children can also be Many times during directed laboratory experiences students work on different skills or projects, therefore creating less competition between students and enhancing the learning atmosphere.

SUMMARY

Authorities in the field indicate that there is a persistant and significant relationship between the self concept and Many of these factors can be obtain- how one performs. As Hamacheck (1971) points out:

Research is teaching us that how a student performs depends not only on how intelligent he actually is, but also on how intelligent he thinks he is. Indeed, classroom and clinical research evidence suggests that school or life success may depend less on those qualities a person has by way of genes or circumstances and more on how he feels about these qualities.

The Agricultural Education program has many built-in aspects about it that can be used in helping the student to develop a favorable self-concept. It is up to the teacher to make it work.



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CONTINUED TEACHING STUDENTS TO THINK . . .

Why is the statement true or false? There is generally two sides to every situation or problem and a wise decision can only be made when both sides are understood. Is the "slop" feeding method being used or are the students learning to make decisions that are going to be meaningful for them? Being able to answer the why questions teaches students to think, understand and make decisions.

TYPES OF PRESENTATIONS

There are many different types of presentations that can be used for classrooms. Field trips are one of the best, but class scheduling often reduces the effectiveness of this possibility. Bringing the lesson to the class or taking slides nd films of the lesson is the next best thing. Use of some self-study units or contract lessons also help break up the

cussion presentations. The key as to sionally. It doesn't hurt for the students which system to use and when to use it depends on the "student attitude barometer". If they are enjoying what they are doing, you're probably using the right presentation today. If the students become restless, a change is called for in presentation. Too many instructors get into a rut trying to use the easiest and most comfortable method of teaching that is often the most boring for the students.

The use of good bulletin boards can also be used for a change of pace in the classroom. (This is another area that would sell books if someone would only compile a pictorial list of bulletin boards to be used in the classroom.) Bulletin boards dress up a classroom and are good for positive classroom attitudes. Bulletin boards can be over one unit or lesson problem. Quiz over the monotony of too much lecture and dis- material on the bulletin boards occa-

to read the answers from the bulletin boards when taking the quiz. Rewarding the observant is part of life.

NOW TO SUMMARIZE

The presentation of an objective before the class is usually one of the easier things an instructor does during the class period. Getting students to solve the problem is most often difficult. Instructors must let the student solve his own problems with guidance from the instructor, fellow class people, resource persons, and most of all, the student him- or herself. The instructor's position in class is to present the problems and bring out the principles to that problem. If each instructor can do these two things and let the students make the decisions, the students will learn to think, understand and make



Ellen Pellack proudly displays her original design!

FEATURING: IT WORKS! COMPETENCY BASED INSTRUCTION

by
Ms. Tern Elston
Instructor of Ornamental Horticulture
Tinley Park, IL



Teri Elston

In the 1970's dare we imagine 15, 16, and 17 year old students so enthusiastic and involved in attaining competencies in ornamental horticulture that they revel in competing to achieve more than their classmates?

Dare we imagine students so motivated, eager and turned on, that they demand, as they enter the classroom, to know what competency they are expected to achieve that day?

These teenagers do exist and are achieving competency levels in job entry skills in the field of ornamental horticulture as participants in a pilot program at Tinley Park High School, Tinley Park, Illinois. These high school students are involved with a competency based curriculum in ornamental horticulture that spells out for them what they are to do, how they are to do it and to what criterion level.

The students are given a competency sheet at the beginning of each class. The competency sheet, which states the competency to be attained, consists of six columns: the skills to be attained; the tasks to be performed; the materials required; the specific activities to be performed; a suggested means of measurement/evaluation, and a recommended time period. (See competency sheet example)

The items in the columns on the student competency sheets are numbered in sequence to aid the student in the performance of activities and tasks in order to achieve the skills listed that leads to competency in that area.

Items in the Task column are marked either with a "T" or a "K." The "T" designates a psychomotor task and the "K" a cognitive task to attain a specific concept. The competency stated at the top of each student page gives an exact description of what the student is to be able to do as a result of the learning activity called for by the lesson.

The first column on the competency sheet states the skills to be gained. The second is a guide for the acquisition of the skills and knowledge specified in the competency. The third column gives a list of materials, supplies, manuals and textbooks, etc. that are needed by the student to carry out the prescribed activities. In the fourth column are the activities the student is to perform in order to acquire the skills and knowledge specified in the competency. Then, the fifth column provides the student with a means of interim checks and self-evaluation with immediate feedback.

	prune the tree to mainta and water sprouts to the	in desired shape and to remo 90% criterion level to the sa	tisfaction of the teacher.	
SKILL	TASK	MATERIALS	STUDENT ACTIVITIES	MEASUREMENT/EVALUATION
10A-1.1 Learn purposes and methods of pruning shade trees.	10A-1.1.1K Identify objectives of pruning shade trees.	10A-1.1.1 Slide Film Objectives of Pruning Deciduous Trees - #615 Slide Film Projector Pencil and Paper	10A-1.1.1 View slide film. Note objectives of pruning.	Possible Earned 10A-1.1.1 10
	10A-1.1.2K Identify objectives of pruning - time to prune and equipment needed.	Subject Matter Unit Pruning Shade Trees - #5004 Circul Pruning Evergreens and Deciduous Trees and Shrubs - #1003 Handouts - Worksheets	10A-1.1.2 Read subject matter unit and circular. Fill out worksheet.	10A-1.1.2 20 10A-1.2.1 20
10A-1.2 Recognition of dead, damaged or rubbing branches, water sprouts and sucker growth,	suckers and water sprouts.	PUBLING SHOOT CUT COMMENT SHOOT CUT CUT CUT CUT CUT CUT CUT CUT CUT CU	10A-1.2.1 Examine tree and identify parts to be pruned.	10A-1.4.1 20 10A-1.5.1 10 Total 100 TIME 2 Periods
10A-1,3 Make proper cuts when removing tree limbs.	10A-1.3.1T Cut off unwanted branches, water sprouts, and suckers.	10A-1.3.1 Pruning Shears Pruning Saw Ladder	10A-1.3.1 Start at top of tree and work downward removing undesired growth. Remove sucker growth completely.	
10A-1.4 Paint wounds.	10A-1,4.1T Apply paint.	10A-1,4.1 Tree Paint 2" Paint Brush	10A-1.4.1 Paint wounds 1" or greater in diameter with tree paint.	
10A-1.5 Clean work site.	10A-1.5.1T Remove all cut material.	10A-1.5 Student	10A-1.5.1 Remove and dispose of all cut material. Clean the work site.	



Richard Brouette shows competency in producing a Christmas Wreath.

A task analysis to identify the skills and general knowledge concepts required for job performance was conducted and then verified by Tinley Park High School's Ornamental Horticulture Advisory Council and local horticulture businesses. A horticulture cluster core, consisting of 18 tasks, was determined from the list of essential and preferred tasks as identified and validated by the Advisory Council.

The Horticulture Cluster Core consists of the following tasks:

- Identify horticulture plants.
- Take soil samples.
- Test soil for N.K.P. and soluble salts.
- Determine fertilizer requirements according to soil tests.
- Fertilize plants.
- Identify plant insects and disease manifestations.
- Identify and remove dead and diseased plants and blooms.
- Control plant insects and diseases.
- Add chemicals to control weeds and soil insects.
- Plant seeds, flowers, trees and shrubs.
- Select proper time to plant seeds, annuals, seasonal plants, trees and shrubs.
- Transplant seedlings.
- Pot plants.
- Cut and care for cut flowers.
- Water new seedling, plants and nursery stock.
- Label plants, planted rows and areas.
- Prune and trim plants and trees.
- Seed and reseed lawns, turf and fairways.

Comments from evaluators of the pilot program as to commendable points observed were as follows:

"Students' enthusiasm seems to transfer from the immediate competency to the entire field."

"They seem genuinely interested in what is happening in the classroom."

"Student participation is 100%!"

"Students are proud of their achievement and know instantly that they have acquired the competency."

"Student/teacher interaction is positive and congenial."
"The students are all involved, all eager, and all performing."

Individualized, competency based instruction works! It gets the ideas across! Vocational students can thrive and learn in this type of an atmosphere. They can pace themselves and achieve to their own individual potential.

*This Competency Based Curriculum was produced under a contract with the Illinois Office of Education/Department of Adult Vocational-Technical Education. Ms. Terri Elston, the author of this article and developer of the Curriculum, is a Biology and Horticulture instructor at Tinley Park High School. Additional information may be obtained by writing directly to Ms. Elston.



Programs—An Administrator's View by Gilbert H. Flint

Retired Chief School Administrator and Vo-Ag Teacher Salem, NY

Maintaining Quality Vo-Ag

As I look back over many years of growth and change in our secondary school vo-ag programs, I have some very definite thoughts and concerns in regard to methods that need to be followed if we are to continue to maintain a high quality secondary agricultural education curriculum,

STRONG RECRUITING NEEDED

First, we must strongly encourage more good candidates to enter, and remain in, a college training program for the preparation of secondary school vo-ag teachers. We can do a better job of recruiting well qualified high school seniors and Ag-Tech graduates so that an adequate number of well-trained teachers of agriculture will be available to meet future needs.

There is probably no one person that can have a greater influence in helping to guide strong teaching candidates into an agricultural education program than the local teacher of agriculture.

There must also be a close working relationship between the training colleges and the secondary school guidance directors and vo-ag teachers so that good potential candidates can be kept fully informed on the real need for teachers of agriculture. A strong emphasis must also be placed on the kind of personal and occupational qualifications needed by successful agricultural teachers.

STRONG SUMMER PROGRAM NEEDED

There has been a trend in many schools in recent years to do away with the long-term established practice of employing secondary teachers of agriculture during the summer months. I believe that this is a serious mistake and represents a false economy procedure which can only serve to materially decrease the vocational value of an effective vo-ag department. There

are many very worthwhile teaching procedures that can best be conducted during the summer months. This is the period during which teachers have an opportunity to visit and supervise their students on their farms and in their agri-business places of employment. This is also the time for local, county and state fairs, leadership training schools, FFA camps, conservation training schools and other effective teaching activities.

As a chief school administrator, I always found it very helpful to meet with my teacher of agriculture several particular, so that I could be kept up to date on the concerns and suggestions of the parents and agricultural leaders of the community.

I never received a single criticism from any taxpayer in regard to the educational value received, or value per dollar spent, for our twelve month program in agricultural education, I am sure that this extra effort put out by our school district materially assisted our school to become a recognized leader in secondary agricultural education on a local, state and national level.

As our training certification standards are being revised, schools are finding it increasingly more difficult to compete with other opportunities which are available for agricultural college graduates because of the sharp differential in salaries available for new teachers in comparison to many other agri-business opportunities.

One of the best ways to help reduce this margin is to hire a good vo-ag teacher on a twelve month basis and to require a carefully prepared and executed program of work for the summer months.

STRONG PROFESSIONAL BACKGROUND NEEDED

It is very important to encourage new agricultural teaching candidates to have good practical vocational experi-

ence to supplement a sound technical training program. They should also find ways and means of keeping up to date professionally as improvements in modern technology continue to make changes necessary in effective teaching

Vocational students, in particular, will respect those teachers who are well prepared to teach and have a good background in occupational experience in their teaching fields. As a supervisor of vo-ag teacher trainees, I have noticed that those teachers who were most successful were the ones who had a good combination of practical and technical experience.

STRONG CLASSROOM APPROACH NEEDED

Class size is an area that is receiving times during the summer months, in a great deal of attention today in the attempt to obtain greater efficiency and lower costs of operation in our secondary schools.

> There is a tendency to overcrow. many vocational classes over and above what local situations make it reasonable to do. There is a limit, from the standpoint of student safety and effective teaching procedures, to the size of class that can be effectively taught in any given situation.

This is especially true in vocational classes where a great deal of individual teaching must be provided. Local teachers of agriculture should know their limits, and the limits of their building facilities and equipment. They should work closely with guidance counselors and administrators to maintain effective class size for their school

STRONG COMMUNITY INVOLVEMENT NEEDED

One method of improving the quality of a local vo-ag program is to make greater use of local resource people who are working in various agri-business occupations in the community and surrounding area. These people are glad to be asked to speak to classes and to allow their farms and business estal lishments to be used as a laboratory for instructional purposes.

(Concluded on page 210)



What does it take to be professionally committed to Agricultural Education? This question was discussed at the Vocational-Agriculture Conference at Mount Vernon, Washington this past summer.

Here's what I said about needs of agricultural instructors as I see them from the building principal's perspective. These are some of the ways I believe you can guarantee, as instructors, that we have a successful program. Remember, I'm coming from the concept that it is the individual teacher that counts. We have had a successful program at Snohomish because of very excellent teachers—not because of the rincipal. I define a successful program by saying it is one which creates a desire for students to participate because it creates an interest and fulfills the need for these students. As a principal, I would encourage you, and as an instructor, to fulfill a professional commitment, you should:

1. BE MEMBERS AND PARTICI-PATE IN TEACHER ASSOCIA-TIONS

Joining is not enough! You must be involved. You are involved in your conference workshop as agriculture teachers, but you must also be active in teacher associations. (I know the controversy of the union. I recognize the arguments against it—too busy, one man-one vote, no one listens anyway). But education needs your opinion. Don't wait until the strike vote meeting! Your program —your kids need your voice.

2. SEE YOUR PROGRAM AS A PART, NOT ALL OF THE SCHOOL

One of the real problems in high school work as opposed to elementary and junior high, is getting people to see the total picture. When

A Successful Vo-Ag Program-A Principal's Point Of View

George Nowadnick, Principal Snohomish High School Snohomish, WA

cuts have to be made, too often the cry is, "Cut someone else's program, not mine — football, foreign language, music." One of the prime objectives in the vocational program still remains, in my opinion, to keep the students in school while we train them for their life's vocations.

3. BE A PUBLIC RELATIONS PERSON

This does not mean with just the farmer or the fair board. The businessman downtown (banker-grocer) and the fellow staff members should be knowledgeable supporters —the key is knowledgeable. For example, we have three area bankers at our annual FFA Awards Banquet, each of them presenting awards to members. They support the worthy program.

CONTINUALLY UPDATE AND KNOW TRENDS IN YOUR FIELD

Has the need changed in your community? If so, communicate these needs and your recommendations for change to your principal early enough so he can act with you. Late spring is too late. Then remind him by a follow-up.

CONSTANTLY EVALUATE YOURSELF AND YOUR **PROGRAM**

Devise a way to systematically do this. Include students, parents, businessmen in the evaluation of you. Protect the process so they can criticize without apprehension. Assure them this is not an evaluation for the eyes of the administrator. One of the best ways you people have is to use your advisory committee. Be well informed and keep them well informed. Advisory committees can make the best recommendations for updating an improvement of your

6. WORK ON IMPROVING TEACHING SKILLS AND AWARENESS

Don't take for granted that you know it all. I am not talking about traditional college courses. I would suggest you look for improvement in three areas:

- a. ITIP (Instructional Theory Into Practice) It will give you a common language of teaching with your colleagues.
- b. Management techniques-organization and time management separates the men from the boys, especially in lab or shop classes. Good management separates the excellent teacher from the average teacher. Remember management is not for administration only.
- c. Positive image it helps to see others as people as well as yourself. Understand yourself better, then understand others.

In summary, I have tried to point out that the teacher will make the program a success, and me a good principal. Many of these suggestions you have heard before, but let me restate them:

- 1. Be a strong voice for educational leadership in your teacher organization or union.
- 2. Be involved in the total school.
- 3. Public relations for everyone.
- 4. Communicate program changes to principal early.
- Evaluate for improvement,
- 6. Improve your teaching skills. These are items that you and I (teacher and administrator) can work on together. In thinking about your teaching and the conference, I would suggest a slogan by John Foster Dulles—you might keep this in mind -"The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year."

believe we can together work on these guidelines. If teacher and administrator can make these recommendations happen, the result should be a successful teacher in the program. Remember again, that successful teachers make for successful principals.



John R. Bartell

Like a salesman, the teacher sells himself first and his ideas later. Try to get the student's view of a thought first, then present your ideas. Start simple and build on your thought by making it analogous to something very common and humorous. When introducing a difficult scientific concept, start with something everyone knows, then stepwise, take it to completion. (e.g. like flower to fruit to seed to plant.)

If the ideas can be demonstrated by the instructor using actual materials, it should be demonstrated first before the whole class standing near the demonstration, e.g. preparing tissue of onion to be later stained for cell examination. This technique can be used for most "hands-on" lab activities where materials are available for each student or every two students in the laboratory. Following the demonstration, time permitting, each student should do the experiment in a stepwise manner along with the instructor. In this way, errors in techniques can be observed and corrected early. The fact that everyone is working together helps to improve individual discipline among students and might prevent later frustrations. It might be appropriate to mention at this time that an instructor should not expect students to perform certain tasks that he is not willing to do or perform; e.g. some animal care procedures.

At all times during a classroom demonstration, the instructor must act as if he or she thinks what is happening is the most exciting thing in the world at the moment. Enthusiasm and genuine love of the work at hand is certainly a prerequisite for all classroom instruction.

POST-SECONDARY INTEREST AREA ***

STUDENT CONFIDENCE -A Key Classroom Concept

John R. Bartell Curric. Coord., Ag. Ind. Dept. SUNY Ag. & Tech. College Alfred, NY

TEACHER HAS TO BE REAL

Careful attention must be given to not making classroom instruction too formal or polished. Formality for most people is an act and can be boring sometimes at best. Even the real professional makes mistakes in wording and in demonstrations. In other words, one should not be afraid of mistakes during an explanation or demonstration. Make light of them, laugh at yourself, if appropriate, to show that you are human.

RELEVANCY OF MATERIAL

When possible, practical application should be made of each concept, idea or experiment given in class. We are all very aware that instruction given in the basic biological sciences at the beginning level can be very abstract. In my classes, it is stressed that education in science begins at the bottom like the foundation of a building. As you progress to the first floor, the building takes on shape and meaning.

GOAL SETTING

Every class should begin with a quick recap of what has been covered so far in a unit of work; i.e., where are we at present, and where will we attempt to go regarding the area of instruction. Some long-range planning at the beginning of each week might be helpful to explain the tie-in of a particular unit of

OUTSIDE LECTURES

On occasion, where possible, invite in an outside specialist on a particular discipline. This individual can be a real boost to the enthusiasm of the class and at the same time, help to bridge the gap between school and the outside world. Guest lecturers should be screened. however, as many know their material but cannot convey it before a group.

THE CLASSROOM SETTING

Is the Microbiology lab spotless and orderly; does the Farm Management lab take on the business office look; are the way tools and instruments stored or displayed in the fashion of a well-run

Classroom instruction begins when the teacher gains the confidence of the student.

implement dealership? How about bulletin boards—do they somehow convey your message? Chances are that students will pretty much follow the setting and adopt ways they learn and observe in school.

INSTRUCTOR DEPORTMENT

In the beginning, it was stressed that an instructor be himself, be genuine; however, caution must be exercised as he is not one of the students. We want them to come up to our level. When lecturing or demonstrating, are you wearing proper attire? Is the shirt ironed, the suit pressed, the shoes polished, hands groomed? Do you use your best English? We teach, not always by what we preach, but by example. The above mentioned points, when adopted by students on the job, are bound to have an overall effect on advancement in one's chosen career.

VISUAL AIDS

Visual aids for classroom instruction are becoming more and more available, and when implemented properly, are a tremendous way to convey an idea. Experience has shown that these tools must be selected carefully if they are to be most valuable; otherwise distraction and boredom can occur.

As stated earlier, the teacher, his presence, appearance, and mannerisms set the atmosphere for learning. So does the clean, well kept, orderly classroom, free of clutter. If clean coveralls, lab jackets and protective head, ear, eye covering are in order, they should be worn by all, including the instructor.

Chalk boards are great for highlighting lecture points or for working with figures. Overhead projectors can't be beat when an instructor is trying to explain; e.g., the total interior of a tractor hydraulic pump. In fact, the ideal might be the use of the pump transparency along side a table with that same pump disassembled with labeled parts. This table might be backed up with a complete workable hydraulig system using the described pump. Ex perience has shown, however, that the

(Concluded on page 210)

* * * THIS WORKED FOR ME!

RADIO—A Good Community Relations Tool

Broadcast agricultural communications is a field of endeavor that is exhibiting rapid growth. Recognizing this, the Kofa High School Agriculture Department has instituted a program in broadcasting with three main objec-

- 1. Provide students an opportunity to become familiar with radio programming.
- 2. Provide a broadcasting vehicle for students to use.
- 3. Publicize school and community agriculture news.

HOW IT'S DONE

A radio station is contacted and arrangements are made to deliver to it one five minute tape weekly which is aired at a regular time. We call our show "Kofa Ag Report".

Students are paired and each pair is assigned the task of preparing a radio ow. They are told the date of broad-Ast well in advance, Five days before broadcast, the students hand in a suggested topic and names of those who will be taping. Three days before broadcast a rough script is handed in and reviewed with them. On the day before broadcast, the tape is made and delivered to the radio station.

FACTORS TO CONSIDER

project include:

RURAL WATER SUPPLY AND Third Edition, 305 pp., \$12.50.

The first edition of this book was published in 1939, the second edition in 1956. For the present edition, a serious effort has been made to include all of the most important new developments in materials and techniques in the field of rural water supply and sewage disposal.

The book is divided into two parts. Chapter titles for the first part are: Importance of Water; Nature and Sources of Water; Development of Sources of Water: Water Treatment; Problems of Head and Pressure: mps, Types and Principles of Operation;

Ron Mehrer Vo-Ag Teacher Kofa High School Yuma, AZ

- 1. Radio stations in agricultural areas look for this kind of programming.
- 2. The station expects the program to be within five seconds of stipulated
- 3. Topics of current and general inter-
- 4. Stations prefer reel to reel tapes recorded at 7½ inches per second.
- 5. Tapes must be magnetically erased before use; stations will do this.
- 6. A ten minute portion of class time weekly can be used as a recording session.
- 7. About four feet of blank leader should be on the tape for cueing purposes.
- 8. If broadcast communications is taught as a class unit, every student should be responsible for doing a show and should be graded on quality of work.
- 9. Do not be discouraged if quality is low at first; stations understand this is a learning process. Programs get better very soon.
- 10. Be sure students have done preliminary work described above and are ready on taping day.
- Factors to consider for this type of 11. Do not broadcast the same program on more than one local

ful illustrations are used, and the easily

understood discussions are related to the

rural home and farmstead. The following

jobs connected with water supply and sew-

age disposal are presented in the second part

of the book: Cutting to Measure, Reaming,

and Threading Steel Pipe; "Making" a Threaded Joint in Steel Pipe; "Making" Joints in Copper and Plastic Tubing; Repairing Faucets; Repairing Toilet Tanks;

Determining Pipe Sizes; Laying Sewer Tile and Drain Tile; Leveling to Determine

Practical applications are emphasized, but

enough theory is included to allow the

reader to understand the reasons for the

recommendations made. This is the key to

the continued popularity of this book among

those who (1) wish to take the fullest

possible advantage of the possible water

sources provided by nature, (2) need to

plan and construct a safe, convenient, and

sanitary sewage disposal system, and (3)

desire to service and keep in repair plumb

Gravity Head on Water Systems.



radio station. Select one station to use for regular programming; use others for special programs.

BENEFITS

Benefits of this activity are many:

- 1. Develops self-confidence and pride of accomplishment in students.
- 2. Gives students a chance to work with broadcast media people.
- Promotes student realization of the importance of promptness, organization, preparation and dependability.
- Provides for regular publicity.
- 5. Can lead to future employment in broadcast journalism for students.
- 6. Gains support for the agriculture program in the community because more people are aware of the activities.

An activity of this nature will provide many self-satisfying and rewarding experiences for both teachers and students.

ing and sewage disposal systems at a minimum expense.

Forrest B. Wright, Ph.D., Professor Emeritus of Agricultural Engineering, New York State College of Agriculture, Cornell University, not only has the technical knowledge required for his field of work, but the ability to translate this knowledge into language which can be understood by those without such technical knowledge. He has done his part over the years to help in the betterment of the life of many a person, either planning or actually installing water supply and/or sewage disposal equipment in

The book is designed for a wide range of people. It would be appropriate for use as a text or reference for high school or higher level classes, yet parts could be utilized even for junior high school classes. The do-ithimself (herself) homeowner should find it especially valuable

Benton K. Bristol Illinois State University Normal, IL

SANITATION, by Forrest B. Wright. Huntington, New York: Robert E. Krieger Publishing Company, 1977,

ter Systems, Types and Principles of Operation; Typical Water System Installations; Maintenance of Water Systems; and Sewage and Garbage Disposal, Many help-

CONTINUED MAINTAINING QUALITY VO-AG . . .

It is also an excellent method of building up good public relations between the school and the community which is always a top priority in any school system.

live in a time when accountability is gram.

These are a few things that can all the key to survival. Teachers of agriculwork together for a long range im- ture must be accountable and develop provement in scope and quality of our a high quality department that is a agricultural education programs. We essential part of the total school pro-

CONTINUED STUDENT CONFIDENCE . . .

when the instructor uses it solidly for presenting all of his notes for students comment might be made for the into copy and then stands next to the structor who stands next to the slide machine acting bored waiting for them projector in the darkened room trying to copy materials—in a darkened class-

2 x 2 slide presentations are very important as a means of conveying used in the correct manner. The instructor gets the most out of his slide presentation if he stands with a pointer in front of the classroom facing the students, explaining and pointing out details of each slide. While slide-sound synchronization can work well for the student working alone in a study carrel, it can fail miserably in a classroom of

overhead transparency can be a disaster any size. Often the sound is poor and through classroom instruction, the the read narration insipid. This same to read the narration himself. Granted, this is helpful for the sake of expediency but should not be the rule.

Sound films are great for introducing ideas and concepts, provided they are major topics or for summarizing a unit of work. However, they must be chosen carefully and materials updated. Single concept film loops and video tapes should be used prudently for an entire class as many only fit the self study route of learning.

SUMMARY

teacher should:

- sell himself first and his ideas later
- be genuine
- make ideas and concepts relevant
- practice goal setting
- encourage outside lecturer when appropriate
- provide an orderly classroom set-
- dress appropriately and maintain proper rapport in the classroom
- make the most effective use of

The above thoughts and ideas are from experience over a fifteen year period and have met with a considerable degree of success based on the In summary, to best convey ideas development of former students.

AGRICULTURAL ECONOMICS. by John W. Goodwin. Reston, Virginia: Reston Publishing Company, A Prentice-Hall Company, 1977, 372 pp.,

This book is designed to provide the reader with information concerning the role of agriculture in today's economic system and with a knowledge of the relationships that regulate the entire economic environment. These objectives are reached through a study of the basic economic principles upon which rational managerial decisions must be made.

The book is divided into 19 chapters. It begins with a discussion of the national economy, money and agricultural finance, and the problems of agriculture and macroeconomic policy decisions. The economic setting and economic history of American

agriculture, the nature of agricultural economics, and the concepts of supply and demand are presented. These topics are followed by a discussion of the role of market price, the concept of elasticity, market structure, marketing margins, agricultural cooperation, production management and derived demand. The final topics covered include budgeting and land economics. An outstanding feature of the book is that it contains numerous real-world examples which should greatly assist the reader in understanding the concepts presented. The author, Dr. John W. Goodwin, holds

the title of Regents Professor in the Department of Agricultural Economics at Oklahoma State University in Stillwater. He has been involved in teaching and research and his fields of specialization are marketing of agricultural products and inputs, and agricultural demand and supply analysis. He has worked as a price economist for Armour and Company for three years, has served as

Deputy Commissioner of Agriculture in Oklahoma, and, in 1971, received the Distinguished Undergraduate Teacher Awar from the American Agricultural Economi Association. He is currently on leave from the University and is serving as Executive Director of the Oklahoma Agricultural Stabilization and Conservation Service.

According to the author, this text is designed for a one semester or two-quarter sequence introduction to agricultural economics. It would appear to be ideally suited for this purpose and, in addition, it will be useful as a reference for teachers and students of agriculture in senior high schools, junior and senior colleges and universities, professional agriculture workers, and others with similar interests.

> I. Dale Oliver Virginia Polytechnic Institute and State University Blacksburg, VA

LEARNING THROUGH EXPERI-ENCE IN AGRICULTURAL IN-DUSTRY, by Max L. Amberson and B. Harold Anderson, New York, New York: Gregg Division McGraw-Hill Book Company, 1978, First Edition, 152 pages, \$3.48.

This text was designed as an instructional module to assist teachers of Vocational Agriculture/Agribusiness in introducing to their students the purpose, importance, types, and requirements of supervised occupational experience programs. Four types of supervised occupational experience programs are presented. They are ownership programs, school laboratory programs, placement programs, and cooperative programs.

Emphasis is given to planning and carrying out each type of occupational experience program. Each chapter begins with a situation and dialogue of interest to students establishing a foundation onto which the chapter's concepts are built. Chapter goals are well defined followed by the presentation of content. Questions at the end of each chapter facilitate the use of the problem solving approach of teaching.

In addition to the text, the instructional module includes an introductory sound filmstrip, a student activity guide, a set of overhead transparency masters, and a teacher's manual and key. The text is illustrated with numerous forms used to develop and evaluate quality occupational experience programs. Also illustrated are record-keeping

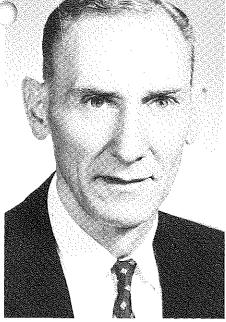
The authors have done previous writing and speaking on the topic of supervised occupational experience programs. Dr. Amberson is professor and chairman of the Department of Agricultural and Industrial ducation Department, Montana State University; and Dr. Anderson is professor and chairman of the Department of Vocational Education, Colorado State University.

The instructional module is directed towards secondary students of Vocational Agriculture/Agribusiness. It is an excellent reference providing students with the necessary information to select, plan, carry out, and evaluate their supervised occupational experience programs.

(Note: Prices of other parts of the module are: Student Activity Guide - \$2.10. Transparency Masters - \$5.00; and Teac ers Manual and Key - \$2.96.)

Vernon D. Luft North Dakota State University Fargo, ND

Leader in Agricultural Education:



Charles W. Hill, or "C.W." as he is known to his many friends and colleagues, retired on September 30, 1967, after a distinguished career spanning 35 years. His service as a teacher, principal, professor and Department Chairrson crossed both his home state of Vest Virginia and New York State.

Born in Hillsboro, West Virginia in 1906, Professor Hill early-on appreciated the importance of learning by doing. Ownership of livestock and the production of crops on the home farm gave him responsibility and the opportunity to develop a favorable attitude toward the field of agriculture. After graduation from West Virginia University in 1932, where he majored in Agricultural Education, he held successive teaching positions at Grantsville, Spencer, and Walton in West Virginia. At the latter school he also served as Principal. He came to University High School at Morgantown where he served as chief critic teacher for the program in agricultural education at West Virginia University. He joined the teacher training staff at West Virginia University in 1945 and held the position as professor and chairman of the department until 1955 when he assumed the Chairmanship at Cornell University.

"C.W." is best remembered by the graduate students whom he served as irman of their committees, by the AATEA group he twice served as president (1957-1958 and 1965-1966), and by persons on national boards of the

CHARLES W. HILL

Ioe P. Bail*

for Vocational Education. He was a member of the original advisory group to the Center for Agricultural Education at Ohio State University which later became the Center for Vocational Education.

As Chairman of the Department of Agricultural Education at Cornell University, 1955-1963, he was instrumental in getting a number of federally financed research grants. Chief among these were the National Research Seminars in 1965-1966 and the Directed Work Experience Project in Agricultural Education, a northeast regional endeavor in 1964-1967. He also received grants for research projects under Hatch, New York State Research Foundation, and Agricultural Industry.

On the personal side, "C.W." is an avid golfer, bridge player, and gardener. During his undergraduate days at West Virginia University he held the hammer throw record for a number of years. He has also travelled extensively and served as visiting professor in Colorado, New Hampshire, West Virginia, and Louisiana. During his sabbatical



*Joe P. Bail Teacher Education Cornell University Ithaca, New York

FFA. AVA, and the National Center leave in 1963 he visited former students who were on the staff of some twenty land-grant institutions in the United States. Some thirty persons received their doctorate under him during his tenure at Cornell University, also his alma mater (Ph.D. in 1949).

No tribute to Professor Hill would be complete without reference to the personal warmth and understanding he generated in the students and colleagues. Soft-spoken yet firm, he brought out the best in people. His ability to assign responsibility with faith in the person chosen to do the job, gave many younger staff members and students the opportunity to grow and develop to the maximum.

Finally, some comments of former students and staff members whom he worked with during the years best summarizes his philosophy and practice in agricultural education. Names will not be given, although Professor Hill may recognize a few!!!

- "C.W. gave me a start and wouldn't let me quit until the job was done."
- "He brought out abilities that I didn't know were within me."
- "C.W. was a master teacher. The old saying, the teacher hasn't taught until the learner learns, was never in question with him."
- "I liked the way in which you were asked to do a job. The assignment was given with the admonition, 'See me only if you need help,"
- "Charlie could persuade you to do things that you had no intention of ever doing-all for the good of the cause."

Since retirement, Professor and Mrs. Hill have been dividing their time between Florida and West Virginia. Just recently they built a new home in Lewisburg, West Virginia, and can be located there or on numerous visits to their grandchildren (daughter Harriet and son Robert).

CONTINUED RESEARCH IN PROGRESS

Dissertation, University of Minnesota, St.

PETERSON, Roland and LESKE, Gary. "Time Utilization by Agricultural College Graduates." Staff Study, University of Minnesota, St. Paul.

RIESENBERG, Lou. "An Investigation of the Differences in Agricultural Education Background for Accident Involved and Non-Involved Farm Tractor and Machinery Operators in Minnesota." Ph.D. Dissertation, University of Minnesota, St.

SALEM, M. Nagi. "Toward an Understanding of the Stability of Job Selection by Vocational Education Graduates." Ph.D. Dissentation, University of Minnesota, St.

SCHROEDER, Dennis. "Agricultural Machinery Competencies Used in Southwest Minnesota." Master's Study, University of Minnesota, St. Paul.

MISSISSIPPI

COOK, Rebecca Caye, "An Evaluation of Dissemination Efforts on the Attitude of Extension Home Economists Toward Instructional Material on Rural Recreation." Master of Science Thesis, Mississippi State University, Mississippi State.

LEE, Jasper S, BROWN, Ronald A. and MOORE, Susan F. "Programs for Training Vocational Teachers in Areas of Teacher Shortage." U.S.O.E. funded research, Mississippi State University, Mississippi State.

SHINN, Glen C. "Opinions of School Administrators Concerning the Programs of Vocational Agriculture/Agribusiness in Mississippi." Staff Study, Mississippi State University, Mississippi State.

SHINN, Glen C. "Agricultural Mechanics Units Taught and Instructional Time Spent in Vocational Agriculture/Agribusiness in Mississippi." Staff Study, Mississippi State University, Mississippi State.

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SULLIVAN, Karen S. "Perceptions Extension Youth Agents and Local Volunteer Leaders Have of the Roles of Each Other." Master of Science Thesis, Mississippi State University, Mississippi State,

WINDHAM, Mike. "An Evaluation of Extension Communication in Mississippi," Master of Science Thesis, Mississippi State University, Mississippi State.

NEW YORK

BALDWIN, Kenneth R. "Suggested Techniques for Improving College Teaching." M. S. Thesis, Cornell University, Ithaca.

BERKEY, Arthur L. and DRAKE, William E. "Competency Identification, and Materials and Program Deveilopment for Competency Based Teacher Education in Agriculture." Staff Study, Cornell University,

KAKU, Hiroki, "Palau Community Action Agency Agricultural Development Program: A Case Study." M.S. Thesis, Cornell University, Ithaca.

Set in Selected Schools in Maine." Ph.D. MENSAH, Eric A. "Managing Adult Education in Ghana," Ph.D. Dissertation, Cornell University, Ithaca.

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BOUCHER, Leon. "An Analysis of Professional Performance Activities of Student Teachers in Agricultural Education 1977-78." Staff Study, The Ohio State University, Columbus.

BOUCHER, Leon. "The Identification of a Teacher Profile Associated with Teacher Success in Vocational Agriculture in Ohio." Staff Study, The Ohio State University, Columbus.

BURNETT, Michael F. "Position Analysis of Selected Occupational Areas of Agribusiness." Ph.D. Dissertation, The Ohio State University, Columbus.

HARRISON, Fred, Jr. "The Projected Role of Cooperative Extension Service in Relation to Program and Delivery Methods in Those States Containing Both 1862 and 1890 Land-Grant Institutions as Viewed by County Extension Agents, State Specialists and Administrators Employed by These Institutions." Ph.D. Dissertation, The Ohio State University, Columbus.

HEILMAN, James. "The Effects of Language Modeling on the Aquisition and Comprehension of Vocational Skills." Ph. D. Dissertation, The Ohio State University, Columbus.

HERRON, Clifford J., "Relationships of Selected Factors and Quality of Housing in Guernsey County, Ohio. Ph.D. Dissertation, The Ohio State University, Colum-

KNIGHT, James: "Summary of Research on Supply and Demand of Vocational Agriculture Teachers." Staff Study, The Ohio State University, Columbus.

KNIGHT, James. "Supervised Visitations of Vocational Agriculture Students in the Inner Cities." Staff Study, The Ohio State University, Columbus.

LARKINS, Willie. "An Analysis of the Methods and Techniques Used by County Extension Agents to Measure the Personal Growth and Development of 4-H Club Members," Ph.D. Dissertation, The Ohio State University, Columbus.

McCRACKEN, J. David, and BURNETT. Michael. "Occupational Analysis of Selected Positions in Agribusiness." Staff Study, The Ohio State University, Columbus.

McCRACKEN, J. David, and THORPE, Sarah Jane. "Supervised Occupational Experience Programs for Production Agriculture Students with Limited Opportunity.' Staff Study, The Ohio State University,

McCRACKEN, J. David and WOLFF, Chris. "Time Utilization by Vocational Agriculture Teachers." Staff Study, The Ohio State University, Columbus.

MILLER, Odell. "Evaluating the Internship Program in Regard to Number of Visits Needed, Length of Time Spent on Each Visit and Whether the Student Has Received a Variety of Skills During the Internship Program." Staff Study, The Ohio State University, Columbus.

MOHAMED, Mohamed. "The Relationship of Selected Factors to Ratings of Competencies by Personnel Engaged in Occupations in Agricultural Production." Ph.D. Dissertation, The Ohio State University, Columbus

MOKMA, Arnold, "An Evaluation of Agricultural Production Program of the Institute of Agricultural Technology at Michigan State University." Staff Study, The Ohio State University, Columbus.

MOKMA, Arnold, "The Faculty Development Needs of the Agricultural Technical Institute, The Ohio State University." Staff Study, The Ohio State University, Columbus.

MORTON, Raymond H. "The Relationship Between the Quality of Supervised Occupational Experience and Achievement on a Criterion-Referenced Test of Eleventh and Twelfth Grade Students in Vocational Agriculture." Ph.D. Dissertation, The Ohio State University, Columbus.

NEWCOMB, L. H. "Preparation of the 3rd Edition of the Review and Synthesis of Research in Agricultural Education." Staff Study, The Ohio State University, Colum-

PAPRITAN, James, "The Effect of Calculators Versus Paper and Pencil Procedures on Algorithm Achievement of Sophomore Students in Vocational Agriculture." Ph. D. Dissertation, The Ohio State University. Columbus.

SCANLON, Dennis. "The Effects of Task Instructional Sheets and Student Performance and Its Interaction with Verbal and Non-Verbal Aptitudes of Vocational Horticulture Students." Ph.D. Dissertation, The Ohio State University, Columbus.

SHANNON, Theodore. "Programs of C tification and Teacher Education for Vocational Teachers in State Correctional Institutions." Ph.D. Dissertation, The Ohio State University, Columbus.

THORPE, Sarah Jane. "Supervised Occupational Experiences in Production Agriculture for Students with Limited Opportunity." Master's Thesis, The Ohio State University, Columbus.

WOLFE, Chris, "Development of an Instrument to Measure Time Utilization by Vocational Agriculture Teachers." Master's Thesis, The Ohio State University,

OKLAHOMA

ABOJOBALL, Hameed, "Perceptions as to Manpower Needs in Agriculture as Expressed by Selected Groups of Agriculturists in the Eastern Province of Saudi Arabia." Master's Thesis, Oklahoma State University, Stillwater.

ULLARD, Gerald Joe. "Factors Influencing Vocational Agriculture Teachers to Return to the Profession After Having Left." Master's Report, Oklahoma State University, Stillwater.

COPELAND, Larry A. "An Analysis of Selected Units of Instruction on Animal Science as Included in the Core Curriculum and Taught in Traditional Programs of Vocational Agriculture in Oklahoma." Master's Report, Oklahoma State University, Stillwater.

GORDON, Monica. "Teacher Response the Development of Curriculum Modules for Grade 7 Students in Jamaica." Mas-(Concluded on the next page)

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OHNSON, Byron, "A Follow-up of the 1973-74 Graduates in Vocational Agriculture in Oklahoma." Doctor of Education Dissertation, Oklahoma State University, Stillwater.

KEY, James P. "Impact of Selected Aspects of the Division of Agriculture Upon Communities in Oklahoma." Staff Study, Oklahoma State University, Stillwater.

LAING, Lincoln. "A Study of the Impact of Agricultural Education on Jamaica's Agricultural Development Since 1972." Master's Thesis, Oklahoma State University, Stillwater.

PIERRE, Joseph N. "The Status of Education and Agricultural Practices Among the Rural Population in Seven Selected Areas of Haiti." Master's Thesis, Oklahoma State University, Stillwater.

RUDOLPH, James. "Selected Aspects of Equine Science Programs at the Post Secondary Level." Doctor of Education Dissertation, Oklahoma State University, Stillwater.

WHITE, James. "Factors Influencing Vocational Agriculture Teachers to Remain in the Profession." Doctor of Education Dissertation, Oklahoma State University, Stillwater.

RHODE ISLAND

BAYZON, Ronald D. "A Learning Experience in Management Procedures Within an Outdoor Recreational Facility." Supervised Field Practicum, M.A. University of Rhode Island, Kingston.

(AJI, Judith R. "The Relationship of Motivation and Safety Attitudes." Supervised Field Practicum, M.S., University of Rhode Island, Kingston

MAINE, Ronald A. "A Learning Experience in the Design and Administration of the Requirements and Expectations for a School of Commercial Fisheries." Supervised Field Practicum, M.A., University of Rhode Island, Kingston.

SOUTHERN REGION

BROWN, R.; BROWN, J. D.; DAVID, Glen; JOHNDROW, Jim; PATTERSON, Doug; and IVERSON, M. J. (Chairman), Regional Research Project Coordinating Committee. "The Role of the High School Vocational Agriculture Program in the Occupational Success of Graduates ---A Cooperative Project of the Southern Research Conference in Agricultural Education." (13 states participating), Auburn University, Auburn.

TEXAS

CEPICA, M. J. "Development of Guidelines for Summer Vocational Agriculture Programs in Texas." Staff Study, Texas Tech University, Lubbock.

STOCKTON, Jerry. "Determining Vocational Agriculture Teachers' Attitudes with Regard to Their High School Students' Selection of a College of Agricultural Sciences." Staff Study, Texas Tech University, Lubbock.

BIGO, Charles H. "Identification of Competencies Requested by Employers in the Utah and Idaho Feed, Seed, and Grain Industry." M.S. Thesis, Utah State University, Logan.

SUMMERS, James O. "A Survey of Job Competencies, Demands and Perceived Training Needs in Production Agriculture in Northern Utah." M.S. Thesis, Utah State University, Logan.

WOOD, Kirk J. "Survey of Job Skills in the Beef Cattle Industry in the Uintah Basin." M.S. Thesis, Utah State University, Logan.

VIRGINIA

CRUNKILTON, John R. "Current Status of Undergraduate Methods Courses in Agricultural Education." Staff Study, Virginia Polytechnic Institute and State University, Blacksburg.

CRUNKIL'TON, John R. and HILLISON, John, "The Influence of Personalized Instructional Programs on Agricultural Education Pre-Service Students," Staff Study, Virginia Polytechnic Institute and State University, Blacksburg.

HILLISON, John. "A Follow-Up Study of 1974 Virginia Agricultural Education High School Graduates." Staff Study, Virginia Polytechnic Institute and State University, Blacksburg.

LYONS, Dan. "The Relationship of Selected Factors to the Attitude of Eastern Region Secondary Agricultural Teachers Toward the FFA." Ed.D. Dissertation, Virginia Polytechnic Institute and State University. Blacksburg.

McMILLION, Martin B. "Why Agricultural Teachers Return to Teaching." Staff Study, Virginia Polytechnic Institute and State University, Blacksburg.

RENEAU, Fred "Factors Associated with Vocational Use of Adult Horticulture Instruction." Ed.D. Dissertation, Virginia Polytechnic Institute and State University, Blacksburg.

SILLETTO, Thomas and HILLISON. John. "The Development of a Competency Based Tractor Mechanic Curriculum. Staff Study, Virginia Polytechnic Institute and State University, Blacksburg.

WEST VIRGINIA

EPEJU, William F. "Professional Competencies Perceived Important and Acquired During Student Teaching in Vocational Agriculture by Teacher Trainees at West Virginia University During 1971-72 through 1976-1977." Master of Science Thesis, West Virginia University, Morgan-

LUPANGA, Ildefons J. "Evaluation of the Secondary School Agricultural Program in Tanzania to Determine Its Effectiveness as Perceived by Ex-Students, Teachers and Administrators." Master of Science Thesis, West Virginia University, Morgantown,

NATIONAL POST-SECONDARY AGRICULTURAL STUDENT ORGANIZATION CONVENTION

The organizing convention for the National Post-Secondary Agricultural Student Organization will be held at Afternoon and Evening the Continental Hotel in Kansas City, on April 3-4-5, 1979. Delegates will launch the new organization by de- Morning: veloping and adopting the constitution and by-laws, electing officers, and planning activities for the future, Additional activities will include recreational and Dinner: educational functions.

Any inquiries about the convention should be directed to Kenneth W. Olcott, Box 34, Cobleskill, New York 12043. Ph. 518-234-7309

PRELIMINARY CONVENTION PROGRAM

Monday, April 2, 1979 Planning and Nominating Committee

> Tuesday, April 3, 1979 Registration

Above committees meet Inspirational speaker Sponsor

Organize for committee work Panel of successful local and state organizations

Disco Dance Evening:

Wednesday, April 4, 1979 Morning: Committee meetings Structure, title, purpose, objectives

Group II Constitution, by - laws, operational arrangements Group III Provisions for membership and

financing Group IV Activities to accomplish, objectives of curricular

Group V Publicity, promotion, support

Meet the candidates Lunch:

Afternoon: Tours to four or five curriculum related points of interest Banquet: Speaker on Interviews and

Dress for Success

Evening: Free time

Thursday, April 5, 1979 Ratification of committee re-

ports Election of officers Plans for future

Adjourn Noon: Lunch



STORIES IN

by Joe Sabol



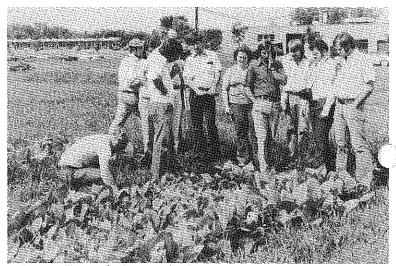
Glen C. Shinn is shown reviewing a filmstrip from his new "Working in Agricultural Mechanics" kit in preparation for a special methods class in agricultural mechanics for undergraduate students at Mississippi State University. Shinn authored the kit which is published by the Gregg Division, McGraw-Hill Book Company. (Photograph by Jasper S. Lee, Mississippi State University)



Working with actual plant materials in the school greenhouse is a means that Mr. Lee Sandager, Vo-Ag instructor, uses to get ideas across. (Photo by Forrest Bear, University of Minnesota)



Mr. John Hobart, Vo-Ag Instructor, Cannon Falls, MN, gets his idea across to students studying FFA with a "Pyramid Game" he developed in a summer course in AgEd at the University of Minnesota. (Photo courtesy Gary Leske, U. of Minn.)



Rodney Wallbrown (right center), Vo-Ag Instructor at Point Pleasant, West Virginia, discusses tobacco production with a group of Indiana Vo-Ag teachers. The Indiana teachers were touring several states during a traveling graduate course. (Photo courtesy Gary Moore, Purdue)



(Left to right) James W. Guilinger, NVATA President; Dr. Daniel Dunha Deputy Commissioner of Education in charge of U.S.O.E. Bureau of Vocation Technical, Occupational and Adult Education; Sam Stenzel, NVATA Executive Director. Dr. Dunham is the newly appointed Deputy Commissioner for Occupational and Adult Education in the U.S.O.E. He attended the National FFA Control of the Control of the National FFA Control of the vention and made a special effort to get acquainted with agricultural educa-tion leaders, including members on the NVATA Board of Directors. (Photo courtesy NVATA)