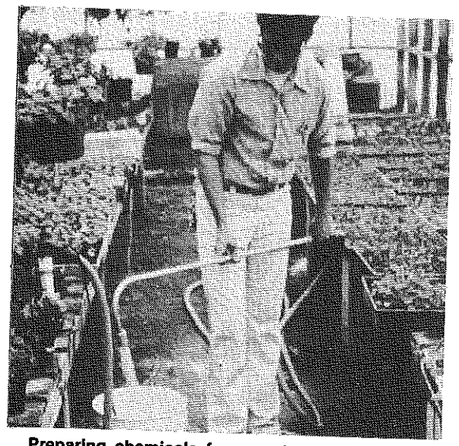
STORIES IN PICTURES

by Joe Sabol

Jack Brumley, ag teacher at Bloomington, CA shows a student the proper technique for administering a drug to a sheep. (Photo courtesy Floyd J. Lark, Cal Poly at Pomona)

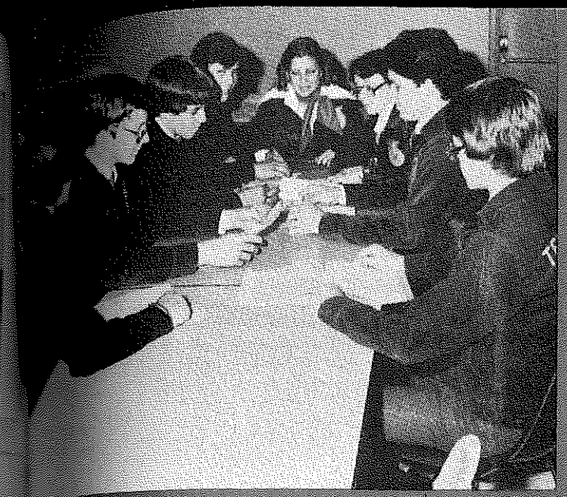


Preparing chemicals for greenhouse use may be another duty of the busy ag teacher as Jack Brumley shows us. (Photo courtesy Floyd J. Lark, Cal Poly at Pomona)

Public relations and recruitment are essential activities for the ag teacher. George Lehman, ag teacher at Clovis, CA, explains how cuttings develop roots to two junior high school students and their mother. (Photo courtesy Richard Rogers, Cal State Univ. at Fresno)

Professional development activities are important for ag teachers. These Ohio teachers of Vocational Agriculture are enrolled in an off-campus course in "Developing a Course of Study" and receive professional growth units of credit for their efforts. (Photo courtesy of Dr. Gilbert S. Guiler, Ohio State University).

Winners! These six vocational agriculture teachers have just received the N.V.A.T.A. - Elanco Products Sound Off for Agriculture Award for 1978. They are (left to right): Ron Mehrer, Yuma, Arizona; Howard C. Cope, Cortez, Colorado; Franklin Stuckey, New Ulm, Minnesota; Jack Wise, Winchester, Kentucky; John R. Faulk, Tabor City, North Carolina; Raymond Q. Lawing, Jr., Dillwyn, Virginia; Max Riggin, Elanco Products Company, Indianapolis, Indiana. (Photo courtesy of Sam Stenzel, N.V.A.T.A.)



AGRICULTURAL EDUCATION

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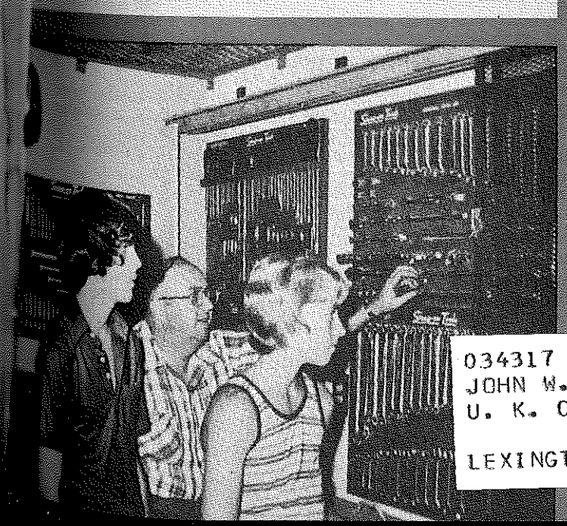
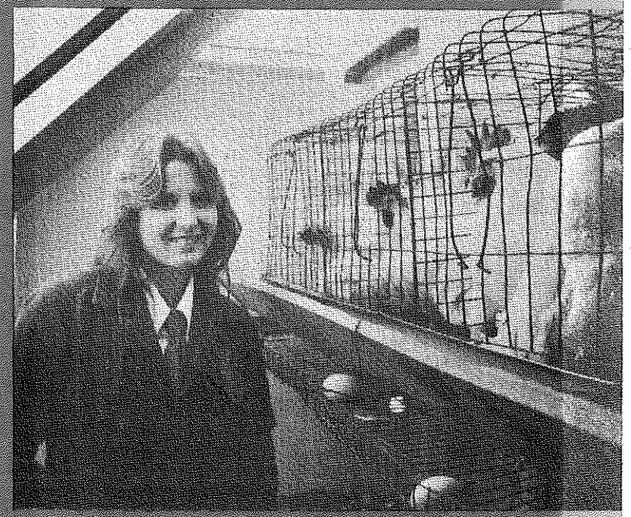


FEATURING —
LIFE-ADJUSTMENT SYNDROME
COOP EXT — A RESOURCE
NPASO PERSPECTIVES
SOE RECORD KEEPING
FFA PERFORMANCE ABILITIES
SYSTEMATIC JOB SEARCH
CAI PARTS TRAINING
GRANDFATHER'S COLLECTION



Theme —

A New School Year — Opportunities Unlimited

September 1979 Volume 52 Number 3

AGRICULTURAL EDUCATION

THEME — A NEW SCHOOL YEAR — OPPORTUNITIES UNLIMITED

COVER PHOTOS

TOP PHOTO — The opportunities are truly unlimited when the FFA officers begin planning for the year. Here the Officers of the Horace Maynard Chapter, Maynardville, TN, hold a planning session with the help of Tennessee State Reporter, Jackie Norton. (Photo courtesy Paul Byerley, Vo-Ag Instructor, Maynardville, TN & John Todd, Univ. of TN).

CENTER PHOTO — Production agriculture holds many opportunities for boys and girls, alike. Susan Jensen, Buena Park, CA, FFA member, has had 60 laying hens and a veal calf as her occupational experience program. She has been a gold award winner in project competition and chapter reporter. (Photo courtesy Joe Sabol, Cal. Poly. at San Luis Obispo).

BOTTOM PHOTO — Ag Mechanics is an area of many opportunities for the new year. These students and their Vo-Ag Instructor, Paul Byerley, organize the tool panels in preparation. (Photo courtesy Paul Byerley, Maynardville, TN and John Todd, Univ. of TN).

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GUEST EDITORIAL

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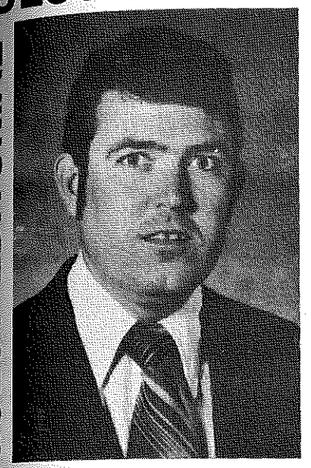

Bobby J. Carter

A New School Year — Opportunities Unlimited

by
Bobby J. Carter
Vocational Agriculture Teacher
Ennis, Texas

Each year when school ends, there are many vocational agriculture teachers who find they have not completed everything they had planned for that year. For some it may involve failing to train a particular team; for others it may involve not teaching a particular unit; and still others find they have not been as successful in project supervision as they had hoped. For teachers in these groups, a new school year represents another chance. A new school year presents the teacher with unlimited opportunities. However, there are several things a teacher can do to enhance these opportunities.

ANALYZE

First analyze your vo-ag program and determine the areas you feel need improvement. In multiple teacher departments, all the teachers need to be involved in this analysis. Many teachers have a check list they follow in evaluating their program. Often it is beneficial to discuss this evaluation with one's administrators as well as members of the advisory council. These people are usually familiar with your program and yet far enough removed that they can be objective in their analysis. This should help add validity to the evaluation.

PLAN

After analyzing both the strengths and weaknesses of the program in your school, the next step is to plan for the coming year. Set your goals. Be sure those goals are challenging, but also make sure they are realistic and there is a chance of their being achieved. These goals should be such that they help you improve your department; however, unrealistically high goals can lead to frustration and failure. Be sure your goals cover all areas. Otherwise the areas that are already strong may become weaker. In multiple teacher departments, all teachers should be involved in the goal setting process, and the goals of each individual teacher should be such that they compliment departmental goals. Once the departmental goals are developed it is usually a good idea to discuss them with administrators and advisory council members before they become finalized. Ordinarily this goal-setting process is best completed during the summer months, but it can occur anytime. The important aspect is not when it occurs, but rather that it does occur.

POSITIVE ACTION

Once the goals have been set, a very important key to success is held by the individual vo-ag teacher. The teacher's attitude often has a direct influence on the accomplishment of these departmental goals. If the teacher is positive and aggressive in executing plans to achieve the goals, oftentimes this will contribute to their successful completion. However, a teacher that is negative in approach is almost guaranteed of failure. The teacher's attitude is usually manifested in the students' attitudes. Also remember, a person who expects to fail often does, but those who expect to be successful usually are.

TO SUM IT UP

A new school year presents the teacher with a new chance. Things not accomplished in the past, can now be attacked with a fresh vigor. Just remember to plan what you want to do, develop a strategy for successfully completing it, and then put that strategy into action. All three steps are necessary as you begin a new school year. Remember the opportunities are unlimited!

ENDLESS POSSIBILITIES

FROM YOUR EDITOR

With the new school year come opportunities to teachers, supervisors, and teacher educators alike. Let's be imaginative; think creatively; brainstorm! We can make changes, try something new or reorganize our approaches at this point because the potential at this point is unlimited.

How about trying that improved classroom technique you have been thinking about? Suppose if we start now we could organize our schedule so each student could get at least one, if not two supervised visits before Christmas? Maybe that Young Farmer Chapter or Parent's Club could be organized to provide adult education and chapter support, as well as provide you, the ag teacher, some much needed help, if organized correctly.

Could the FFA Chapter officers actually plan the program of work and organize the committees to carry it out with a minimum of your supervision, if motivated correctly? Could the ag mechanics shop be set up on the station method so students were organized into several small groups, each working on a different skill, with group leaders reporting their progress to you?

Could the seniors teach the younger students fitting and showing of livestock, or judging techniques they have learned? Could they teach them leadership skills, public speaking, or parliamentary procedure if given the opportunity?

These and many, many other ideas are unlimited possibilities for us as we begin in a new school year. Where we go and what we do with our ag program is only limited by our imagination and ability to recognize the unlimited opportunities available to us. Also, lest we begin to build an untenable situation for ourselves, as reflected in last month's theme, "The Overworked Ag Teacher", we must be good managers of all resources at hand — students, parents, community, school, time and all the rest. If we recognize that we do not have to do everything ourselves; that there are many people available to help; that students, if properly organized and motivated can carry a great deal of the load, then truly the opportunities are unlimited.

NEW PRINTER

We would like to say a word of welcome to our new printer. With the July issue, M & D Printing of Henry, Illinois, began publishing the Agricultural Education Magazine. Moby Finfgeld and his dad, Richard, helped us get through the transition in great shape. Sue Smith is doing a fine job of helping us get the copy in final form and Karen Phillips helps make sure all copies get to you through the mail. To these and all the other fine people at M & D we would like to say welcome. We are looking forward to working with you to publish the best journal in Agricultural Education possible. — Editor

AFTER OCT. 1 SEND ALL ARTICLES TO:

Dr. Jasper Lee, Head, Dept. of Ag. & Ext. Ed.
P.O. Drawer AV, Mississippi State, MI 39762

(Please submit articles 2½ months in advance of Theme to allow publication time.)
(Please submit 2 copies of your article. Thanks!)

COMING ISSUES

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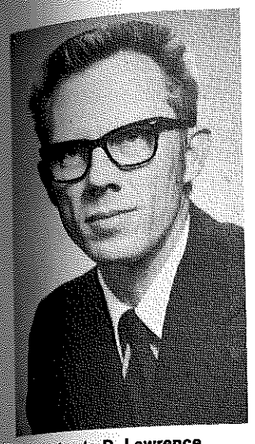
OCTOBER — Our Grassroots Community Relations — Parents, Advisory Committee, Administration, Legislators
NOVEMBER — Adult Education in Agriculture an Extension of our Vo-Ag Program
DECEMBER — Horticultural Occupations — Learning to Beautify
JANUARY — The New Decade
FEBRUARY — Funding the Local Program
MARCH — Making Vo-Ag Relevant to the Needs of Agricultural Industry
APRIL — Basic Competency Programs
MAY — Experiential Programs
JUNE — Summer Programs
JULY — Technology in Agricultural Industry
AUGUST — Using Realia in Instruction
SEPTEMBER — Safety Education

COMING ISSUES



Layle D. Lawrence

WHEN STUDENTS SAY "I WANT OUT"

by
Layle D. Lawrence
Teacher Education
West Virginia University

One of the most discouraging moments in the life of a teacher-coordinator of cooperative vocational agriculture is when a student says "I want out." Immediate teacher reactions may include expressions of shock, disgust, or anger. When pressed for a reason for the decision to quit, student response is most likely to be (1) "I don't like the work," (2) "I don't like the boss," (3) "I don't like my fellow employees," or (4) I'm not being paid enough." Sound familiar? Regardless of the ensuing dialogue, deep inside, the teacher is probably thinking, "You ungrateful wretch! After all I've done for you!" But fault may not lie with the student. In fact, neither the student nor the teacher may recognize the root cause of the problem.

HUMAN NATURE

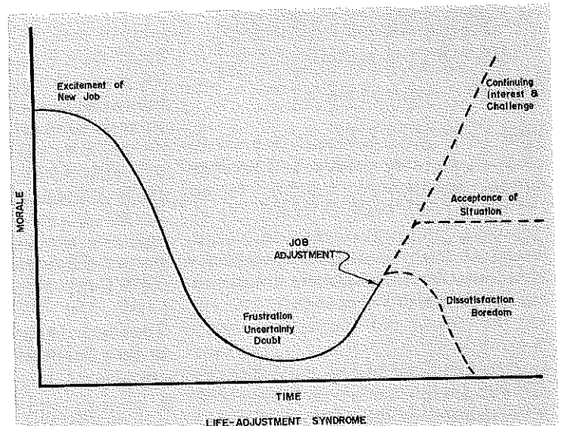
Every teacher-coordinator knows the importance of matching student interests with placement opportunities; of student and employer orientation to the CVA program; of preparing a challenging training plan; and the study of job skills and human relations in related classes. And surely the necessity to stay abreast of progress and problems through constant on-job supervision will not be overlooked. These are elements which make for successful cooperative education. What more can be done to prevent termination problems? Or is it just "human nature" that these problems are a common occurrence?

Strangely enough, "human nature" is very likely to be the cause of many termination problems, and a better understanding of that nature may well be the key to job satisfaction and success. If students, teachers, and employers were aware of the normal psychological cycle a lifestyle change creates, perhaps termination problems could be greatly reduced. Let's call this cycle the "life-adjustment syndrome."

THE LIFE-ADJUSTMENT SYNDROME

The life-adjustment syndrome affects each of us, in varying degrees, as major changes occur in our existence. Such events as marriage, going to college, or a move to a new community will trigger the onset. The cooperative student's entry into a new job offers a prime example.

The accompanying chart has been designed with the cooperative vocational agriculture student in mind. In studying the chart, observe that:



1. As the life-adjustment syndrome begins, morale is high as the student is caught up in the excitement of his/her job which promises new experiences, new friends, prestige, and income.

2. At some point in time (it may be two weeks, possibly several months), excitement wears off and doubt, frustration, and uncertainty set in. "Why did I take this job? What am I doing here?", are recurring thoughts. This is the time the student is most likely to say, "'I want out." Doubts and negative feelings may last from a few days to a few weeks.

3. As time passes, the student becomes adjusted to the situation. Morale and attitude toward the job improve. Things don't seem so bleak and hopeless after all.

4. Morale can again become quite high if the job is interesting and challenging (a result of a pertinent training plan, employer understanding, adequate supervision, and the warm glow of success); or it may rise only slightly, but enough for the student to accept the situation and remain on the job; or morale can again disintegrate due to boredom or dissatisfaction if the student senses a lack of challenge or an absence of appreciation — the sinking feeling of being trapped in a dead-end job. In the latter case, the student will either quit or grit his/her teeth and stick it out until the end of the school year, an unhappy worker.

(Concluded on Page 59)

Durwin Hill

A LOOK AT 1979-80 SCHOOL YEAR

by
Durwin Hill
Executive Secretary
Texas Association, FFA

Well, here it is May 1. The vocational agriculture teacher is exhausted from endless stock shows, training judging teams, and night sessions with vocational agriculture students working on award applications. When will it all end?

As fate would have it, finally the school year comes to a close. Final occupational experience program records are completed, and final grades are turned in to the principal.

Now the vocational agriculture teacher looks forward to a quiet two weeks with the family. With our final two weeks in June well planned, the end of the year is in sight now for golf courses, fishing holes, and enjoyment with the family.

THE NEW YEAR — JULY 1

Most outside observers think the school year begins in late August or early September, but for Texas vocational agriculture teachers the school year begins on July 1. The challenge of having every vocational agriculture student in his courses for the coming year with the best occupational experience program possible begins. This means in many cases, locating and securing steers, beef heifers, dairy heifers, and various feeding projects for the coming year. Our farm mechanics shop needs to be cleaned and prepared for the school year ahead (machines repaired or replaced, supplies ordered). Adult and young farmers need to be visited and made aware of the upcoming year's activities. The vocational agriculture teacher accompanies FFA members to the State FFA Convention held in July and attends the Vocational Agriculture Teachers Inservice Workshop held in late July and early August.

CLASSROOM INSTRUCTION BEGINS

As August 25 approaches, classroom instruction begins — lesson plans, project supervision, setting up new occupational experience record books, the challenge of developing leadership in Vocational Agriculture I students through the FFA program, teaching parliamentary procedures, training leadership teams, and making projects ready for fall and winter project shows and also teaching plant science, animal science, soil science, and agricultural mechanics.

CHRISTMAS — PLAN STOCK SHOWS

It is almost Christmas, and most vocational agriculture teachers find themselves still behind, not being able to find the time to fulfill the objectives of a total vocational agriculture program. But let's not look back now — full steam ahead. Stock shows are just around the corner, the opportunity for our students to cumulate a year's work with the project program (beef steer, beef heifer, dairy heifer, barrow, market lamb, or even a farm mechanics project).

ADULTS & FFA

Our adult farm short course is coming up — a chance for us to spend a week of intensive training working with adult farmers and agribusinessmen of our community.

As always this time of year, enthusiasm picks up among FFA members wanting to make the various judging teams — many extra hours of judging, many weekends spent accompanying FFA members to judging contests, and let's not forget it will be district FFA awards and degree checking meeting time coming up before long.

BACK AT THE BEGINNING

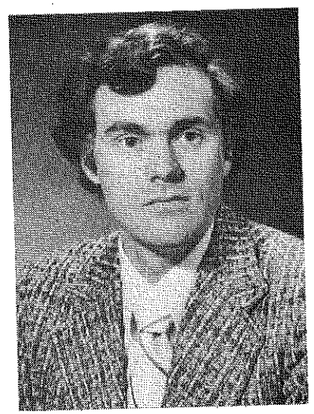
Well, here we are back where we started — most vocational agriculture teachers are tired, disgusted, and wondering if they have made any progress. Is it all worth it? I feel if you would ask the vast majority of vocational agriculture teachers in this country, you would get a response "without question it sure is."

ENDLESS — BUT REWARDING

The challenges of a new year — opportunities are unlimited. The job is endless but so rewarding. The opportunity to help in molding young people, young farmers, and adults in the field of agriculture to become a better and more productive citizen.

The Cooperative Extension Service, A Resource For The Vo-Ag Instructor

by
Eugene Anderson
Extension Specialist, Program Development
University of Minnesota



Eugene Anderson

Has a student ever brought a crop or livestock problem to you which you could not solve? Has the teachable moment been lost because you did not have the answer and could not find it? Has your lack of knowledge kept you from answering questions like "What disease does my corn have?", "How can I use solar energy to dry my grain?", or "What kind of bug do I have in my grain bin and how do I get rid of it?"

Since beginning a new job, I have become aware of an additional source of technical information. As a farm boy and 4-H club member I had had some experience with and some knowledge about the Cooperative Extension Service, (Agricultural Extension Service in Minnesota). As a high school vocational agriculture instructor, I became socially acquainted with the local County Extension Director and the Associate County Extension Agent, but not as ag educators. Our circles of professional educational activity never overlapped. They had their job to do and I had mine. It was easy, convenient, and professionally comfortable to ignore their activities.

My present job in the Minnesota Agricultural Extension Service has provided an inside view of the system and an eye-opening awareness of its resources. Many of the unsolved problems of my students would have been solved and I would have spent less time and effort failing to solve them if I would have known this when I was in the classroom. I am certain that vo-ag instructors are not aware of the variety of resources available to them through the Cooperative Extension Service. These resources are located at county, area and state levels.

COUNTY LEVEL

The county level is the visible, local level. This is the level at which the vo-ag instructor should look for help. The county agricultural agent may have the training, education or experience to solve the problem. If not, he has access to a vast information network which should provide an answer. The agent may be able to provide a publication which would do the job or he may refer the problem to a higher, more specialized level.

AREA AGENTS

Area extension agents form the next level. They serve groups of counties. They are specialists in areas such as livestock, farm management, pest control management, horticulture, crops, soils, and community resource development.

STATE SPECIALISTS

State extension specialists serve as information sources and consultants to an entire state. Most work from a central location, usually the land grant agricultural college campus. States have specialists in each of the crop, resource, product and people areas of importance in that state. Problems are referred to state specialists which can not be solved at county or area levels. Some state extension specialists operate clinics to which state residents can send or bring their problems. These are often seasonal and the most common are horticulture, plant disease, and insect clinics. In addition to resource people, publications and films are a part of the educational resources of the extension service. Most vo-ag instructors are aware of these resources and make use of films, slide sets, bulletins, fact sheets and technical reports or classroom references and teaching aids. They may be free or require a minimal charge.

SHARED EXPERTISE

The Cooperative Extension Service is a largely untapped resource for most vocational agriculture instructors. It may be that part of this under-utilization by vo-ag instructors is the result of the pressures of the moment, of not having the time to go as far as the Extension Service for help and information, but I think it is mostly a lack of awareness and a lack of cooperation. Even though we are closely related by education, experience and job responsibilities, vo-ag instructors and extension personnel like to stake out their own territories. We see them as mutually exclusive, competitive operations. Our professional organizations tend to promote and reinforce this attitude by becoming inward looking, self-protective and self-serving. The two groups need not have separate, exclusive programs. For better education and more efficient use of limited time and people it would be more appropriate for cooperation and mutual support between these program areas. Why not train the FFA and 4-H judging teams together, sharing the expertise of the vo-ag instructor and the county agent?

COUNTY PROFESSIONAL ASSOCIATIONS

Why not form county professional agriculture worker's associations? These would bring together not only vo-ag instructors and extension

(Concluded on Page 59)

EFFECTIVE TEACHING - COMMUNITY ORIENTED

by
Larry R. Jewell
Teacher Educator
North Carolina State University
Raleigh, N.C.

Teachers who work in the public schools often find themselves inadequately informed about the communities in which they live and work. During recent years we, in education, have come to believe that the life of the school is and must be closely related to the life of the community. Yet, for many teachers and administrators, the knowledge of the specific forces and experiences which touch the daily lives of students are usually sketchy and incomplete. Furthermore, too frequently, this very lack of knowledge leads many teachers to believe that their particular communities, unlike other more fortunate ones, suffer from a dearth of significant educative resources. Others may find themselves so bewildered by the complexity of forces and activities within the community that they do not see where or how to begin a search for new knowledge and understanding with which to work.

STUDENT TEACHERS RESEARCH COMMUNITIES

The Departments of Agricultural Education and Rural Sociology at North Carolina State University are jointly conducting a cooperative program of working with student teachers. The course is designed to help the students evaluate the community in which they are student teaching.

The course is entitled "Research Methods" and is taught as a three semester hour credit course which is required for all agricultural education majors. The philosophy on which the course is based includes three beliefs of the agricultural education staff. They are: *(a) that college students generally should receive training in research as problem solving and should master some of the more simple research methods, tools and techniques; (b) that interest and learning rates will be higher the closer the research conditions are to real-life situations, and (c) that since a local educational program should be geared to local community needs, interests, and problems, then teachers and other leaders must have the research skills necessary in order to obtain the data on which to build such a local program.*

Students enroll in the course as a part of the student teaching block. These students are seniors, and they are in either their last or next to last semester of work prior to completing requirements for the Bachelor of Science degree.

In time sequence, this course is divided into two phases: (1) the on-campus phase, and (2) the off-campus phase, which in turn is divided into (a) the community analysis phase, and (b) the individual research problem phase.

ON CAMPUS PHASE

The on-campus phase is taught by Dr. Selz C. Mayo, who is a rural sociologist and head of the Rural Sociology Program. During the on-campus phase, it is emphasized in many different ways that research is an essential tool in teaching, program planning and evaluation. The course objectives include the development of an understanding of (1) research as an approach and as a philosophy; (2) some of the strategic subject matter areas for research, especially for community understanding; and (3) simple but basic elements of sound research methodology.

Phase one of the course consists of regular classroom work including lecture, discussion, problem solving exercises, reporting, and about halfway through the period a one or two day visit to the resident student teaching center. The major emphasis on instruction during phase one is on the understanding of and planning for the research in the community. At the end of the on-campus phase, the students move off the campus out into their student teaching centers.

OFF CAMPUS PHASE

During the first five weeks of field experience, the student teacher attempts to gain an understanding of his new community by examining rather carefully five major areas of community life and labor: *(1) ecological patterning of the school community, (2) population composition and demographic processes, (3) economic life of the community with special reference to agriculture, (4) formal organizational structures as related to agricultural adjustments, (5) educational attainment levels and attitudes toward education.*

The first two weeks of the off-campus phase of student teaching is devoted to the purpose of data gathering. After the first two weeks, the students work with data analysis while assuming the duties and responsibilities of the traditional student teaching program. The two student teachers in a center usually work together as a team in researching the community.

A final written report is turned in to the course instructor at the beginning of the mid-term conference on the college campus. The reports are evaluated and returned to the student teachers as quickly as possible.

The following segments of community life are studied in considerable detail and these topics may comprise the broad outline of the final written report:

A. Ecology — Mapping the Community
   1. Culture map
   2. Soils map
   3. Boundaries of the school-community
   4. Boundaries of smaller community units
   5. Location of organized groups
   6. Description of smaller community units

B. Population Base of the Community
   1. Total population and number of families
   2. Population by color and residence
   3. Selected age groups
   4. Farm tenure patterns
   5. Patterns of migration
   6. Employment opportunities

C. Economic Development of the Community
   1. Selected geographic aspects
   2. Water resources
   3. Soils and conditions of soils
   4. Sources of income
   5. Size and distribution of farms
   6. Farm machinery
   7. Markets and marketing
   8. Credit
   9. Level of living

D. Organizations in the Community
   1. Number and kind
   2. Relation to agriculture
   3. Extent of participation
   4. Structure and function
   5. Public relations
   6. Relation to vocational agriculture

E. Educational Status and Attitudes
   1. Educational level
   2. Attitudes toward education and the school
   3. Support of the educational program
   4. Educational needs
   5. Services to the community
   6. Participation in school affairs
   7. Relation to a program of vocational agriculture

F. Conclusions

G. Interpretation

The static or cross-sectional phase is not stressed exclusively. Actually, equal emphasis is placed on change in each of the five areas. In this way the resident or local supervising teacher nearly always learns something new about his or her community even though he or she may have been there for a number of years, and may have had student teachers previously.

During this initial field phase, the rural sociologist visits the students in their teaching center and works with them and the resident teacher. Whenever possible, this visit is made with the agricultural education staff supervisor from the college.

INDIVIDUAL RESEARCH PROBLEM

In the second five weeks' period of field training, individual research experience is stressed. In this phase, each student teacher selects a "problem" for solving through research. The problem selected for study by the student must have grown out of his or her community analysis, teaching experience, or other observations in the community. Each student prepares a written report in which the results of his study are presented. In the past, students have conducted research projects in a host of areas — such as: adoption of recommended farm practices, retention of non-recommended practices, use of fertilizers, soil testing food habits of high school boys and girls, use of the farm shop by adult farmers, decision-making, analysis of leadership structure, centers of social power, and selected aspects of community development organizations.

While the student teachers are on the college campus during phase one, the criteria to be used in selecting the individual research problem is discussed. The following is a brief outline of the criteria presented to the students for choosing the research area:

1) Should be realistic.

2) Should be interesting to the student teacher.

3) The study should be of value to the community.

4)The problem should be one that the resident supervising teacher and the student teacher both see the need for solving.

5) The problem should have wide application, i.e., application to other communities in so far as possible.

6) Choose a problem that can be solved (not necessarily the action) in the time available and one for which data can be secured without too much difficulty.

While on the campus, students receive classroom training in the research process. A great deal of attention has been given to the various phases involved in planning and conducting a research project.

BENEFITS

This teaching program contains many worthwhile satisfactions and rewards for both the students and the teachers:

(1) In five weeks the students gain considerable knowledge and understanding of the community. As a consequence, their teaching of in-school students and adults is related more specifically to the total community situation.

(2) A number of the individual research reports are of such quality that, with some revision and editing by the instructor, they are acceptable for publication. Several of the studies have appeared in leading educational magazines and journals.

(3) State and district supervisors have stated that as these students assume the position of teachers, they get their programs started more quickly, and this is especially true for their adult education program. The supervisors also report that the education programs are more closely related to actual community needs and problems.

(4) One of the most rewarding consequences of this research orientation is that some of the local supervising teachers have been encouraged either to do graduate work or to begin a regular program of professional improvement. In general, those students who have been through this program are much better equipped to undertake both types of activities. Most of the students who begin a graduate program take the more advanced courses in community development and community analysis.

(5) Many of these student teacher research problems have resulted in significant changes in the educational program of the centers. Many worthwhile community development actions have grown out of the research reports.

(6) Many of these students do not take teaching positions in vocational agriculture after being graduated. Some of the graduates assume leadership positions in agricultural extension, sales and services, farm organization, etc. There is mounting evidence that there is a great deal of carry-over from the research efforts to these other vocational activities. And, of course, the training can always be applied in their various citizenship roles.

WHERE WILL YOU TEACH?

by
Phillip W. Reilly
Graduate Assistant
Kansas State University

If there were an advantage to the shortage of vocational agriculture instructors currently existing throughout most of the country, it would be the job opportunities available for graduating Agriculture Education students.

During the past six years there has been a need for more than 200 teachers per year that were not available. Those six years have seen an average of nearly 40 percent of the qualified graduates, each year, fail to enter the teaching field. The 60 percent who did enter the field, found an abundance of teaching positions available. In most states, competition between schools with openings place graduates in an envied position.

While most businesses select among graduates for their employees, Agriculture Education graduates, have the opportunity to select among schools as their employers, and they should use it. With this situation, Agriculture Education graduates can afford to be choosy and they know it!

Research shows many graduates desire a particular teaching position or locality in the state. If an opening to their preference doesn't exist, they just don't teach. Those who do enter the teaching field are faced with an important decision: where will they teach?

When you interview for a position at a particular school, the administration will want to know a lot about you to see if you qualify for the position. Be sure, at the same time, to quiz them about the position. Now is the time to find out if the position qualifies for you.

There are many items the graduate will want to look at while interviewing at a particular school. While the primary concern of most beginning teachers is probably salary, there are many other factors which may be equally as important. Fringe benefits, facilities, budget allocations and teaching load are just a few. Let's take a look at some of these factors.

SALARY

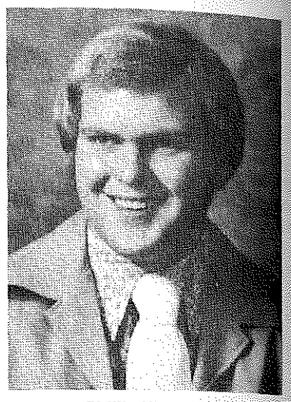
Graduates need to be informed on the current salary range expected for beginning teachers. Besides the base pay, graduates also need to be aware of the horizontal and vertical increments on the pay schedule. How much does that salary increase with additional college credit hours (horizontal increments), and with years teaching experience (vertical increments)? Just as important to the vocational agriculture instructor is the length of the teaching contract. While most of the teachers in a school system are on 9-month contracts, the vocational agriculture instructor frequently has an extended contract. The length of the extended contract should reflect the administrations expectations of the instructor and the vocational agriculture program.

BENEFITS AND BUDGET

Fringe benefits which the graduate needs to take a look at include the school's insurance plan, sick and personal leave, teacher annuities, and compensation for travel and other work by the instructor. The operating budget is an area often overlooked. Be sure to check on capital outlay, and acquisition of consumables such as paper, electrodes, and chemicals and gases.

FACILITIES

The facilities in which you work can be your pride and joy or your embarrassment. Take a good look, starting with the office. Virtually all offices will have a telephone, typewriter, and other basic equipment. Make sure yours does, also. On to the classroom. Books, instructional aids, resource material, and an overhead projector are items taken for granted. The agriculture laboratory is an important part of your facilities whether it be an ag mechanics shop or a greenhouse. Items to look at in-



Phillip W. Reilly

clude sufficient size, tools and equipment available, and the potential to develop a full program. Don't expect the newest or best equipment for the laboratory, but insist on materials needed to adequately run an effective program.

EQUIPMENT

A controversial point in equipment available is a pick-up truck for use by the vocational agriculture department. While it can be one of the most useful and most used pieces of equipment, some administrators do not see the need for such a vehicle. Research done at Nebraska found that instructors who used a school owned vehicle worked significantly higher average hours per month compared to instructors who used their personal vehicles. If, in your position, your personal vehicle will be used, find out what compensation you will receive for its use.

WORK LOAD

Work load is the item most often overlooked by the beginning teacher and later listed as a reason for leaving the teaching field. The number of classes and estimated number of students is standard information. Additional activities may include a school farm, Young Farmer classes, or an FFA Alumni chapter. These activities can be a great asset to your total vocational program. Be aware of their existance. The administration may also require your ser-

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WHERE WILL YOU TEACH?

vices as a class sponsor, and in activities in other school departments. Don't shy away from schools with these extra work areas, but know what will be expected of the vocational agriculture instructor outside of the classroom.

SCHOOL POLICY

Another major area the graduate should look into is school policy. What are the procedures for accounting and records. Does the administration fully support the vocational agriculture program? Will you receive backing in disciplinary action? Is a student helper or office help available on paperwork? Does the administration consider the ag instructor as a part-time mechanic responsible for equipment repairs? Finally, what is the administration's feelings concerning contests, field trips, and use of school vehicles such as buses for activities? Answers to the above questions before signing a contract will make things a lot simpler later on and generate greater understanding between the administration and vocational agriculture department.

While visiting a particular school, also make a point to meet some of the faculty and students. An instructor will need to develop good rapport with both.

THE COMMUNITY

A look at the community is also in order. Housing availability, churches, and recreation are areas important to you. Also find out about medical, and shopping facilities. The community should have what you deem necessary. You will work and live here. Check to see if this is where you and your spouse (fiancee for most beginning teachers) will want to be.

Once you have decided where you want to teach, you will need to reach a final agreement with the administration. Mention areas in which you are not quite satisfied. Administrators will sometimes negotiate to get who they think is the right person for them. If promises are made to assure additional equipment, etc., for later on, get them on paper. These promises may be the deciding factor in your choice of school system. You don't want them forgotten. *Finally, once you have accepted a position, give it all you have. Assure the administration and yourself that both of you have made the right choice.*

REFERENCES

1. Personal experiences of the author in interviewing for a position of vocational agriculture instructor following graduating from Kansas State University with a B.S. degree in May, 1978.
2. An article in The Clearing House, January, 1971, by Ronald G. Davidson, entitled "Work Satisfaction and Teacher Mobility".
3. An article in the Agriculture Education Magazine, November, 1976, by Roy D. Dillon, Teacher Educator at University of Nebraska-Lincoln, entitled "Teacher Time-Factors Related to Its Use".
4. An article in the Agriculture Education Magazine, April, 1976, by Dr. Allen G. Blezek and Mr. Lloyd Schmadeke, entitled "Should I Teach in a Large or Small School System?".
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THE COOPERATIVE EXTENSION SERVICE . . .

agents, but others including Soil Conservation Service, Farmers Home Administration and Federal Land Bank people in an organization which could be informal and largely social in nature. In the few places that such an organization does exist, the resulting information and idea exchange has been beneficial to everyone involved. This is the type of group which could arrange an informal session over lunch or dinner with a state extension specialist who might be in the area for a regional meeting.

LIMITATIONS BUT AVAILABLE

Extension personnel like vo-ag instructors, are often overworked. They cannot be expected to act like consultants on retainer to a particular vo-ag department. They cannot do the vo-ag instructor's job, but they can help with special problems and special projects.

An FFA Chapter developing a Building Our American Communities (BOAC) project might ask for assistance from an extension community resource development specialist. An extension wildlife specialist would be a good resource for an FFA Chapter with a wildlife management project. An extension safety specialist might be a good resource for the chapter safety project. The student with a special problem in machinery or grain drying might find a solution from an extension agricultural engineer.

County, area and statewide conferences and seminars on topics ranging from animal nutrition to heating with wood are conducted regularly. Their purpose is to educate and to provide updated information. The vo-ag instructor can use these to expand his own expertise or he can help facilitate the attendance of students who would profit from them.

The resource to help the student solve his problem may be available in the Cooperative Extension Service. Try it and see.

CONTINUED

WHEN STUDENTS SAY "I WANT OUT"

AVOIDING THE SITUATION

The life-adjustment syndrome does happen. It is normal and predictable. It will affect each student in cooperative vocational agriculture. But if the teacher, the student, and the employer each know it's going to happen and watch carefully for the symptoms, the student can be given assurance and encouragement through the nadir and helped to make suitable adjustments to the job. An "I want out" situation can be avoided. A promising career may be saved. The cooperative program may be strengthened. And all because of an awareness of a quirk of human nature — the life-adjustment syndrome.

FEATURING:

A Collection of Perspectives on NPASO National Postsecondary Agricultural Student Organization

Donald M. Claycomb

Introduction
Don Claycomb, Special Editor for Postsecondary
Kansas State University
Manhatten, KS

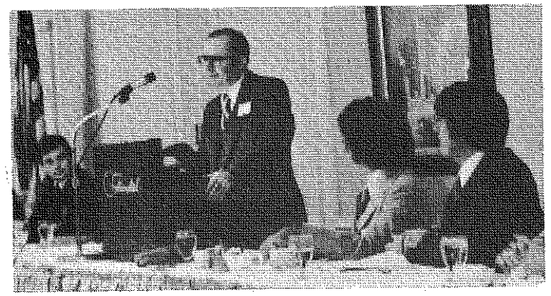
INTRODUCTION

History was again made in Kansas City this spring regarding vocational agriculture student organizations as the National Postsecondary Agriculture Student Organization held its first conference.

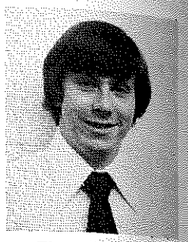
We in vocational agriculture have always believed that the student organization was the primary vehicle to provide leadership training essential for success in an agricultural career. The NPASO is designed to serve those students enrolled in vocational agriculture not presently being served by a national student organization.

In order to survive it will be looking to its sister organization, the FFA, for support in a number of ways that will prove to be mutually beneficial. We in vocational agriculture are very proud of the accomplishments of the FFA and the valuable service it has rendered to vocational agriculture. As we look ahead and envision "the NPASO at Fifty" and "the FFA at One Hundred" I'm sure each organization will at that point in time recognize the contributions they have made to one another, while maintaining separate identities yet a close complimentary relationship, as they have assisted to build a strong total leadership program for students enrolled in vocational agriculture at both the secondary and postsecondary levels.

The following collection of perspectives reflect the optimism and the tone of the meeting in Kansas City. After reading them, hopefully you will be looking forward to learning more about the NPASO and its mission.



Keynote Address by Dr. Edward Frederick Provost U of MN Tech. College at Waseca



Timothy Quinn

Student
Tim Quinn, NPASO President
Lenoir Community College
Kinston, NC

A STUDENT'S PERSPECTIVE

As President of the National Postsecondary Agricultural Student Organization, I am very excited about the organization. NPASO excites me because it offers a chance to become involved during development. Our hard work and sacrifices can be viewed in future years with pride, knowing that we did our part to make it a vibrant and effective organization.

Student involvement in NPASO has given me great enjoyment. The students make most of the decisions, then they follow up with hard work and determination to carry them out. The students' involvement is what will make NPASO a success.

Looking into the future, I feel that the NPASO will grow even larger than we now imagine. Having already drafted bylaws and selected a board of directors, we are off to a good start. Now we face a long, challenging opportunity to implement our goals. I am confident that the NPASO will become a large and successful organization. I am proud to be a part of it!

Kenneth Olcott

Teacher
Kenneth Olcott,
Dept. Chairman Ag. Mechanics
State University of New York Agricultural and Technical College
Cobleskill, NY

A TEACHER'S PERSPECTIVE

On April 5, I saw one of my long time dreams become a reality with the formation of NPASO in Kansas City.

During my nine years of high school teaching and serving as an FFA advisor, I realized that it was the FFA leadership experiences, trips and awards that my graduates were remembering, long after they forgot that it was in my class they were first exposed to balancing a dairy ration or how to run a bead with a welder. When I started teaching at the Ag. and Tech. College, I was surprised that similar experiences were not available to my students and decided to do something about it. Starting with an FFA Chapter in 1965 and changing to Collegiate Leaders in 1966, we formed the local organization and then a state association in 1968. Now it has finally happened and my students can now be involved in club activities all the way from the local to state and to national.

I view the local level as the most important in any student organization. This is where the students are and where the club activities take place. If the state and national organizations do not carry out programs to strengthen the local chapters, then there is no reason for these levels to exist. The objectives adopted at Kansas City clearly indicate the direction this organization should go in helping local chapters across the country.

Forming the national organization is only the beginning. We must immediately develop a program of activities that will support the locals as I indicated above, and give them a reason for joining the national. Another major problem I can foresee in the next few years is financing. We must come up with enough money to pay for the development of programs, their distribution to locals and to pay the expenses of the officers as they work to promote the organization.

The dream has become a reality — we now have the organization. Everyone involved must now work hard to make it what we want.

James Gibson

Administrator
James L. Gibson, Asst. Provost for Academic Affairs
University of Minnesota Technical College
Waseca, MN

AN ADMINISTRATOR'S PERSPECTIVE

Every administrator attempts to maximize effectiveness of his or her own institution. The rapid growth in postsecondary level education programs in agriculture over the past 15 years has been ahead of development of co-curricular out-of-the-classroom instruction. We have been pre-occupied with bricks and mortar, staffing and curriculum development. The new student organization created in Kansas City in April provides a tool we have needed to coalesce the vital elements of leadership development for persons preparing for mid-management/semi-professional/technician-level careers in the broad fields relating to agriculture.

On a national level we have needed visibility to attract investment by national agricultural interests in leadership development activities. It is recognized that graduates of non-baccalaureate degree level postsecondary programs have to have the ability to take responsibility for carrying out management plans through the people they supervise or deal with as employees or employers. We have become well developed in providing adequate technical training; but we have been told time and again that leadership ability must also become a central part of our programming.

It is hoped that the new national postsecondary agricultural student organization can become a mechanism for providing many kinds of leadership development incentives. As we work within individual states and schools to develop salesmanship, human relations and leadership abilities through organizational activities, we can now link with others across the country. It can become a mechanism to help our faculty become better equipped to conduct student development activities. For instance, the same state, regional and national events for students can also be planned with accompanying sessions for advisers in search of better techniques for working with and utilization of student organizations.

Postsecondary non-baccalaureate degree education is a mixed bag in terms of 1) the backgrounds and training of people hired to teach and 2) the nature of the institutions offering programs. The new student organization can provide us with an important vehicle to enhance communication and coordination.

It is easy to become excited about the vast opportunities we have before us. Our own imagination is our greatest limitation. There is no doubt our students and faculty deserve our full support as they work to implement the organization chartered in Kansas City in April, 1979.

Commiteee reports were prepared with the help of Kenneth Olcott, Exec. Sec.

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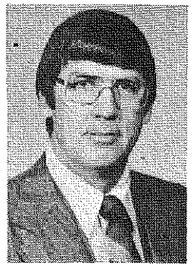
NATIONAL POSTSECONDARY AGRICULTURAL STUDENT ORGANIZATION



Maynard J. Iverson

Teacher Educator
M.J. Iverson
Auburn University
Auburn, AL

A TEACHER EDUCATOR'S PERSPECTIVE

During the early 1970's, I was privileged to conduct research on postsecondary agricultural programs under the direction of the distinguished Dr. Ralph Bender of Ohio State. My doctoral study of student clubs associated with these programs resulted in a number of guidelines — one of which was "local, state and national levels of the organization should be developed on the basis of mutual interests among participants."[1] Since formulating this guideline, I have followed with great interest the growth of postsecondary programs and program-related student organizations. Thus the development of NPASO appeared to me as a step in the natural progression of these clubs. Certainly those of us involved in the preliminary investigations, the feasibility study workshop, and the constitutional convention have high hopes for the steady growth and development of NPASO; however, we are well aware of the difficulties which can confront such progress. The success of the national organization is tied inextricably to that of the local and state organizations, for it is the involvement of students — with the active assistance of postsecondary teachers and local and state administrators — which will make NPASO "go."

However, all agricultural educators — even those not working directly with the postsecondary — can be supportive in several ways:

*— By **recognizing** the new organization, its state and local affiliates, and its participants — in classes, publications, professional meetings and other professional contacts.*

*— By **encouraging** postsecondary agricultural students, teachers and administrators to participate in NPASO and its state and local affiliates.*

*— By **giving** of our time, energies, ideas and resources whenever we can to local, state and national postsecondary agricultural student organizations — an idea "whose time has come"!*

[1]Maynard J. Iverson. "Guidelines for the Development of Student Organizations Associated With Agricultural Programs at Two-Year, Post-Secondary Educational Institutions in the United States" (Unpublished Ph.D. Dissertation, The Ohio State University, 1971).

Doug Williams

Industry
Doug Williams, Manager
Product Service North America
White Farm Equipment Company
Libertyville, IL

PERSPECTIVES FROM INDUSTRY

Whether we're 15 or 55 we continually ask ourselves the questions, "Who am I?" . . . and . . . "What direction am I headed in?"

Identification is always a challenge.

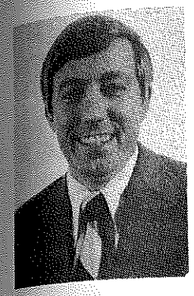
During my short visit to the NPASO convention in Kansas City I really didn't have the chance to talk, at great lengths, to many of the students. I did, however, have the opportunity to study the faces of all in attendance at the noon luncheon on opening day. As various speakers took their turn at the podium I was able to read the expressions on the faces of the NPASO members. The thoughts that rambled through my mind as I watched the crowd were:

- *Gosh but they're young!*
- *Was I ever that young? Yes . . . but a long time ago!*
- *They are interested in what the speaker is saying!*
- *They're here because they want to be . . . not because they have to be!*
- *They have a purpose!*
- *Did I have a purpose at the same age? . . . Not like they have . . . I was never a charter member of a "brand new" organization like they're forming here.*
- *What a giant stride this is! . . . Forming a national organization associated with what I consider to be the most basic and best vocation in the world.*
- *I'm lucky to be here . . . lucky to be a part of this . . if only for a few hours!*
- *They are fortunate to have the caliber of advisors that I see in this room.*
- *I wish I had the opportunity to work closer with this group!*

The final thought that went through my mind as it was my turn at the podium was . . .

- *I wonder what kind of press coverage this will get from the local newspapers? If this was a group of 200 protesting students it would hit page 1. What page . . . how big will the headlines be advising the public that 200 great young adults have gathered in Kansas City to build a new organization devoted to the furtherance of agricultural pursuits here in the U.S.A.?*

I identified that day . . . I was a part of a great new group with a proud purpose.



Future Farmers of America
C. Coleman Harris, National FFA Executive Secretary
Alexandria, VA

PERSPECTIVES FROM THE FFA

For years I have heard from sources nationwide the importance of an organization being built from the grassroots level and not from the top down. The policies, plans, constitution, proposed activities and future direction of this postsecondary organization have come from those who are students and/or instructors and administrators of postsecondary agriculture programs. Therein lies a basic strength which will undergird this organization for years to come.

Having had some experience in working with the other vocational student organizations, I am convinced that three other major decisions made in Kansas City during the constitutional convention will be extremely significant to the success of this organization in future years.

1. The organization is operated by a National Board of Directors made up of postsecondary administrators, educators and students.

2. The chairman of the Board of Directors of this organization is the U.S. Office of Education official responsible for agricultural education.

3. All students enrolled in agricultural instructional programs are members of the student organization through an institutional membership system.

I am extremely optimistic about the future of this organization and its important service to students enrolled in two-year programs in agriculture.

USOE
Neville Hunsicker, Retired Program Specialist
Washington, D.C.

PERSPECTIVES FROM USOE

The First National Convention of the National Postsecondary Agricultural Student Organization which met in Kansas City, Missouri, April 3 to 5, 1979, marked a new milestone in Vocational Education in Agriculture, Agribusiness and Renewable Natural Resources. The needs and merits for such an organization had been discussed by professional agricultural educators and students since 1966 and finally came into being with the election of national officers and a board of directors in April 1979. In 1978 approximately 170 postsecondary institutions already had local student organizations, so the time was right to form the National.

The new organization will work in close affiliation with the FFA but will not be an affiliate of it. Its operation will be independent. Tentatively there will be no individual membership dues, as such, but each participating institution will pay an affiliation fee varying with the number of students enrolled in Agriculture, Agribusiness, Renewable Natural Resources, and similar courses. In this way all students can be involved in the various activities and the organization truly will serve effectively as a laboratory for developing those essential skills and abilities in leadership, citizenship, respect for others, occupational pride and group dynamics which employers observe first in job interviews. Since the organization will operate through local chapters and state associations, it will serve as a powerful motivating force in the achievement of excellence in education among all postsecondary students.

Currently the potential membership exceeds 500 institutions and 75,000 students. Hopefully all institutions will become affiliates in the 1979-80 school year.

BOOK REVIEWS

BUILDINGS FOR SMALL ACREAGES by James S. Boyd, Danville, Illinois. The Interstate Printers and Publishers, Inc., 1978, pp. 291, $7.45.

The plans illustrated in this book include many that will be helpful to those wanting to improve the quality of life on a small acreage or farm. In most cases it is necessary to go to many different sources for plans of this nature. However, this one reference book has plans ranging from storage sheds and garages to sheep and goat barns. Other plans included are sectioned under major headings for ease of location, i.e.,; Section 1: Cabins; Section 6: Greenhouses; Section 10: Horse Barns and Equipment. Most of the plans contain sufficient detail and notes to allow construction by those people with average construction skills. However, it is worth noting that the projects range from a simple birdhouse to a 16' x 20' cabin. Another feature of the plan book is a complete list of extension plan service offices, and lists of plans available from the U.S. Department of Agriculture, American Plywood Association and Michigan State University.

James S. Boyd is a professor of Agricultural Engineering at Michigan State, a registered Professional Engineer and has extensive experience in the structures and environment field.

I feel that this book would make an excellent reference for vocational agriculture and mechanized agriculture teachers at both the high school and college level. In addition, it would be a valuable reference to anyone involved with advising people concerning building projects and/or improvements on the home or farm.

Tobie R. Titsworth
Texas A & M University
College Station, Texas

SOE PROGRAM RECORD-KEEPING DEVELOPS OCCUPATIONAL ABILITIES

by
Duane L. Davis
Graduate Student
Iowa State University
and
David L. Williams
Teacher Education
Iowa State University

Supervised occupational experience (SOE) program records are detail accounts of activities planned and conducted by vocational agriculture students as they perform tasks in agricultural occupations. Records provide a means for students to plan occupational participation in agriculture, to record activities and to analyze results. The results can be compared against goals established earlier and new goals established for the future. In addition to these general student benefits, what specific abilities do students develop through SOE program record-keeping? This question was the theme of a research study[1] at Iowa State University where Agricultural Education undergraduate students who were former vocational agriculture students rated the importance of their SOE program record keeping in developing selected abilities.

ABILITIES DEVELOPED THROUGH RECORD-KEEPING

The students surveyed felt their SOE program record-keeping was most important in developing two abilities related to production agriculture management. "Determine profit and loss" and "analyzing production cost" were the two abilities with the highest ratings. The development of abilities related to the mechanics of record-keeping also resulted from SOE program record-keeping. "Keeping useful records", "maintaining up-to-date records", "maintaining accurate records" and "keeping neat records" received relative high ratings by the respondents. "Appreciate the value of records" and "cultivate initiative in record-keeping" were among the top ten abilities with the highest ratings, indicating that SOE program record-keeping had a positive effect on students' attitudes toward record-keeping.

The students perceived their SOE program record-keeping to be of average importance in developing abilities related to planning and evaluating SOE programs. Abilities in these two categories included: (1) measure overall SOE program success, (2) make management decisions, (3) analyze crop production costs, (4) compare goals and actual results, (5) improve SOE program, (6) set goals for productive enterprises, (7) set efficiency goals, (8) select agricultural skills to develop, (9) budget for productive enterprises and (10) plan improvement projects.

The students rated "earn a proficiency award in FFA" and "pass the Vo-Ag course" lower than many abilities related to mechanics of record-keeping and use of records for planning and evaluating SOE programs.

The five abilities rated the lowest by the students surveyed were: (1) prepare business agreements, (2) calculate income tax, (3) obtain credit, (4) calculate depreciation and (5) record off-farm employment experiences.

TEACHING STUDENTS TO KEEP AND USE RECORDS

Based on the responses from this group of former vocational agriculture students, SOE program records appear to be effective in developing skills related to the mechanics of record-keeping and attitudes toward record-keeping. These outcomes from SOE program record-keeping can be of long-term benefit to people in many different occupations. It appears that SOE program records could be used more effectively in developing skills related to planning agricultural activities, including development of agreements, setting of goals, budgeting, planning improvement projects and agricultural skills to develop. Several of these abilities could be results of both agribusiness and farm SOE programs.

In general, the abilities related to use of records had lower ratings than abilities pertaining to the keeping of records. Such a situation may suggest that students do not see the true purpose of SOE program record-keeping. Perhaps equal emphasis should be placed on teaching record-keeping procedures to obtain accurate records and teaching the use of records in making management decisions related to students' SOE programs.

SUMMARY

Selecting, planning and conducting SOE programs provide a means to teach agricultural records in a realistic way. As our agricultural industry continues to become more complex, greater demands will be placed upon accurate records to aid in decision making. The challenge for vocational agriculture teachers is to not only teach approved record-keeping procedures in agriculture but to also teach students how to use the results of accurate records in management. In other words, both the "how" and "why" of record-keeping must be taught in vocational agriculture. The act of record-keeping soon becomes questioned unless students experience use of the records. Teaching students to use records in planning, conducting and evaluating their SOE programs will allow them to experience both the "how" and "why" of SOE program record-keeping. The result will be people with abilities to keep and use records in agriculture.

REFERENCE

[1] Davis, Duane L. "Analysis of Factors Related to Attitudes Toward Supervised Occupational Experience Program Record Keeping among Agricultural Education Undergraduates at Iowa State University." (Unpub. M.S. Thesis, Iowa State University, 1979).

★ ★ ★ THIS WORKED FOR ME ★ ★ ★

KELSEY'S KOUNTRY KOLUMN

by
Ron Kelsey
Vo-Ag Instructor
Lamberton, Minnesota

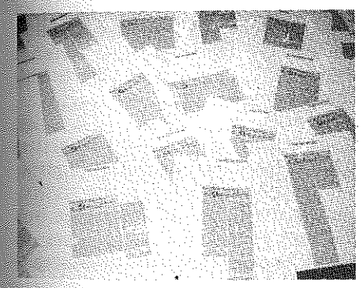
Did you ever wish you could reach more people in your community with your vocational agriculture program? I had the feeling that there were people who should be reached that weren't, so I decided to write a newspaper column. I know the idea isn't new, but for me it has been very effective. I have written this column entitled "Kelsey's Kountry Kolumn" for thirteen years and it appears weekly in our community newspaper. People in our community now look forward to reading the column. Last year when the local newspaper did a survey on which items in the newspaper were most read, this column rated "No. 1.

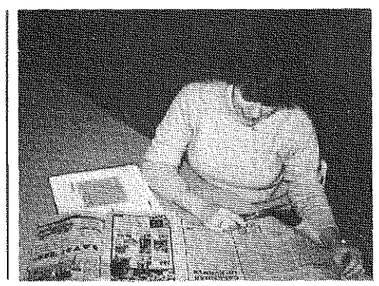
THE SECRET

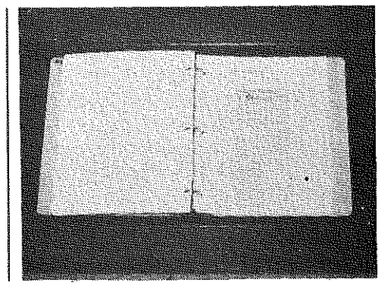
I think the secret to writing a successful column is making certain the column is written on a regular basis. In my situation, it is every week. If you start missing some weeks, you lose your readers. Another trick I have learned is to keep the column informative but light reading. People are interested in human interest stories about their community. Many time I mention people's names in our community. This they really like as it might be one of the few times they see their name printed.

THE BENEFITS

I have found this column to be very beneficial in announcing such things as adult meetings or giving students information during the summer months. After being printed all columns are kept in the vocational agriculture room, as many have been used later for reference material. Writing a weekly column also benefits the writer, by forcing him to research areas, that might otherwise be overlooked. "Kelsey's Kountry Kolumn" has been of tremendous benefit to my vocational agriculture program and I think a column in your local newspaper could also benefit your program.







FUNDAMENTALS OF SERVICE: IDENTIFICATION OF PARTS FAILURES, by John Deere Service Publications. Moline, Illinois: Deere and Company, 1978, 84 pp., $4.95.

Identification of Parts Failures is a welcome addition to the invaluable series of manuals entitled "Fundamentals of Services". This manual depicts the failures of parts by the means of 355 close-up photographs with a brief explanation after each picture giving the possible reason(s) for these failures. To further increase the adaptability and effectiveness of the manual's content an accompanying slide set is also available.

The text is divided into eleven chapters, providing categories for most of the major failures encountered by agribusiness students and mechanics within the industry. The titles of the chapters are:

Chapter I — Pistons, Rings, and Cylinder Liners
Chapter II — Journal Bearings
Chapter III — Valve Gear Trains
Chapter IV — Turbo Chargers
Chapter V — Gears
Chapter VI — Shafts, Axles, Spindles, and Universal Joints
Chapter VII — Hydrostatic Transmissions
Chapter VIII — Anti-Friction Bearings
Chapter IX — Belts and Chains
Chapter X — Tracks and Tires
Chapter XI — Miscellaneous Failures

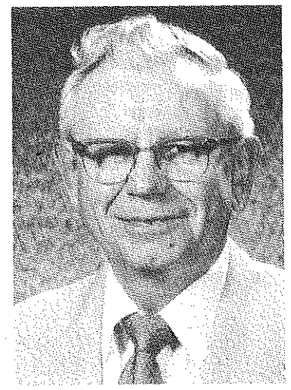
John Deere Service Publication Division has produced several publications and audio visuals that have greatly increased the teaching and reference materials available to agribusiness instructors and students. These teaching and reference materials are divided into two series: "Fundamentals of Operations" and "Fundamentals of Services". Identification of Parts Failures is the fourteenth text in the "Fundamentals of Services" series published by Deere and Company.

The manuals in these series are well written with several illustrations; however, Identification of Parts Failures contains more illustrations than other texts within the series, making it very effective with high school agribusiness students. The book is also written and arranged so that it is beneficial to several occupations within the mechanical industry.

Micheal W. Lofton
Agribusiness Instructor
Washington County High School
Chatom, Alabama

LET'S DEVELOP PERFORMANCE ABILITIES IN FFA ON PURPOSE

by
Hilding W. Gadda
Teacher Education
South Dakota State University



Hilding Gadda

Can you tolerate a bit of "imagineering" or "ideation?" If so, please consider a suggestion which, to some agricultural educators, might look like a bit of educational heresy. But I submit that the idea here presented could improve the local FFA chapter's enrichment and enhancement of the whole instructional program in vocational agriculture/agribusiness.

The idea could be simply stated as follows: DEVISE PERFORMANCE OBJECTIVES FOR EACH SECTION OF THE LOCAL FFA CHAPTER PROGRAM OF ACTIVITIES.

To do so would be sound educational practice because the FFA is a teaching tool, just as field trips, classroom teaching, SOEP, and agricultural mechanics laboratory work are teaching tools. FFA is one of the most potent teaching devices we have, and there are many, many human behavioral or performance abilities to be developed. The Advisor should know what these abilities are, and should verbalize them in writing. This is the start of product evaluation and true accountability in their best form. Unless such objectives are stated at the outset, it is virtually impossible to objectively evaluate the program in terms of its product; or stated differently, only process evaluation can take place on the basis of the methods and techniques used.

A good example of process evaluation in regard to the FFA is the use of the National Chapter Award Program Application for Superior and National Chapter Awards, Forms I and II, respectively. Use of these forms deals exclusively with the process aspect. However, to get at the actual human changes to be brought about through FFA activity participation, it is necessary to first devise specific human change types of objectives in performance terms. What are some examples? Space limitations here permit the inclusion of three examples for three different sections of the chapter program of activities.

1. Leadership

As a result of instruction in class and participation in parliamentary procedure competition, the members will be able to preside over a business meeting, directing parliamentary action in accordance with Roberts Rules of Order.

2. Supervised Occupational Experience

Through SOEP participation and the FFA activities designed to improve students' occupational experience programs, members will be able to establish themselves successfully in an occupation requiring agricultural competencies in accordance with their respective career aspirations.

3. Community Service

Participation in the chapter's community service projects and activities (such as BOAC), will cause members to participate more frequently and effectively in the affairs and activities of the community in which they live than will persons who do not have the benefits of such FFA participation.

I have used this approach with in-service and pre-service vo-ag, teachers, and I am pleased with its effectiveness in bringing about a better understanding of the intra-curricular linkage of the FFA with the total program. Moreover, it assists in legitimizing the FFA activities in the eyes of school administrators and others in the power structure. Furthermore, for the instructor, it provides an important link between the planning aspect of chapter activities and their implementation and evaluation.

It is refreshing to do a little dreaming about learning activities occasionally, in terms of sought-after outcomes. Why not give this a try? You will be pleased with yourself for the effort, and your total program will be more successful.

THE STOCKMAN'S HANDBOOK by M.E. Ensminger, Ph.D., The Interstate Printers and Publishers, Fifth edition, 1000 pp., 1978, 563 illus., $19.50.

This book deals with almost any topic in the area of livestock production relevant to today's livestock industry. The book gives a very accurate and efficient coverage of a very broad topic. It does so by bringing together up-to-date information on many classes of livestock beef and dairy cattle, horse, sheep, and swine production. Not only does this book deal in areas of breeding, feeding, marketing and processing, but it also brings the livestock producers up-to-date by devoting chapters to such topics as "Animal Behavior and Environment," "Fitting and Showing Livestock," "Law on the Livestock Farm," "Building and Equipment," "Animal Health," and more. One of the major benefits contained in this book is that it not only tells how to do something but it also explains why. Granted, there are alot of specialty books on the market today, but this book is one that has many of them combined into one.

The author of this book has an extensive background in animal science. He has written numerous other books in the field of animal science. Dr. Ensminger is currently the President of Consultant Agriservices, an Adjunct Professor at California State University and a Distinguished Professor at Wisconsin State University.

This book is intended primarily for use as a reference for teachers and students who are interested in any topic in the livestock industry.

Ed McCann
Virginia Polytechnic Institute and SU
Blacksburg, VA

Leader In Agricultural Education
FRANK B. CALE

*by William C. Dudley**

Frank B. Cale

No one contributed more to the development of agricultural education in Virginia with less visibility and more effectiveness than Frank Brownley Cale. He made few speeches, prepared only a handful of articles, and wrote no books. His contributions survive in concepts, ideas, and standards, which those fortunate enough to be associated with him have maintained and extended.

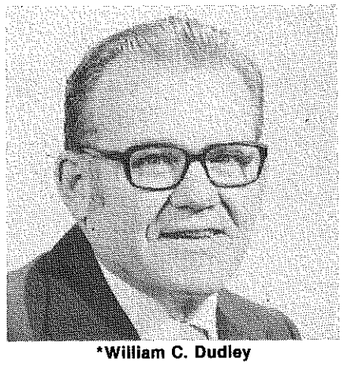
"I am no leader, just a prodder," he used to say. Actually, he was a facilitator, in the best sense of the word, long before the term became popular. Mr. Cale had an extra sense for seeing the strengths in his associates and putting them in a position to make their best contributions. At one time or another, members of his staff served in practically every position of leadership open to them, largely due to his encouragement and support.

Frequently troubled by poor health, Mr. Cale worked tirelessly for the improvement of agricultural education, not only in Virginia, but throughout the nation. He had significant influence on needed legislation, through friends in the state legislature and Congress who had confidence in him.

Ordinarily, agricultural leaders are not city-born. However, Mr. Cale was born in Lynchburg, Virginia, where his father was a successful building contractor. His life-long appreciation for good workmanship may have grown out of his childhood experiences with his father on building projects. Some older teachers still remember how he once proved a teacher wrong about the dimensions of a shop exercise by checking the teacher's rule and finding it off one-thirty/second of an inch.

Soon after Frank completed the seventh grade, his father retired to a farm near Prospect, in Prince Edward County. At that time, there were no high schools in Prince Edward County and Mr. Cale enrolled in the Appomattox Agricultural High School as a boarding student. After graduating from the Appomattox school in 1912, he enrolled in the College of Agriculture at Virginia Polytechnic Institute, and upon graduation accepted a position as a farm manager. This career was interrupted by service in World War I. Upon separation from the Army, he became a teacher of agriculture in the Sparta High School in Caroline County.

As a first-generation teacher, he soon took his place among the remarkable group of pioneers of agricultural education in Virginia which included Walter S. Newman, T.V. Downing, Henry C. Groseclose, E.C. Magill and H.W. Sanders.



*William C. Dudley
Assistant Supervisor
Agricultural Education
Richmond, VA

Under his leadership, high school students and adult farmers in the Sparta community began production of the then new crop — soybeans. With his high school and adult groups he organized a marketing cooperative which proved very successful and became the forerunner of the present-day Southern States Cooperative, a regional cooperative now operating in five states.

During this period, he saw a need for a program which would insure the purity and quality of soybean and other seeds. His leadership in seed improvement contributed to the organization of the Virginia Crop Improvement Association.

Dr. Walter S. Newman, a founder of the Future Farmers of America, credited the cooperative activities of the Sparta vocational agriculture student organization, of which Mr. Cale was advisor, as one of the local groups which inspired the formation of the Future Farmers of Virginia in 1926.

In 1930, Mr. Cale was appointed District Supervisor of Agricultural Education for the Southside Area and Assistant State Supervisor in 1942. A lifelong believer in agricultural mechanics, he gave strong leadership to this phase of the program during the least promising years, those of the depression.

At a time when agricultural programs were housed in facilities with little or no shop space; special agriculture buildings with classroom, office, and shop space were constructed in his district. This was accomplished partly through special Na-

(Concluded on Page 71)

EMPLOYMENT ENJOYMENT . . . OR JUST A JOB? A SYSTEMATIC JOB SEARCH

by
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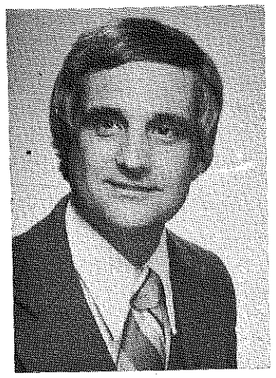
Michigan State University
East Lansing, MI



Eugene E. Trotter

Each year, hundreds of vocational agriculture students graduate from high school and enter the labor market. How many of them have the opportunity to select a job based on their interests, desires, and abilities? With the vast amount of agricultural career opportunities available to them, students need training to increase their chances of getting entry level jobs of their choice. The following steps are designed to increase the confidence and ability of students in conducting a systematic job search.

STEP ONE

First of all, students should determine what they value from a job, what they want from a job, what will make them happy as a result of having a job. They should be given the opportunity to explore the multitude of jobs available to them. After they have reduced the possibilities to the ones that appear most attractive to them, they are ready to use a chart, such as this one, to help them make a decision.

JOB CHOICE DECISION CHART

JOB VALUES	JOB CHOICES			
	A. Machinery Salesperson	B. Garden Center Employee	C. Veterinarian	D. Farm Manager
1. Work with people	+	+	+	+
2. Make plants grow	–	+	–	–
3. Set work schedule	–	+	–	–
4. Learn new things	+	+	+	+
5. Work in clean conditions	0	0	–	0
TOTALS	+ +	+ + + +	+ +	+ +

KEY: + = Excellent combination, 0 = "OK" combination, – = Poor combination.
JOB GOAL: Garden Center Employee

STEP TWO

Once a job goal has been selected, the student is ready to develop a list of possible employers. Students should be encouraged to explore as wide a geographic area as possible. The telephone book yellow pages or newspapers can serve as a starting point for this search. Students are frequently surprised by the number and variety of employers who hire people with their job goals. Developing a card file of possible employers helps students prioritize according to their preferences and limitations. One card per employer should be made out with information such as business name, address, phone number, contact person, specific type of business, and unique aspects of the business.

STEP THREE

The student is now ready to contact employers and prove that he or she is the one for the job. Employers are interested in employees that can: 1) be dependable, 2) get along with others, 3) do the job. Students should examine their past educational and work experiences and develop a list of statements about themselves that are specific, factual, and convincing. Examples of these Fact Based Assets would be:

A. Elected Chairperson of the FFA Building our American Communities Committee.
B. Was late for work only once during nine months of on-the-job training experience.
C. Made crew leader within the second month of on-the-job training experience.
D. Completed all assignments on time in senior agriculture class.

STEP FOUR

The Fact Based Assets comprise a major portion of the student's resume. There does not seem to be any one format that is classified as the most effective, but the resume should be neat, clean, precise, and not longer than two pages. Essential components of a resume include:

1) Name, address, phone number.
2) Specific job goal
3) Greatest single strength related to job goal
4) Most important experiences related to job goal
5) Personal information (age, health, etc.)
6) References

STEP FIVE

To be evaluated for a job, the student must get his/her resume in the hands of the prospective employer. If the contact is made by mail, a cover letter should accompany the resume. A conventional business letter format is appropriate. To be effective, the body of the letter should begin with a "grabber" statement that will entice the employer to continue reading. This "grabber" should state how the student's greatest single strength can be advantageous to the employer. The balance of the letter should include a synopsis of the student's important experiences, the job goal, and a request for an interview. Students may want to mention they would be available for an interview at the convenience of the employer.

Since the resume and cover letter will probably be the first introduction of the student to the prospective employer, it is important they are both without errors. First impressions have an indelible effect in the mind of the employer. A review of the proper way to address an envelope is an appropriate closing activity for this step.

STEP SIX

In the process of securing a job, students will likely find themselves completing various forms, such as an application blank, social security application, and an income withholding form. Much of the information requested on the various forms is similar. Developing a Personal Record Card will allow the student to retrieve essential information easily. As shown in the example, the card is designed (fold-in, fold-out) to be wallet size. Additions and deletions can be made to information headings, depending on personal needs.

PERSONAL RECORD CARD

1. NAME _____
ADDRESS _____
PHONE NO. _____
(fold-out)
2. DATE OF BIRTH _____ AGE _____
3. WHERE BORN _____
4. MOTHER'S MAIDEN NAME _____
5. SOCIAL SECURITY NO. _____
6. MILITARY STATUS _____
(fold-in)
7. LEVEL OF EDUCATION _____
8. JOB-RELATED CLASSES
a. _____
b. _____
9. PREVIOUS WORK EXPERIENCE
a. Where? _____
b. Boss? _____
c. Work? _____
d. When? _____
(fold-out)
10. REFERENCES (3)
a. _____
b. _____
c. _____
11. HEALTH _____
(fold-in)
12. DOCTOR _____
13. ACTIVITIES _____
14. HONORS _____
15. OTHER IMPORTANT THINGS _____

STEP SEVEN

Performance during the interview is of paramount importance. It requires a selling process on the applicant's part. For this reason, the student should properly prepare for the interview. A trial run is highly recommended. To be well prepared, the student should be able to answer the following questions:

1. Where do I go for the interview?
2. What time is the interview?
3. What time should I arrive?
4. Who is the interviewer?
5. How will I get there? (Directions as well as mode of transportation)
6. Do I have: pen, notebook, resume, Personal Record Card, letters of reference?
7. How will I dress?

Although each interviewer will have his/her own style, some suggested guidelines should help improve the student's performance. The student should walk to the interviewer with a smile, look him/her in the eye, shake hands firmly and give his or her name and reason for being there. After being asked to sit (if appropriate), the student should lean slightly forward in the chair, face the interviewer squarely, make frequent eye contact, and avoid nervous habits such as gum chewing, smoking, and clock watching. A confident interviewee not only is prepared to answer questions but is also prepared to ask pertinent questions about the business or industry. The student should do as much research into the business or industry as possible prior to the interview. The applicant should not mumble, use slang or give repeated yes/no answers during the interview. At the close of the interview, the applicant should ask when a decision will be made, restate his/her greatest strength in an appropriate manner, shake hands with the interviewer and thank him/her by name.

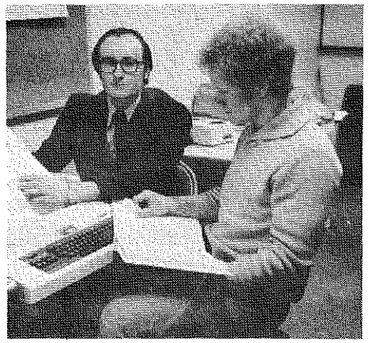
Studying the guidelines is not enough. The student needs to go through simulated interviews with teaching staff members, community leaders, parents, or other students.

STEP EIGHT

Completing the steps successfully to this point will hopefully put a student in the position of accepting a job offer *OR* even deciding between two job offers. The student should be encouraged to thoroughly evaluate job offers in terms of personal career goals. The same decision chart format used in Step One can be used for this purpose. The advantages and disadvantages can be listed vertically, with the job offer(s) listed horizontally. When a decision is made, the applicant should notify each person making a job offer giving the reasons for accepting or rejecting the offer.

SUMMARY

Elements of these eight steps can be infused appropriately throughout the vocational agriculture curriculum. Students will gain maximum benefits from career planning if guidance is provided from the outset rather than a single unit of instruction a few weeks or days before graduation. Taking a systematic approach to the career development of a student can make the difference between finding just another job or being employed in a personally enjoyable position.



COMPUTER ASSISTED INSTRUCTION FOR TRAINING FARM EQUIPMENT PARTS PERSONNEL

by
Jerry Nechville
Mechanized Agriculture Instructor
University of Minnesota
Technical College, Waseca

One of the programs offered at the University of Minnesota Technical College, Waseca is a two-year associate in applied science degree in Mechanized Agriculture Technology — Power Machinery. This program is designed to offer training to students that will qualify them for entry level employment in a broad cluster of occupations, Farm Equipment Over-the-Counter Parts Sales being part of this cluster.

LIMITED TIME

Because this occupation is only one of the occupations for which the student is being trained, limited time is available for learning activities which will develop competencies in this area. One of the methods which has been developed for efficiently and effectively providing students with the necessary entry level competencies for this occupation is the use of a parts inventory control simulation supported by a computerized inventory system. This simulation is provided through an individualized instruction delivery system for developing student competencies in utilizing, reading, and interpreting equipment parts manual information for over-the-counter retail parts sales.

PROBLEM SETS

Initially a set of problems was developed to provide student experiences in working with parts manuals from several major manufacturers of farm equipment. This set of problems was specifically developed to expose students to several different systems of part numbering and identification, as well as the problems which can be involved with ordering individual parts or sub-assembly options, machine modifications and substitutions of new parts, and part number revisions or replacements.

After a group of students had completed the problem set they were surveyed in order to evaluate the effectiveness of the problem set as a learning activity. It was found that limited amounts of learning was experienced by most students. It was determined that most students found the problem set tedious. Students also indicated that they saw little connection with the real operation of a dealership parts department and the problem set. These conclusions were reinforced by an instructor's review of the students' progress toward the completion of the goals and objectives of the instructional unit.

COMPUTERIZED

To enable a closer and more realistic simulation of an actual dealership operation, and overcome some of the difficulties initially encountered, the problem series was modified slightly and a computer program was added. As modified, students are not only asked to locate the parts in the appropriate manual, but also to select the parts from a physical inventory, keep, with the help of the computer, records on sales, purchases, orders, and keep a running inventory throughout a series of transactions. To enable the students to complete these tasks a simulated physical parts inventory and a computerized inventory control system have been developed. The physical inventory consists of computer key punch cards with each card representing an individual part. These cards are printed with information showing the part number, part name, and bin number. This simulated physical inventory is necessary because of physical facility and budget limitations. It should be noted that institutions which do not have these limitations may find an improvement in the effectiveness of this simulation through the use of the actual parts in the inventory, thus providing the students real experiences with such problems as parts storage, sorting, and filing.

Each student is given a physical inventory which is matched to an initial computerized inventory print-out. After each student balances the physical inventory to match the inventory print-out, the student is given the problem series, which is broken down into five segments, to work through. After locating the parts in the selected manuals and filling out sales slips for each problem, the student inputs any transaction into the computer. The computer then provides a print-out of a sales report, and also a new inventory.

IMMEDIATE FEEDBACK

The student is allowed immediate verification of work by comparison with a previously run inventory sequence provided by the instructor. Through individual counseling, errors in interpretation of the parts manuals can be discussed and clarified. Because the program has been written so that it can be rerun, the student can go back and correct any errors and then reinforce the learning process.

This computerized simulation has been found to be readily accepted by students as a learning activity. It has also proven to develop a good understanding of the job function and responsibilities involved with over-the-counter retail parts sales in the minds of students, as well as provide students with the basic entry level competencies required for Farm Equipment Over-the-Counter Parts Sales occupations.

GRANDFATHER'S COLLECTION

by Lee Pitts

Grandpa had this friend, Ezra Skeeters, who was married so many times he darn near drowned in the sea of matrimony. His first wife sued him for divorce on the grounds of mental cruelty. She said he hadn't spoken to her for the three years that they were married. When they went to court the judge asked old Ez if this was so. Ezra told the judge, "Sure I haven't said a word to her in three years. You see your honor, I'm a gentleman, a man of manners, and I just didn't want to interrupt her." Needless to say Ezra lost the case.

*****

His fourth wife caused him to go to the insane asylum. Well, not like you're thinking exactly. One day he knocked on the door of the "nut house" and asked if they had lost any male inmates lately? The comely nurse asked him why he wanted to know and Ezra replied, "Someone has done run off with my wife".

*****

Ezra's last wife was quite the looker, besides being half his age. Grandpa used to tell about when Ezra's time came and he went to the "great beyond" to meet St. Peter. Ezra stood in the waiting room in which there were many millions of clocks. Oddly enough there was a woman's name below each one. When Ezra got his audience with St. Peter he asked him about the clocks. St. Peter told him that there was a clock out there for every wife of a man who had passed through the pearly gates.

"Well why is that?" asked Ezra.

"Every time a wife of a member of heaven has a mad love affair with another man on earth the hands of her clock move" answered St. Peter. "In this way you can know how your wife is behaving in your absence."

Ezra scratched his head, "Well I didn't see one out there for my last wife".

St. Peter explained why. "It's in the hallway Ezra. We're using it as a fan. Such was Ezra's luck with members of the opposite sex.

*****

Speaking of St. Peter. Here's one of Grandfather's favorites to cut out and hang up on your wall:

A man knocked at the heavenly gate,
His face was scarred and old.
He stood before the Man of Fate
For admission to the fold.
"What have you done", St. Peter asked,
"To gain admission here?"
"I've been a farmer, sir," he said,
"For many and many a year."
The pearly gates swung open wide;
St. Peter touched the bell.
"Come in and choose your harp," he said
"You've had your share of hell."

Until Next Time . . .
Keep Up The Good Work

CONTINUED LEADER . . .

tional Youth Administration projects which he helped plan and carry through.

In a single evening, he developed a shop teaching technique for making maximum use of the equipment. His approach was to place large books at different points in his living room to represent equipment and small books to represent students. By grouping and moving the students, he devised a technique which is still being used for instruction in shop skills. Then, typically, he gave the credit to others.

Mr. Cale had little use for the word "can't." When satisfactory large grinders could not be purchased; he designed one, had the parts manufactured, and shipped to teachers along with plans for assembling. During the shortage of equipment and supplies in World War II, he obtained needed items for special defense training classes in carload lots and supplied all departments of the state from a central warehouse.

In 1946, he was appointed State Supervisor of Agricultural Education. During his years as State Supervisor, the Young Farmers of Virginia was organized; arrangement and wiring plans were drawn for every agriculture shop in the state. Annual and longtime goals for obtaining equipment were adopted. The number of teaching positions and membership in the FFA rose dramatically.

In 1951, he was appointed as the second Director of Vocational Education in Virginia, where he served until his death in 1958. During this time, the total program of vocational education expanded at an unprecedented rate. His ability to sense the vital point and his absolute integrity earned him the admiration of those in decision-making positions. "I could always count on him for the true facts," says Watkins M. Abbitt, who served in Congress at the time Mr. Cale was Director of Vocational Education in Virginia.

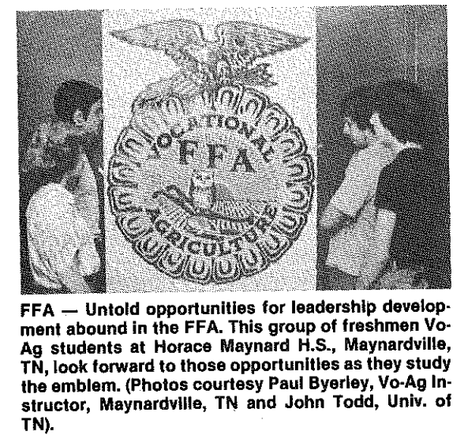
Few leaders have ever served agricultural education during worse times or with more disadvantages and acquitted themselves so well. It has been said that we go forward on the shoulders of those who have gone before us. As we move ahead into the future, it is well to pause long enough to recognize some of the outstanding leaders who have helped us to face this future with confidence and assurance.

STORIES IN PICTURES

by

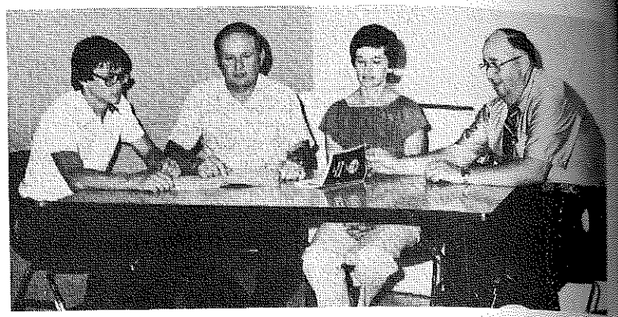
Joe

Sabol

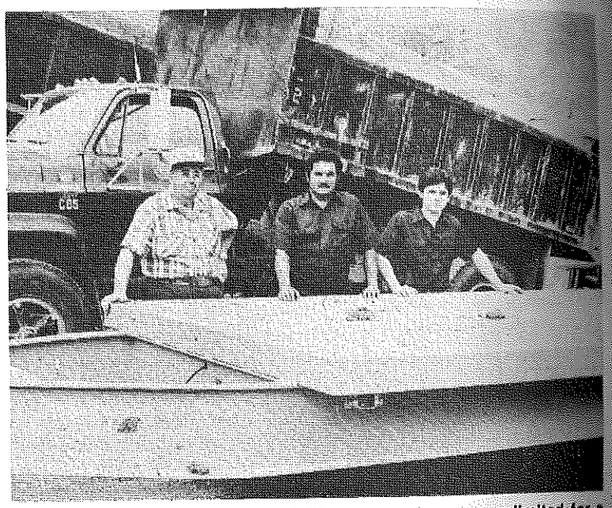


COMMUNITY RELATIONS — Keeping the community informed of the activities of the FFA Chapter and Vo-Ag program is vital for a strong program. Lisa Byerley is getting the darkroom in order at the Vo-Ag Department at Maynardville, TN.

FFA — Untold opportunities for leadership development abound in the FFA. This group of freshmen Vo-Ag students at Horace Maynard H.S., Maynardville, TN, look forward to those opportunities as they study the emblem. (Photos courtesy Paul Byerley, Vo-Ag Instructor, Maynardville, TN and John Todd, Univ. of TN).

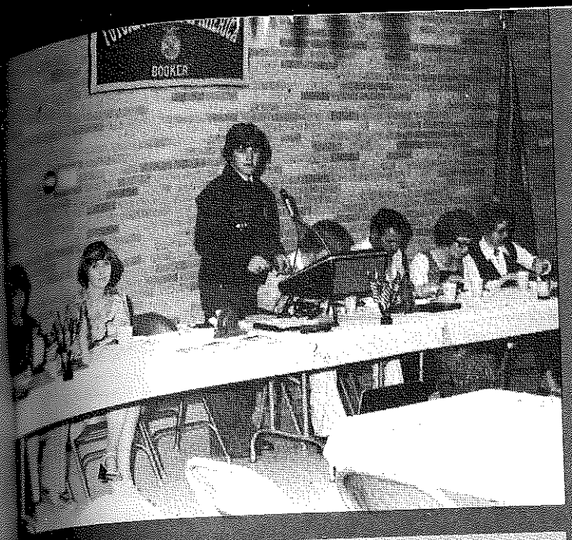


RECRUITMENT — Opportunities for the student and the program are enhanced by a good recruitment program. Paul Byerley, Vo-Ag Instructor at Horace Maynard H.S., Maynardville, TN, explains the program to Rodney Norris and his parents prior to his enrollment in Vo-Ag.



FARM SHOP PROJECTS — Possibilities for projects are unlimited for a new school year. Randy Merritt, third year ag mechanics student, proudly shows his father and Vo-Ag Instructor the heavy duty trailer he built in the home farm shop during summer vacation. Randy, with the help of his father, also built the dump truck body on the truck shown immediately behind the group.

SUPERVISED EXPERIENCE RECORDS — Good records maintained throughout the new school year generate untold opportunities for management and competition. These Vo-Ag students at Horace Maynard H.S. start their year off right by keeping their record books up-to-date.



FEATURING —
LEGISLATORS' RELATIONS
ADVISORY COMMITTEES
LEARNING BY DOING
INDIVIDUALIZED AG MECHANICS
INTERNATIONAL AG. ED.
GRANDFATHER'S COLLECTION

AGRICULTURAL EDUCATION

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