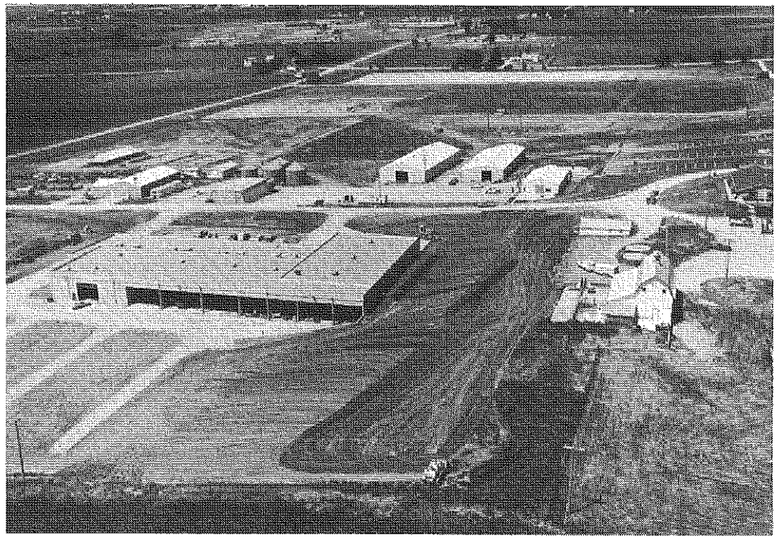
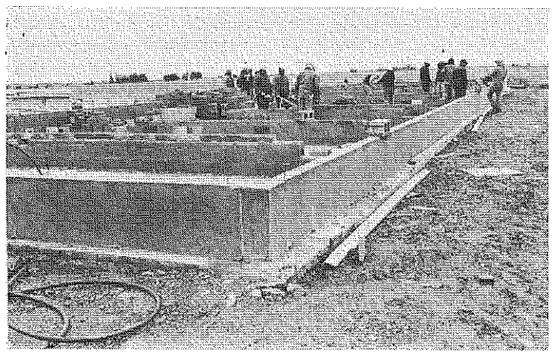
Stories in Pictures: Experiential Programs

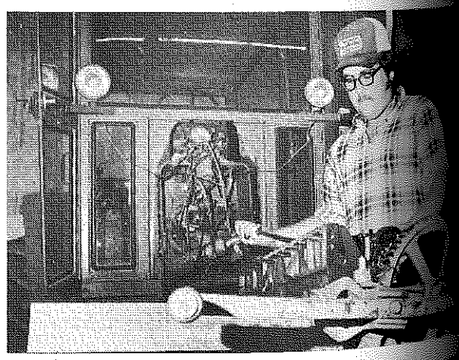
Various approaches are used in providing experiential programs. The Story in Pictur
from Kirkwood Community College in Cedar Rapids, Iowa.



The photo at the left is an
view of the farm labora
Kirkwood. The facilities
laboratories in farm mec
agricultural sales and
horse husbandry, animal
management, rural build
struction, production agri
and marine/small engine

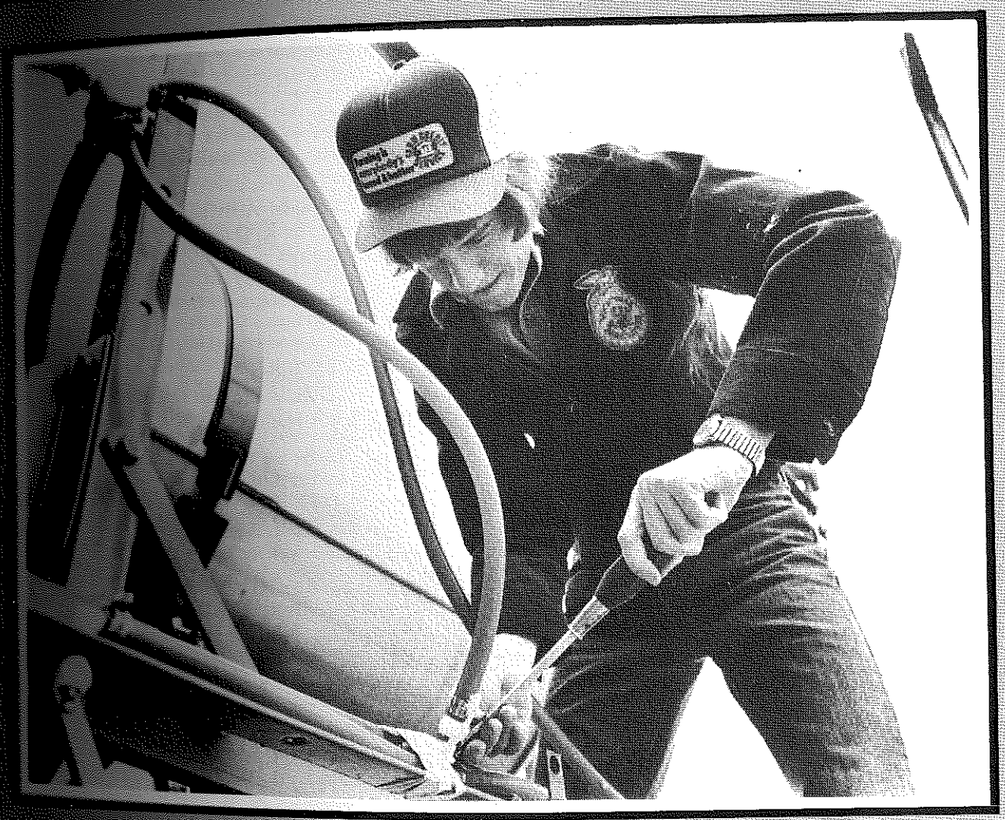


The rural building construction program contracts with area farmers for farm building projects. Here the students are shown completing concrete work on a large hog confinement facility.



Students in the agricultural mechanics program are
ed opportunity for hands-on experience in farm ma
repair. (All photographs courtesy of the Kirkwood
Service, Cedar Rapids, Iowa.)

The Agricultural Education Magazine



THEME: Summer Programs

THE

AGRICULTURAL EDUCATION

MAGAZINE

June, 1980 Volume 52 Number 12

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ARTICLE SUBMISSION

Articles and photographs should be submitted to the Editor, Regional Editors, or Special Editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed, double-spaced, and include information about the author(s). Two copies of articles should be submitted. A recent photograph should accompany an article unless one is on file with the Editor.

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Making The Most Of The Summer

JASPER S. LEE, EDITOR
(The Editor also serves as Professor and Head, Department of Agricultural and Extension Education, Mississippi State University.)

Summer — the time for classes to be dismissed, vacation, going back to college, being with the family, and being a successful vo-ag teacher. The quality of a local vocational agriculture/agribusiness and FFA program is related to how the teacher(s) uses summer. One of the characteristics that has made our program better than other school-based programs has been that it was conducted on a year-round basis. Some states have chosen to make the option of whether or not to have year-round programs a local matter and, therefore, we see a range of summer employment practices. In a few states, 12-month programs are mandatory.

Summer Visibility

Statements critical of how teachers use the summer are sometimes unfortunately made. Every teacher should appropriately plan a summer program and go about implementing the plan. An important factor in successful summer programming is visibility.

Teachers need to be visible to various publics in the summer. The school administration needs to know what the teacher plans to do and be able to frequently observe him or her doing it. Students need to see the teacher. And so do parents, employers of students, and prospective students.

The teacher who spends all day at the school facility will receive little visibility. However, the school must be the base for the summer program. Many teachers like to follow a schedule, such as being at the school from 8 - 10 each morning. By establishing and following a routine, it is possible for the various publics to be able to contact the vo-ag teacher with a minimum of effort. Good visibility is good public relations!

Professional Growth

Summer is an excellent time for professional growth. It is a time for developing personal, leadership, and professional skills. It is a time to develop the communications and social skills of mainstream agricultural industry.

Vocational agriculture/agribusiness needs teachers who can participate as equals with employers and employees in agricultural industry. This requires teachers to possess or develop certain social skills. Teachers are needed who can hold their heads high, effectively communicate, and establish an image of competence. Teachers are needed who can project professionalism and an understanding of the essentials for success in agricultural industry. This begins with appropriate language, dress, and behavior habits. Too many members of our profession have sold themselves and the profession short by inappropriate language and personal appearance. Further, inappropriate role models for youth fail to present the examples they need for successful entry and advancement in agricultural careers.

Professional growth includes the individual conscientious effort of members of the profession to improve themselves. This can be achieved in several ways: participation in workshops and classes, gaining experiences through work participation in agribusinesses and on farms, and reading professional books and journals. Writing a letter to the Editor of THE AGRICULTURAL EDUCATION MAGAZINE is an additional form for growth in that it causes individuals to assess their philosophies and practices! (Your comments and suggestions — disapprovals and approvals — will be welcomed. Some of these may be published.)

Housekeeping Chores

School laboratories and classrooms need extra attention in the summer to keep them in good condition. Broken tools and equipment should be repaired and properly arranged. Trash should be cleaned up. Painting, safety zoning, and other activities may need to be performed.

Neat, orderly classrooms and laboratories have a positive impact on public relations. They represent the instructional program to casual observers. They show that the teacher is a planner, organizer, and professional individual. Relationships with school administrators are improved by attention to housekeeping practices. I have talked with administrators who were embarrassed by the lack of housekeeping in the vo-ag facility. Good housekeeping practices are an expression of the competence and motivation of a teacher.

A Time For Helping

Many new teachers begin their first teaching position in the summer. Experienced teachers can help them off to a good start by spending some time assisting with program development activities. Every beginning teacher needs some help in planning teaching calendars, developing lesson plans, organizing facilities, obtaining instructional materials, and other areas.

Helping a beginning teacher get off to a good start helps the entire profession. It builds quality programs. It builds professional communications and develops espirit de

(Continued on Page 4)

Making The Most Of The Summer

(Continued from Page 3)

corps. Perhaps it is time for our profession to recognize those teachers who help teachers!

Start Here

This issue of the MAGAZINE focuses on summer programs and has several articles which will get you off to a good start this summer. Marvin Cepica of Texas Tech University served as Theme Editor. The authors have prepared articles on important areas of summer programming. They are to be commended for their work.

The Cover

Summer is a time when students can put their ... into practice. The cover photograph shows a ... member making final adjustments on equipment ... operating. (Photo courtesy of Elliot Nowels, D... of Information, National FFA Center, Alexandria, Virginia.)

THEME

Observations Of Summer Programs Of Vocational Agriculture

By M.J. CEPICA AND JERRY STOCKTON

Editor's Note: Dr. Cepica is Theme Editor for this issue of The Magazine. Both authors are members of the faculty in the Department of Agricultural Education at Texas Tech University. Dr. Stockton is the ... person.

Accountability for the summer program is a major priority of vocational agriculture teachers having 12-month programs. Several problems are inherent in year-round programs, including lack of understanding by school administrators, legislators, school board members, and the general public. Teachers of 12-month programs in vocational agriculture must constantly be on the alert to safeguard summer programs.

One of the striking things we notice is that some teachers find it easy to be accountable for their summer program, while others have a difficult time. There seems to be certain commonalities prevalent among teachers who have outstanding 12-month programs. These teachers normally are highly visible people. They possess good communication skills and are operating programs which actively involve both in-school and adult students. Successful vocational agriculture teachers are concerned with eight major summer program areas.

In-School Youth

Successful vocational agriculture teachers feel that supervising occupational experience programs is an important part of the summer program. Much of their energy is directed toward on-farm supervision of crop and livestock projects. In addition to supervising established projects, they locate and secure projects and locate occupational training centers for the coming school year. Visiting prospective students and their parents allow teachers to become acquainted with them on a personal basis. Teachers agree that visitation is an excellent motivational tool which keeps their students involved in vocational agriculture and FFA work and allows teachers the opportunity to associate with members of the community. This highly visible activity helps the public realize the importance of the summer vocational agriculture program and fulfills a primary program objective. The article, "... Time For Students," addresses this subject.

FFA

Vocational agriculture teachers agree that various ... activities are important to the summer program. ... encourage chapter members to participate in local ... and state meetings. Most teachers hold at least one ... FFA chapter meeting. Many hold as many as three ... meetings. FFA officers are encouraged to attend ... training schools that are offered in most states. ... teachers plan summer tours or encampments to enrich ... activities. If youth development is to be taken serious... various group activities are essential in the summer. ... article entitled, "From Corn Belt to Cow Country – ... for Summer Programs" speaks to the importance of ... vised occupational experience as well as FFA activi... Reinforcement of your present philosophy or new ideas ... incorporate in your present program may be found in ... article by Miller and Moss.

Adult and Young Farmer Education

The education and experience of vocational agriculture ... teachers provides them many opportunities to work with ... adults and young farmers in their communities. Teachers ... agree that this highly visible activity allows many oppor... tunities to interact with adults on a personal basis and gain ... friends and supporters for the total vocational agriculture ... program. Many report that they assist farm people in set... ting up and carrying out insect and disease programs for ... crops, livestock, and poultry. They conduct tours to local ... farms or experiment stations where outstanding agricul... tural improvement work is being conducted. Adult and ... young farmer programs should be planned as needed. ... Teachers often report that farm visitation is the most ... important activity in working with this group. Farm visits ... seem to solidify the relationship between the vocational ... agriculture teacher and the adult and young farmer. In this ... issue, the article by Drs. N.K. and Tom Quarles will pro... vide the reader background information regarding adult ... and young farmer education as well as detailed summer ... program activities for an outstanding young farmer ... chapter.

Facilities

Most vocational agriculture teachers choose summer ... months to do some of the very basic activities regarding ... facilities. They check inventory in the laboratories, repair ... equipment, secure new equipment as needed, file reference ... material, and improve classroom and laboratory appear... ance. Teachers report that this activity is normally done at ... a period of time when more pressing activities are not be... ing carried out. During the summer, many schedule regu... lar office hours at the school so that they may be located ... during the day by in-school and adult students.

Program and Instructional Planning

Program and instructional planning is a basic activity ... for all vocational agriculture teachers. They collect teach... ing materials such as insect specimens, grass and crop ... samples, bulletins, pictures, magazines, and other teaching ... aids. Filmstrips, slides, and educational films are ordered ... for classroom instruction. Annual teaching plans are revis... ed and unit lesson plans are revised or developed. The ... most important activity in this area, however, is communi... cation with the administration. Keeping the administration ... informed and consulting with them concerning proposed ... program activities is a step never neglected by the success... ful teacher.

Community Service and Public Relations

Successful teachers are adamant in expressing emphasis ... on public relations. They are involved in performing com... munity service work and civic group activities. They work ... with agricultural agencies in planning and conducting ... community projects for the improvement of agriculture. ... Such activities assist the teacher in keeping current on ... needs and practices in the community and agriculture. In ... addition to fulfilling their role as community leaders, ... teachers use the news media to continually inform the ... public and promote their programs. Program publicity uti... lizing the newspaper, radio, and television cannot be over... emphasized. The progressive teacher recognizes this as a ... necessary ingredient for a successful program.

Inservice Training and Summer Credit

Vocational agriculture teachers with good summer programs are involved in inservice training during the summer. They realize the importance of keeping current on the latest innovations and information. Successful teachers make sure that activities of this type are publicized in local papers and that administrators and colleagues are informed ahead of time concerning attendance at such meetings. Information gained may be shared with students and adults in community meetings and in the classroom. Most states make provisions for teachers to attend summer school and receive credit for completed courses. Some schools require that teachers receive a designated amount of college credit each two or three years as a part of their professional growth. Workshops and short courses may be offered, with college credit available to those wishing to enroll for it.

Other Summer Activities

Necessary reports must be completed during the summer months to keep programs in compliance with state regulations. Vocational agriculture teachers employed on a 12-month contract are usually allowed a vacation of approximately two weeks. Vacation time is normally taken at a time when it does not conflict with other program activities. There are other activities to be squeezed into the summer. Innovative teachers will always turn the necessities of their jobs into learning situations for the clientele they serve. For example, the Kilgore, Texas, vo-ag teachers use the school farm as a center for summer activities. The summer use of this learning laboratory is depicted in the article authored by vocational agriculture teacher, Bill Rosser. The eight basic areas discussed in this article form the foundation of the summer program. This is discussed in the article by Harris.

It is impossible to include all the items that should be completed for a successful summer program. Teachers tend to emphasize selected areas in the summer programs. No two programs are exactly alike. However, commonalities exist in all successful programs. Interest, dedication, communication, community involvement, and a high degree of visibility are things we find in common when observing successful summer programs. These same ingredients surface in the messages delivered in each of the following articles on the theme of "Summer Programs of Vocational Agriculture."

Themes for 1981
The Agricultural Education Magazine

Time Management	January
Community-Based Programs	February
Keeping Up to Date	March
Programs in Agricultural Supplies and Services	April
Energy Education	May
Adult/Young Adult Education	June
Professionalism	July
The Beginning Teacher	August
Student Management	September
Teacher/Professional Liability	October
Using Research	November
Relationships with Agricultural/ Educational Agencies	December

Take Time For Students



By Stanley Blackwell, Jack Rowland, and Richard Strong

Editor's Note: All three authors are vo-ag teachers in Texas. Blackwell at Coahoma, Mr. Rowland at Godley, and Mr. [illegible] Austin.

What is happening to summer programs of vocational agriculture? Are they being used in the best interests of our students? Do we really know what to do in the best interests of our students? Have we taken on other interests in the summer that seem important to the program of vocational agriculture? These are questions that many of us may unconsciously have going through our minds.

In other areas of education, we hear the call to return to the basics, or the three "R's." What about vocational agriculture? Have we strayed away from the basics? Only as individual vocational agriculture teachers can we answer that question.

Community life has grown more complex. So have the schools and the activities within them. Many of our traditions of family and community life have been left behind. Are we so caught up in daily routine that we have bypassed some of the activities that once were very important?

As teachers of vocational agriculture discuss activities for the summer months, many areas are listed: public relations, professional improvement, adult education, improving facilities, community service, and supervision of occupational experience programs. Occupational experience programs in production agriculture include selecting projects, project supervision, record keeping, and individual student program planning. Basically, it is personal contact with student, parent, and home.

New Student Selection and Orientation

Summer program activities should include working with the students who are entering vocational agriculture for the first time. Some vocational agriculture departments have feeder schools which provide students for their programs. These schools should be visited before pre-registration in the spring. The vocational agriculture program should be explained to prospective students through FFA officer teams, slide presentations, brochures and/or other means. After school is out for the summer, each student should be contacted. An appointment should be arranged so that each student, his or her parents, and the teacher can confer about the department, its program, and how students can be a part of it. Each facet of the program — the classroom, the FFA, and the SOE — should be discussed. Minimum acceptable standards can be detailed and state requirements for SOE can be outlined. Cost factors should also be discussed. Student and parent questions can be answered and, finally, preliminary decisions can be made concerning the student's proposed SOE.

Existing SOE Supervision

Existing SOE supervision should clearly be the number one priority during the summer. A good practice is to work at the agriculture building at the same approximate time each day. The majority of the day should be used to visit prospective students and young and adult farmers and supervise occupational experience programs.

If the school owns a farm, there is a natural opportunity to involved students in many ways which will [illegible] their SOE. A demonstration plot operated by the [illegible] department can provide an opportunity for many [illegible] to combine personal experience and observation [illegible] prove their occupational experience. Many vocational agriculture departments sponsor or participate in [illegible] field days which add to the summer experiences of [illegible] student. This provides training related to supervised [illegible] pational experience programs.

Regardless of the vehicle, group or individual activity, supervision of each occcupational experience program [illegible] utmost importance during the summer months.

New SOE Initiation and Supervision

Along with the supervision of existing SOE programs, the vo-ag teacher must be conscious of his/her responsibility in assisting students with expansion plans for their programs and helping students become established in programs which relate to their occupational objectives.

It is in the area of new SOE initiation that multiple teacher departments may enjoy an advantage over single teacher schools. Responsibilities can be divided. One teacher can take care of one activity while another attends to other matters. Through good coordination teachers can make more efficient use of their time.

Students — Number One Priority

Regardless of our intentions and as our summer activities increase, some of us may find less time to supervise students. We may sometimes forget that this is the primary reason we are employed on a twelve-month basis.

As the skeletal structure is the key to a well-balanced animal, so is the teacher-student visit the key to a well-balanced summer program. In an animal, the building of the complete animal depends upon the bones and the way they are attached together. In a summer program of vocational agriculture, all other activities should be built upon the personal contact between teacher, student, parent, and home.

From Corn Belt To Cow Country — Ideas For Summer Programs


By W. Wade Miller and Jeff W. Moss

Editor's Note: Mr. Miller is Instructor in the Department of Agricultural Education at Texas A & M University. Mr. Moss is a former vo-ag teacher in Indiana and is currently a graduate assistant at the same university.

No matter what your area's major crop or livestock enterprise, an innovative idea for improving your summer program may be just what you're looking for. Have you asked yourself, "How are they doing that up north?" or "What's happening in vocational agriculture programs down south? You may be surprised to learn that vocational agriculture teachers across the United State formulate plans for summer programs with similar goals in mind. We talked with vocational agriculture teachers in Texas and Indiana to find where they placed priorities in planning summer activities. We also gathered examples of innovative ideas for summer activities which you might consider implementing in your school program. The two most frequently heard priorities of vocational agriculture teachers for their summer programs were: conducting supervisory visits of occupational experience programs and participating in FFA activities to develop leadership qualities in chapter members. If your priorities for summer activities include either of these areas, the ideas in this article will hopefully be of interest to you.

Supervising Occupational Experience

The primary objective of the teachers at Clinton High School Vocational Agriculture Department in Michigantown, Indiana, is to visit every student enrolled in agriculture at least once during the summer. In this multiple teacher department, all three teachers share equally in the responsibility for visiting students. Each instructor visits students in a predetermined area of the school district to avoid traveling the same roads numerous times. This not only reduces miles spent on the road but allows each instructor more time for conducting other departmental activities. Leon Grieves of Rossville, Indiana, starts each day of supervision with a camera and several packs of film. Color slides are taken of each student's activities. These slides are shown during the annual FFA banquet to add a personal touch to the program.

Another method of supervising occupational experience programs is used in Lancaster, Texas. Here the shop is open to vocational agriculture students during the summer months. According to Roy Crawford, one of Lancaster's three vo-ag teacher, vocational agriculture students receive individual instruction while using the equipment to work on projects relating to their supervised occupational experience programs. To insure continuous accessibility to the shop during vacations, the teachers agree upon a schedule of staggered vacation times. In this manner, an instructor is generally available most of the time to supervise work in the shop. However, since many activities of the agriculture teachers involve work away from school, students are encouraged to telephone the school to find out the shop hours for the week.

Competition may contribute to increased interest in supervised occupational experience programs and provide and excellent learning experience for vocational agriculture students during the summer months. Bill McVay, advisor to the Whitko FFA Chapter in South Whitley, Indiana, has started a Stockman's Contest for vocational agriculture students. These young people exhibit their animals and are judged on not only the quality of the animal but also on the quality of records and showmanship. The contest has been rated a big success, with the activity becoming an annual summer event.

Developing Leadership Qualities

Vocational agriculture teachers have found that summer camps offer FFA members an opportunity to develop leadership qualities through numerous educational and recreational activities. Even if you must limit this activity to the FFA officers or limit the trip to just a weekend campout, developing leadership and strengthening friendships and member-advisor relationships can be beneficial to your chapter.

The entire FFA chapter of Arlington, Texas, attends a three-day FFA leadership training school campout early each summer to plan the activities for the coming year and to elect new officers. Though the days are occupied by swimming, fishing, and playing volleyball, the evenings are spent building enthusiasm among the FFA members by hearing motivational speakers (district or area FFA officers and members of the business community) and viewing films and slide programs about the FFA. Danny Schertz, Arlington's FFA advisor, thinks nominating a slate of officers prior to the campout is beneficial to his chapter. Nominees can demonstrate leadership abilities during the trip. The members are better prepared to elect officers for

(Continued on Page 8)

From Corn Belt To Cow Country — Ideas For Summer Programs

(Continued from Page 7)

the following year when election time arrives.

Roy Crawford, Ernest Baley, and Randy Hancock, advisors at Lancaster, Texas, limit their camping trip to the newly elected officers. Lake McMurray in Oklahoma, provides a quiet retreat for planning the new program of activities, setting the dates and agendas for the chapter meetings, and selecting the committees for the special projects. The new officers also allow time for playing golf and riding horses during their stay at camp by conducting most of their meetings at night.

The Indiana FFA Leadership Training Center, located near Trafolgar, Indiana, is used extensively through the summer months for FFA camps. In 1979, four leadership camps for chapter officers and three orientation camps for freshman FFA members were conducted. Mike Smith, Executive Director, reports that 775 FFA members attended the two and one-half day camps. The Indiana State FFA Officers conduct the entire program of instruction and recreation with assistance from advisors working as group leaders. Jim Carr, vocational agriculture teacher of Sheridan, Indiana, encourages all his chapter officers to attend each year. The experience of having chapter members attend an FFA summer camp can be profitable for both the student and the teacher.

Worthwhile activities for developing leadership qualities in FFA members do not always require traveling or camping. The summer is a good time to involve FFA members in local community activities. Many small towns in rural areas schedule fairs or festivals during the summer. An opportunity usually exists for your FFA chapter to become involved. The Clinton Central FFA Chapter sponsored A Pedal Tractor Pull for the Michigantown community fair to the delight of the young children in the community. The setting resembled a regulation tractor pull except the tractors were tricycle-sized and ran on leg power instead of horsepower. The FFA provided an enjoyable recreational activity for the afternoon.

Considering Other Summer Ideas

The vocational agriculture teachers of Texas and Indiana have implemented numerous other summer activities. Perhaps your school's agriculture depart... could benefit from one of the following summer ...

1. Conduct FFA Alumni meetings followed by ... picnic.
2. Raise money for your school's project cente... ning a barbecue with country/western ...
3. Schedule a donkey baseball game to raise ... the expense of the delegates to the state FFA ... tion.
4. Conduct FFA meetings! (Try a watermel... cream, or swimming party following the ... business.)
5. Post a notice at your department when you ... from school supervising occupational experi... grams asking people to leave messages ... school secretary. Telephone the secretary ... twice daily to get your messages.
6. Publicize summer activities in the local news ... insure that your students are aware of your ... grams. Release news items with photographs ... the activities of your program.
7. Send letters to incoming freshman students ... cribe the vocational agriculture program and ...
8. Visit incoming freshmen and their parents ... them select projects and to involve them in the ... mer FFA activities.
9. Attend professional improvement workshops ...

Summary

Do some of the ideas we have gathered sound fami... you? Probably so. We found many of the same activ... being conducted in Texas and Indiana during the summ... Determining priorities and selecting appropriate activ... to achieve established goals are the first steps in plann... an effective summer program. Consider yourself among the ranks of those instructors with exemplary program... your summer program plan contains several of the activ... ties mentioned here. If you are looking for new ideas ... strengthen your summer program, you will find some ... these ideas of other vocational agriculture teachers ... benefit to you. Corn belt or cow country — regardless ... the major agricultural enterprise in your state, a strong summer program with well planned activities will benefit your program and school.

How To Win FFA Leadership Contests by Norman K. Quarles, Ed.D. and Thomas A. Quarles, Ed.D. Wolfe City, Texas: Henington Publishing Co., 1979, 57 pp., $2.00.

If you are looking for some mystical secret to appear in this book that will enable you to win any leadership contest, you will be disappointed. However, the small paperback book should be of some help in preparing beginning teachers of vocational agriculture for training the various leadership contests in Texas. Be it noted that the book is limited to only the four leadership contests that are practiced in Texas.

The book is limited to only about two pages of ideas and new information on training teams, with the remainder of the book devoted to rules and sample contest problems, quizzes, and scripts of the Texas Leadership Contests — helpful for the beginning teacher but probably of little use to the experienced teacher who has files of old contest material.

The authors are very experienced in leadership contests in Texas. The elder Dr. Quarles taught vocational agricu... ture in Texas for many years before becoming a teacher educator at East Texas State University. He was very successful in training winning leader... ship teams as was his son for the three years he taught vocational agricultur... before becoming a teacher educator at Stephen F. Austin State University.

The book lacks the information to be of help to experienced teachers.

Jerry Crownover
Mississippi State University

The Sulphur Springs Story . . . Summer Activities For Young Farmers

By N.K. Quarles and Thomas A. Quarles

Editor's Note: This is a father-son teacher education author team. Dr. N.K. Quarles is at East Texas University, and Dr. Thomas A. Quarles is Head Teacher Educator at Stephen F. Austin University.

Agriculture has long been recognized as the nation's largest and most important industry. In view of projected increases in population and new uses for agricultural products, the importance of agriculture will continue to increase in the years ahead. In light of this, it has become increasingly important that young agriculturalists continually strive to update their skills and knowledge in order to meet the changing times and growing challenges of the future.

Since the passage of the Smith-Hughes Act in 1917, adult agricultural education has been recognized as a major area of responsibility for the vocational agriculture teacher. As a result, the young farmer program has become an integral part of vocational agriculture. The purposes of a meaningful young farmer program are many. The basic purpose is to provide educational programs designed to meet the particular needs of young men and women who have begun careers in production agriculture. These programs should provide instruction on the new technological advancements in agriculture. The additional training needed in production, marketing, management, and mechanization should also be provided. Other important purposes are: (1) to provide young farmers and their families an opportunity to participate in civic and community service activities to improve rural and urban life in their community, state, and nation; (2) to cooperate with other organizations and agricultural agencies in programs benefiting agriculture, and (3) to provide leadership training and experience needed in the development of community leaders and good citizens.

Need for Young Farmer Programs

Many changes have taken place in recent years which have contributed to a growing need for young farmer programs. Some of the most important changes are as follows:

- Rapid technological advancements have occurred in agriculture. These include the introduction of new herbicides and insecticides for both crop and livestock pests; the introduction of antibiotics and hormones in livestock and poultry feeding; the introduction of new crops and varieties; an increase in mechanization in farming; and the automation of many processes.
- Intensification of the cost-price squeeze which demands high operational efficiency to stay in business.
- Increase in size of farming operations which in turn has brought a tremendous increase in the amount of capital required.
- Loss of a dependable source of labor.
- Extensive mechanization of farming operations and a corresponding increase in the amount of maintenance and repair work.
- Introduction of larger tractors and equipment.
- Involvement of foreign policy in agriculture in such a way that production and marketing of farm products are influenced.
- Involvement of government in supply management acreage contracts.
- Market demands and consumer preferences.

Courses for secondary school students alone are not adequate to meet the needs of all persons who are preparing for or who are becoming established in production agriculture. Therefore, as provided in vocational legislation, special classes should be provided for out-of-school young farmers and adult farmers, in addition to those for high school youth.

A Continual Program

For young farmers, learning is a continuous and life-long process. The need for adult education in agriculture has never been greater. Although the aforementioned statement is without a doubt true, many young farmers do not have an opportunity to participate in well-organized, systematic, and individualized programs of education in agriculture on a year-round basis. Although a viable young farmer program during the academic school year is of prime importance, it is also extremely important to plan and conduct a full program of activities during the summer months.

Many activities can be undertaken by a young farmer chapter in the summer. In order to better illustrate this point, the summer program of activities for the Sulphur Springs, Texas, Young Farmer Chapter was selected for use as an example. This program has enjoyed success for many years. The Sulphur Springs Chapter received the se-

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The Sulphur Springs Story . . . Summer Activities For Young Farmers

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cond charter in the Texas Association 25 years ago and is now recognized as being the oldest active chapter in the state. The chapter has received numerous awards. In 1978, it was selected as being the outstanding young farmer chapter in Texas. The participation and involvement of the chapter's 125 members is evidenced by its 1979 summer program of activities, outlined as follows:

June 5 — A young farmer officers meeting was held in order to make plans for the Area VI Young Farmer Field Day and the local fireworks display.

June 9 — Ten members and two advisors from the Sulphur Springs Chapter attended the Area VI Young Farmer Field Day sponsored by Van, Texas, Young Farmer Chapter.

June 12 — The young farmer chapter held a regular monthly meeting with 37 members in attendance. A barbeque supper was served. The program was presented by a local tractor dealer on hay equipment and how to use it.

June 18 — A young farmer officers meeting was held to develop plans for a family picnic and the local fireworks display.

June 25-28 — The Sulphur Springs Young Farmer Chapter was host to a touring group of Oklahoma vocational agriculture teachers and agricultural education graduate students from Oklahoma State University. Upon their arrival, the Sulphur Springs Chapter served a barbeque lunch and then took the group on a tour of the local area. During the following two days, two representatives of the Sulphur Springs Chapter escorted the group to other East Texas towns.

July 1 — The young farmer chapter sponsored a free fireworks display for the community. Fifty chapter members participated in the program which was attended by approximately 10,000 people.

July 10-13 — A member of the young farmer [illegible] assisted the advisors in taking [illegible] members to the State FFA Convention in Lubbock, Texas.

July 24 — A young farmer officers meeting was held in order to make plans for assisting the FFA chapter in holding a FFA officer leadership training school. Plans were also made for the upcoming young farmer citizenship contest for the new year.

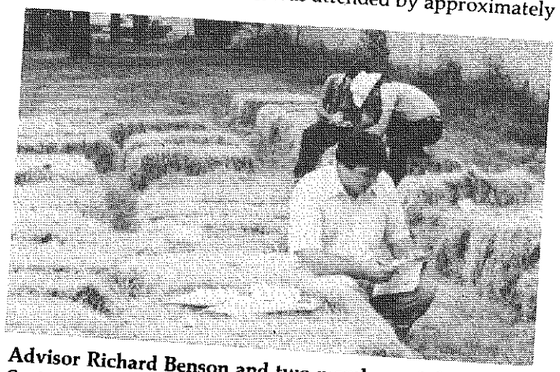
August 2 — A young farmer member presented a program to first and second year vocational agriculture teachers at the State Vocational Agriculture Teachers In-Service Workshop in Houston. The topic of the presentation was "The Importance of Local Young Farmer Programs."

August 13-15 — The young farmer chapter sponsored a leadership training school for the local FFA chapter and other school organizations. The young farmers paid all expenses and provided assistance in training ten FFA officers, fifteen FHA members, and five student council members. The FHA and student council members were guests for one day. At the conclusion of the meeting, a banquet was held for the FFA officers, their parents and local school district administrators.

August 17 — Two members of the young farmer chapter met with representatives from the Lone Oak, Texas, School District to assist in establishing a young farmer chapter.

August 21 — The regular monthly meeting of the chapter was devoted to the election of new officers for the 1979-80 year.

August 24-25 — The past officers and newly-elected officers of the Sulphur Springs Young Farmer Chapter held an officer training camp. The group, which included nineteen members and their wives, enjoyed recreational activities and discussed the program of activities for the coming year, as well as the duties of the new officers.



Advisor Richard Benson and two members of the Sulphur Springs Young Farmer Chapter assist the Hopkins County Agricultural Works Association with the Annual Hay Show.

Summary

As evidenced by the summer program of the Sulphur Springs Young Farmer Chapter, the summer months are an active time of year. Although there are many ingredients needed in order to have a successful young farmer program, one of the most important is for the chapter to be active throughout the entire year with as many members as possible involved in organizing, planning and conducting the program of activities. If this is accomplished, the end result should yield not only a larger chapter in terms of participation, but a more interested, involved, and stable group of young farmers that should benefit both educationally and socially from the experiences.

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THEME

The FFA Farm As A Center For Summer Activity

By Bill Rosser

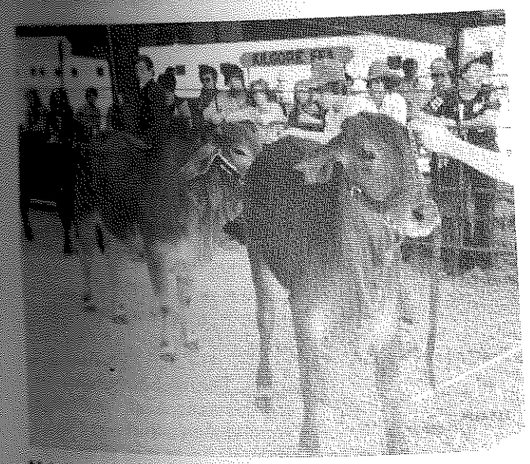
Editor's Note: Mr. Rosser is teacher of vocational agriculture at Kilgore High School in Kilgore, Texas.

Summer activities can maintain the continuity of a vocational agriculture program. Summer is an active period on farms and ranches. Certain hands-on skills and management procedures are best taught at that time of year. At Kilgore, Texas, the best tool in the summer is our school farm.

The school farm was obtained in 1975 when 12 unusable acres owned by the school district were traded for 24 acres of land outside the city limits of Kilgore. These 24 acres were unimproved. We felt the acreage had much potential for the purpose we had in mind and the decision to trade for the 24 acres was a good one. The school farm is beginning to develop into the instructional laboratory we had intended it to be. Local businesses have been a tremendous help to the FFA chapter in developing this property. The farm includes housing for 40 head of cattle on feed, 50 market barrows, and 20 lambs. Some breeding cattle and dairy cattle can be grazed on the improved pasture. The school district owns no animals. Students who live in the residential areas of Kilgore use the farm to house their vo-ag projects.

Supervision

The concept of a year round program which includes facilities for town students to care for their livestock projects has added a lot of excitement and interest to our program. During the summer the three teachers are busy working with students on routine management of their livestock, selection of animals, halter breaking, and weighing animals at regular intervals. We are also needed to assist with specialized jobs such as trimming feet, dehorning, controlling parasites, and providing advice on nutrition. What a teacher can accomplish is limited only by imagination when the students are involved in an active summer program.



Using the school farm for a Summer Showmanship Clinic.

An Informal Summer FFA Meeting

In addition to the traditional project supervision work, our school farm is used for other activities in the summer. Our vo-ag students like to have at least one summer FFA meeting at the farm. We usually have a summer meeting the week following the state FFA convention in July. At this meeting, the youngsters usually sit on the wood shavings which we have in the show ring of our 100-foot by 100-foot livestock pavilion. The meeting starts and closes with the official ceremony. Parents often attend the summer meeting at the farm. They seem to enjoy visiting with each other and with the teachers in the relaxed atmosphere.

It is at the summer meeting that excitement for the coming year starts to build. It is a time to renew friendships, compare ideas, offer challenges about who will beat whom in the fall stock shows, and so on. The delegates who have just returned from the state FFA convention give their reports. It is arranged so that each person who attended the state convention shares in a part of the program. At the summer meeting, we make an attempt to encourage the incoming Greenhands and their parents to attend. All the talk about FFA activities warms the newcomers up to the tempo of the vo-ag program and causes them to want to be a part of it — to get involved. Another advantage of this summer meeting is that it gives the teachers and parents of the new students a chance to do some advance planning. The summer meeting seems to add momentum and get things off to a good start.

Vocational Agriculture Advisory Committee

An advisory committee is extremely helpful in conducting our total program. The committee enjoys meeting at the farm from time to time. We have an office in the liv-

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The FFA Farm As A Center For Summer Activity

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stock pavilion which is an appropriate area for the advisory committee to meet. Our committee usually consists of nine people who aid in making plans for the coming year. It is through the advisory committee that we are able to be more certain we are giving the community the type of program that it needs and wants. The members of our advisory committee are successful persons who are respected in our community. All of them have agricultural interests of some type. When selecting members we try to attain a cross section of the community on the committee. Because these people have good judgement and are experienced and successful, they are an extremely valuable guidance tool for our vo-ag program.

Livestock Evaluation Clinic

The area Livestock Extension Specialist works with our department each year to conduct a livestock evaluation clinic. At this activity which is usually held in early summer, all area 4-H and FFA groups are invited. The clinic lasts one day. Theory is covered in the morning. In the afternoon, steer, heifer, lamb, barrow, and gilt classes are set up for the youngsters to evaluate. We use our student FFA project animals which are already at the FFA farm. After the students have had a chance to put their morning theory instruction into practice, each class is reviewed.

The last activity of the summer season is the [illegible] ship clinic. Young farmers, adults, teachers, [illegible] students cooperate in this activity. The main [illegible] the showmanship clinic is for practice and [illegible] There are several positive dimensions which have [illegible] from the showmanship clinic, and we plan to [illegible] activity.

Other School Farm Activities

The maintenance work at the school farm provides opportunity for some of our best teaching. The [illegible] always seem to be willing to help with the [illegible] duties. The town students get excellent "on the [illegible] iences" when they change the oil in the tractor, [illegible] holes, paint barns, and repair the manure spreader. [illegible] list of "learning by doing" experiences is endless.

Priortize and Plan Your Program

Meshed between the school farm activities are all [illegible] usual tasks that all teachers have. These include [illegible] work, inventories of the shop, securing teaching materials, and making annual plans. It seems that we never [illegible] enough time in the summer to accomplish all that we would like to do. It helps when the three teachers [illegible] together and develop some priorities. We try to divide [illegible] responsibilities of conducting the summer program to eliminate duplication of efforts.

It is essential that a lot of planning and effort be put into summer activities. Good planning and summer activities help get the new school year off to a good start. Summer program continuity helps to make our program strong.

THEME

The Vocational Agriculture Summer Program Must Change To Meet Program Needs: Fact or Fable

By Hulan H. Harris

Editor's Note: Mr. Harris is Area II Supervisor for Vocational Agriculture, Texas Education Agency, Big Spring, Texas.

Many changes have occurred in vocational agriculture over the years. Growth and development within, the merging of the NFA and the FFA, the advent of agribusiness, specialized programs, and the inclusion of girls in vocational agriculture and the FFA have all strengthened the program. As change agents, we must continue to influence philosophy, knowledge, and methods. It is not to say, however, that vocational agriculture has completely changed its image since 1917 or that teachers of vocational agriculture have experienced a need to change basic components of the program in order to continue to be productive.

Although many changes have occurred in the vocational agriculture program, the basic role of the supervisor and teacher has remained intact. The supervisor continues to provide supervision, direction, and leadership to local programs; technical and professional services to local schools; and serves as the connecting link to the state FFA Association and program administration. The teacher continues to provide instruction, guidance, assistance, and leadership for youth and adults involved with agriculture.

Though the "means" may change from time to time in order to accomplish the "end," basic components of our

program remains strong. A good example is our current [illegible] of vocational agriculture. Many teachers [illegible] new techniques in their summer programs to accomplish their objectives but the basic components remain the same. To illustrate this point an article authored by Gene Foster and published in the December, 1954, issue of the Texas Future Farmer magazine is reprinted here. [illegible] Foster taught vocational agriculture at Whitesboro, Texas, 1946-65. He was Director of the Evening [illegible] at Grayson County College until 1979.)

P.S. Patrons of Whitesboro School District
Whitesboro, Texas

From: Gene Foster, Teacher of Vocational Agriculture
Subject: Summer Activities of Teacher of Vocational Agriculture

As patrons of the Whitesboro Independent School District you are vitally concerned with the program being carried on by your school. This report in brief is a summary of the activities of the teacher of vocational agriculture during the immediate past summer. This report is to familiarize you with the work of the teacher of vocational agriculture and invite your further participation in the program to make the program more effective.

Visitation of Inschool Youth

Thirty-five different students were visited during the summer months to supervise projects boys had in operation. These projects included swine, corn, cotton, peanuts, beef cattle, and poultry. Projects are the laboratories whereby students find out if the things they study in class are practical to apply on their home farms. To give you an idea of the investment these students have, last year's total investment was $20,000 with a similar investment indicated for this year.

Adult Farm Visitation

Thirty farms were visited to aid adult farmers with problems. These problems included vetch insect infestation, insects on pecans, grain storage problems, selection of improved livestock, brush control problems, corn fertilization, legume use in pastures, locating and filling trench silos, feed problems with livestock, insect and disease control on cattle, hog insect infestation, and others. In addition, local contacts at my home, over the telephone, contact at drug and feed stores, and on the street with different individuals amounted to probably a hundred people wanting information on seeding, fertilization, insects, rose diseases, diseases of livestock, etc. Approximately 600 head of cattle were sprayed with the FFA power sprayer to control flies on cattle. Ten homes were sprayed around to control grasshoppers on shrubbery.

Future Farmer Group Activities

Future Farmer group activities are designed to improve leadership among rural students and to develop confidence and responsibility among themselves. Two local FFA meetings were held this summer with 40 boys participating. Fifteen members took part in the Grayson County District FFA Encampment held for three days at Lake Texoma. Local boys, through participation in activities at the camp, received a banner for winning the most bouts in boxing. Feeding the some 80 students was the responsibility of the local teacher. Three FFA members along with myself attended the State Future Farmer Convention held in San Antonio for three days. Three local youths received the State Lone Star Farmer Award at the convention.

Civic Activities

Civic activities this summer included chairing the membership drive committee of the local Chamber of Commerce in which membership was increased by adding 45 new members. I served as solicitations chairman, working for bringing a shoe factory to Whitesboro. I am serving presently as Vice-President of the local chamber. As a director from Whitesboro on the Grayson County Livestock Improvement Association, I have attended two county meetings looking out for the benefit of rural people in Grayson County. These meetings were in Sherman. I have had the privilege of being guest speaker at the Gainesville Lions Club this summer and was one of the speakers at the Gainesville Rotary Club.

Professional Cooperation

I have met with the local SCS to outline plans for promoting soil conservation plans. I attended one county-wide dairy meeting to promote better dairy cattle in this area.

Adult Demonstrations and Meetings

Three adult meetings were held this summer. These meetings were for the purpose of outlining plans and demonstrating new ideas that might increase agriculture production in this area. One meeting was a vetch growers meeting at which 100 attended. The other two, on the eradication of brush and latest methods of control, were attended by 165 people.

Professional Improvement

I attended a one week Market Study Course at Swift & Co. in Ft. Worth to learn more about the problems in marketing livestock and livestock products. An in-service training meeting sponsored by the Texas Education Agency was attended for three days at Commerce. I had the honor of being elected to serve for a period of two years on the Board of Directors of the State Vocational Agriculture Teachers Association and was privileged to be in Austin for three days attending the directors meeting.

Miscellaneous Activities

1) *Wrote 10 articles for local publication in the newspaper on agriculture problems and information.*
2) *Appeared on four radio broadcasts on farm programs.*
3) *Supervised local corn fertilization demonstrations of five acres on the school property.*
4) *Inventoried and ordered new equipment for school shop.*
5) *Visited 6 prospective new students for 1954-55.*
6) *Presented one program at local Rotary Club.*
7) *Looked after Area V FFA Camp on Lake Texoma.*
8) *Sent out approximately 40 letters carrying on the local program here in this community.*

I invite your comments on this report and your con-

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tinued cooperation in making our area an improved agriculture that will meet the needs of all of our people.

Summary

It is "fact" that some phases of vocational agriculture should change as we evolve into a leading education force in agriculture today. It would be a "fable" if our short story suggested basic components must adapt with the times. As one of ten area supervisors of tional agriculture in Texas, I support a present day of summer programs emphasizing similar those of Gene Foster, teacher of vocational more than a quarter of a century ago.

ARTICLE

"PARAVETICS" — A New Term In Vocational Agriculture

By Donald E. Evans and L. Dwight Schwartz

Editor's Note: Both authors are at The Pennsylvania State University. Dr. Evans is Assistant Director for Vocational Teacher Education and Dr. Schwartz is Professor and Extension Veterinarian.

The public has always been concerned about inadequately educated persons practicing veterinary medicine. This same concern prevailed in the medical profession prior to the approval and acceptance of the role of the paramedic. A similar program to that of the paramedic has in recent years become popular in the field of veterinary medicine. With specified education, graduates are now termed "veterinary technicians." A logical designation would be "PARAVETICS" because it parallels the training and competencies similar to that of a paramedic in the human medical field. Therefore, it is important that those individuals who perform veterinary skills and who are not licensed veterinarians should develop expertise in the various paravetcrinary medical "PARAVETICAL" competencies.

The Impact on Vo-Ag

What impact does this have on vocational education? There are several paravetical competencies in the instructional areas of animal science that are needed by vocational agriculture teachers. Vocational agriculture teachers are often requested to perform these paravetical competencies. The paravetical competencies are essential to the success of the vocational agriculture teacher's performance in certain communities. This need becomes more evident as vocational agriculture teachers supervise occupational experience programs. It is very important that such techniques are safe, scientifically sound, humane, and cause minimum discomfort to the animal patient. Adults working with livestock need a knowledge of these procedures and practical educational experience, too, as they manage their full-time or part-time farming programs.

Likewise, there is a concern by veterinarians about inadequately educated persons providing paravetical services. It is recognized, however, that most of these services can be performed adequately by persons other than veterinarians, especially if they are properly educated in each procedure to be performed or taught. Proper education includes some instruction in and knowledge of animal anatomy, physiology, and asepsis to conduct paravetical procedures. Such knowledge and awareness is essential in order to minimize the pain, suffering and/or undesirable side effects resulting from the paravetical procedures performed.

What Pennsylvania is Doing

To prepare for an all-encompassing paravetical competency development effort, a feasibility study is now being conducted in Pennsylvania. The study will identify the appropriate paravetical competencies used in vocational agriculture and availability of resources necessary to provide the experiences to learn these competencies.

The feasibility study will provide data on the need for illustrated teaching resources and other information for a paravetical competency development inservice program for Pennsylvania teachers of vocational agriculture. The magnitude of the concern for this inservice by the vocational agriculture teachers themselves was reflected in a state-wide survey on inservice training needs for fiscal years 1980 and 1981. In that survey, 80% of the Pennsylvania vo-ag inservice training centers listed paravetical instruction as the primary inservice training needed.

The Department of Agricultural Education at Penn State is working with the Department of Veterinary Science. Only those paravetical procedures which are not in violation of the Pennsylvania Veterinary Practice Act will be addressed. Even many of the routine paravetical procedures such as castration, dehorning, and vaccination are a violation of the Act when done on a fee or charge basis by unlicensed persons whether or not they are veterinarians. Licensure is the legal requirement that permits a person to charge for veterinary services rendered.

ARTICLE

PLØJ TAET PÅ GRØFTEN — It's A Hungry World!

By Maurice P. Hartley

Editor's Note: Dr. Hartley is Director of Cooperative Education at Rutgers — The State University of New Jersey, Cook College.

"PLØJ TAET PÅ GRØFTEN" is an admonition understood by all Danish farmers. Translated, it means "plow close to the ditch" and it symbolizes the practices, efficient, waste not, want pursuit of agriculture in Denmark. Perhaps it should become the motto for all of us who are concerned with international agricultural education and with feeding the breadbaskets of an increasingly hungry world. Although we may not choose to replicate all of their practices, much can be learned through a close review of the agricultural achievements and educational systems of other countries. Denmark serves as a prime example.

Danish Agriculture

Developments in Danish agriculture in recent years have been rapid and challenging. In this land made up of a peninsula and 483 islands with a total area one-sixteenth the size of Texas and a population of 5,100,000, less than 7 percent of the people are directly involved in agriculture. The number of farmers has been reducing at the rate of about 10 a day, but output per worker has tripled since 1950. The average farm size is 57 acres.

Denmark is a country with few natural resources such as fuel and ore. Many essentials must be imported. Agriculture, therefore, plays a critical role in Denmark's economic survival. Each farmer produces enough animal foodstuffs to supply 115 people. Collectively, they produce enough foods for 16,000,000 people, or three times the population of Denmark. Two-thirds are then exported. While this represents only a small fraction of the world's needs, Denmark leads the world in exports of pork, is second in butter exports, and third with cheese. Over 200 countries receive foods from Denmark. About 68 percent go to eastern European countries with the United Kingdom the biggest buyer. About 10 percent each goes to the rest of Europe and the USA. The balance goes to Japan, the Middle East, and other parts of the world.

Strength Through Co-operation

Co-operation is certainly one of the essential keywords when the total effectiveness of Danish agriculture is assessed. Virtually all of Denmark's farmers are joint owners of one or more co-operative companies that process food. In round figures, 50 percent of farmers' requisites such as seeds, fertilizers, and animal feed, are bought through co-operative societies. More than 75 percent of their production is processed and marketed by co-operatives.

Many effective control systems have been developed to insure that the production of milk, butter, cheese, eggs, chickens, pork, beef, and so on, is maintained at a high, uniform quality. Controls are operated by both the state and the individual factory. Quality and hygiene are checked at every state of production.

Denmark has perhaps the most stringent veterinary controls in the world. Bovine tuberculosis, contagious bovine abortion, and a number of other animal-related diseases have been totally eradicated. Herds are subject to regular tests. Dairies accept milk only from those certified as totally disease free.

Agricultural Education In Denmark

The percentage of the population in Denmark involved in agriculture approximates that found in the USA. As the number of farmers becomes fewer, and the need for still higher production per person continues to expand, a thoroughly practical and theoretical education for agriculture becomes critical. In Denmark, the farmers' unions, the young farmers' associations, and the Agricultural Schools Council join forces to achieve the following principles in agricultural education:

- that an agricultural education should be available to all interested young people as with education for other callings,
- that emphasis is placed on practical skills as well as theory,
- that necessary adjustments to the content and structure of the curriculum will be made to make it possible for the best parts of Danish agriculture's traditions to be pursued and further developed, and
- that young people are provided with financial support for education and establishment to give them an agricultural education and equal status with young people being educated for other occupations.

Basic Technical Education For Agriculture

Since 1966, there has been a fixed plan leading to the basic diploma of agriculture. In brief, it requires a three-month primary course, a three-year period of practical experience, and a farm management course, normally nine-months in length. The **primary course** is typically held in a boarding school setting. A prerequisite is a half to one year of practical work on a farm. Students are normally 17-18 years old, and the instruction is both practical and theoretical. The main emphasis is on farm machinery.

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It's A Hungry World!

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Three years of **practical experience** on at least two real farms are then required. One may be the trainee's family farm, but at least one year must be spent on another site. One must also accumulate six months to one year in direct livestock related experience. About 10 percent of all farmers have six to 12 months experience abroad.

The primary and practical education courses are typically completed by the time the trainee is between 21 and 23 years old. They are followed by a nine-month **farm management** course which is taken at an agricultural college. The approximate time by subjects in such a course is presented below:

Arable	
Soil science and cultivation	40 hours
Fertilizer science	60 hours
Weeds and plant diseases	85 hours
Cultivated plants	90 hours
	Total 275 hours
Livestock	
Biology of farm stock	60 hours
Cattle	135 hours
Pigs	60 hours
Other farm stock	20 hours
	Total 275 hours
Technical	
Farm buildings	90 hours
Agricultural machinery	80 hours
	Total 170 hours
Farm Economics	
Bookkeeping and working accounts	150 hours
Operational planning	100 hours
Land law and taking over a property	50 hours
Other economic items	100 hours
	Total 400 hours

As the student-trainee nears completion of the farm management course the full record is reviewed. If the assessment is positive, the school is authorized to award the diploma of agriculture on behalf of the farmers' organizations. In addition to its intrinsic value, the diploma entitles the holder to financial assistance from the state when the first farm is purchased. It should be noted that a growing number of these young farmers supplement their education with study or work tours abroad and with other forms of further education. Some, for example, may attend the Royal Veterinary and Agricultural College in Copenhagen, a center of research where the agricultural scientists and specialists earn their degrees. Others, either during or following their basic agriculture programs, further their education internationally.

International Agricultural Education

Recognizing the value of supplementing theory with practice, Cook College of Rutgers-The State University of New Jersey, permits students to alternate periods of campus-based study with full-time paid employment in positions related to their majors. These work-learn placements, available through the Cooperative Education Program, are accepted by 200-250 students per year. In addition to New Jersey and 20 other states including California, Hawaii, and Florida, our agriculture students have worked in Puerto Rico, Africa, Germany, and, for the first time this year, Denmark.

The International Agricultural Exchange Association (IAEA) has headquarters in Denmark. The organization has an international focus and now involves some 1000 trainees a year in work settings with host families, young farmers, farm advisors, educators in 18 countries. Although most are European countries (such as Australia, New Zealand, and, to a lesser extent, the USA also participate. The aims of IAEA may be summarized as follows: to develop a better educated, trained and internationally aware farm community; and to strengthen and improve mutual understanding between countries through personal contacts and mutually beneficial interactions.

No Longer in Isolation

As an increasingly hungry world demands that its breadbaskets be filled, we are challenged to "plow close to the ditch." Nations are required to become ever more intensive and efficient in the production of quality, nutritious foods. At the same time, we are constantly reminded that we no longer live in isolation. Survival becomes a shared responsibility. Thus, we may learn much through an examination of each other's agricultural practices and educational systems, through participation in work-learn academic exchange programs, and through a continued expansion of international agricultural education.

LAW AND COURT DECISIONS ON AGRICULTURE by N.G.P. Krausz, D.L. Uchtmann, and H.W. Hannah. Champaign, Illinois: Stipes Publishing Company, 1977, 480 pp., $12.50.

This book was copyrighted in 1972 and again in 1975. It was brought up-to-date in 1977. The nature of the subject matter would seem to indicate the desirability of up-dating every two or three years.

Chapter titles provide a good indication of the content of this publication: Introduction — Law and Agricultural Law, Contracts, Torts, The Ownership of Property, Acquiring and Disposing of Property, Rights and Limitations in the Use of Farm Property, Water and Drainage, Pollution, Farm Tenancy, Farm Labor, Independent Contractors, Farm Corporations and Partnerships — Farmers Organization, The Legal Aspects of Farm Credit — Insurance, Farm Animals, Sale and Transportation of Agricultural Products, and Regulatory Laws. There is also a useful Glossary of Legal Terms and a good Index.

An attempt has been made to simplify the text of some cases so they can be more easily understood by persons with no legal training. Comments and discussion by the authors also help. The average high school student, however, would have difficulty understanding the principles of law contained in many of the cases cited.

The authors are Professors of Agricultural Law, College of Agriculture, University of Illinois, Urbana. They have written a well-organized book which can be readily understood by the post-secondary student who is willing to read the cases and explanatory statements carefully. The book would be appropriate as a text or reference for classes above the high school level, but high school teachers of agriculture should find it a valuable and interesting reference.

Benton K. Bristol
Illinois State University
Normal, Illinois

BOOK REVIEW

AN INTRODUCTION TO ANIMAL HUSBANDRY IN GREAT BRITAIN by J.O.L. King. New York, N.Y.: National Press, 1978. 434 pp., $25.95.

This is the paperback version of a John Wiley & Sons publication. The book was written and published in Great Britain, so the technical subject matter and practical examples are based primarily on animal husbandry in the British Isles. In eleven of the twelve chapters of the book, a particular species of domestic animal is considered. The chapters are: 1) General introduction, 2) Horses, 3) Dairy Cattle, 4) Beef Cattle, 5) Goats, 6) Sheep, 7) Pigs, 8) Rabbits, 9) Dogs, 10) Cats, 11) Fowls (Chickens), and 12) Turkeys, Ducks and Geese.

In the introductory chapter, general points applicable to all species covered in the book have been grouped together: breeding, feeding, housing, health, etc. This chapter deals with basic principles of animal husbandry.

At the beginning of each succeeding chapter, introductory statements concern reference to the values of the species in the British Isles and whether for food production, sport, or companionship. Following the chapter introduction, definitions of important terms specific to that class of animal are given. Recognized breeds, their relative importance, breeding sytems, and husbandry practices are described.

Of special interest are the details given of the changes in the incisor teeth to help in age determination of individual animals. Feeding, reproduction, and the sequence of events in normal parturition are described in each chapter. Identification of common diseases is also outlined. The methods used to control animals while being handled are given consideration; and, finally, a general section covers such subjects as "vices, minor operations, marketing, licenses, and welfare codes."

Because the book was written primarily for the British audience, the emphases on specific classes of animals are different than that "traditionally" found in U.S. textbooks. Horses, dairy cattle, dogs, and poultry chapters comprise over one-half of the book, while beef cattle, swine, and sheep and goats are dealt with in less than 100 pages. So, "companion and sport" animals receive a heavy emphasis in the book.

The author is a professor of animal husbandry at the University of Liverpool, Faculty of Veterinary Science. The contents of the book have been "selected by the writer from his personal experience." So, apparently, he has had extensive experience in animal husbandry.

According to the author, the book is intended for beginning agriculture and veterinary students, animal attendants, and people interested in home food production on a small scale or in keeping animals as companions. Because of its orientation to Great Britain, the book may best serve high school and college students interested in comparative animal husbandry. For example, the important breeds of beef cattle, swine and horse are different (and some perhaps even unknown!) to U.S. students of animal science. Similarly, the "proper English spelling" of many words may be unfamiliar.

The book, nonetheless, is well written, easy to read, and well illustrated. It would serve as an interesting reference in high school production agriculture classes, in small animal services programs, and in the general school resource center.

Gary E. Briers
Iowa State University

MODERN FARM POWER by William J. Promersberger, Donald W. Priebe, and Frank E. Bishop, Reston, VA: Reston Publishing Company, 1979, 3rd ed., 370 pp., $16.95.

A clear understanding of the fundamentals and concepts of farm tractors is a necessary part of the knowledge that must be taught to the student who will be involved in the care, operation, and repair of tractors. MODERN FARM POWER is an up-to-date reference that presents in a clear, concise manner, the operating principles that a specialist in agricultural mechanics needs to know.

The contents are organized in a logical order. The authors begin with a brief history of the internal combustion engine followed by a chapter on engine operating principles. A clear description of each system on the engine: fuel, ignition, valves, electrical, cooling and lubrication are included. Exploded views, simplified illustrations, tables, cutaways and clearly identified parts enhance the reader's understanding of engine components. Other systems of the tractor including clutches, transmissions, differentials, hydraulics, steering, brakes and tires are covered in detail.

Valuable additions to the third edition include a sample of a Nebraska Tractor Test and its interpretation. Other new sections deal with types and trends of farm tractors, modern alternators and ignition systems and metrics.

A chapter on farm tractors and machinery selection and management provides valuable advice to the farmer. The tractor operator is not forgotten: a chapter on operation and safety is included. An appendix on engine trouble-shooting should prove to be a valuable aid to the owner-operator and the student tractor mechanic.

Because of their combined expertise and background in agricultural engineering, teacher education in agriculture, and teacher of vocational agriculture, the authors have done an excellent job in the total farm tractor in a clearly organized manner. Operating principles are explained in detail; the format of the text fits well into a tractor power course outline; and the suggested activities reflect a vocational agriculture teacher's perspective.

This book was written with the teacher in mind. Included at the end of each chapter are excellent suggestions for shop activities which should enhance the students' understanding of fundamentals, maintenance, and repair of farm tractors. Study questions and problems follow each chapter.

The impressive sections of this book are the excellent detail of the illustrations and the complete explanations of the fundamentals of all systems of the farm tractor. Although somewhat technical, with a relatively high reading level, MODERN FARM POWER is recommended as an excellent reference for upper level high school students, community college and technical school students and college students in farm power or mechanization classes.

Carl L. Reynolds
University of Wyoming

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THE AGRICULTURAL EDUCATION MAGAZINE needs quality photographs depicting the activities of agricultural educators, their students, and their programs. These photographs will be considered for use on the front cover, Stories in Pictures section, and to enrich articles.

Clear, well composed, 5x7 black and white photographs should be sent to the Editor. A complete statement of explanation should be attached to each photograph. (No photographs will be returned without a specific request.)

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FFA PAGE

FFA Booster Clubs — They Could Work For You

By U.D. Adams

Editor's Note: Mr. Adams is a teacher of vocational agriculture at Lanier High School, Austin, Texas.

I have taught vocational agriculture for twenty-five years, the first six years being in small farming and ranching communities where parents and supporters had a good knowledge of the program. In 1961, the opportunity to open a new department came about in an urban setting consisting of five high schools and a community with very little agricultural emphasis. That department grew from one teacher and seventeen students to four teachers, four programs, and over two hundred students by 1975. Such growth can be attributed in part to local support and direction generated by the people in the community.

In 1966, it was deemed necessary that something had to be done to keep parents and the community abreast of the vocational agriculture program and its needs. In looking around at other high school programs (band and athletics) attention was drawn to the booster club concept. If band and athletics could use such a club to generate such broad community-wide support, why couldn't vocational agriculture use the same concept?

As we all know, the success of any organization lies in the ability to sell a few key people within the community on the benefits of its activities. In organizing an FFA Booster Club, who would be more important to a program than the parents of the students? With this thought in mind, plans were made to assemble key parents and supporters and outline the purposes and activities of the organization. It was then suggested that these key people sell the idea to the remaining parents. A constitution was drawn up outlining the purposes, membership, officers, meetings and committees. With the adoption of this constitution, the first FFA Booster Club in Texas was organized.

Any success our vo-ag/FFA program has had is largely due to keeping Booster Club members informed of procedures and changes that take place. Anytime we wanted to make changes in program policies, they would first be submitted to the Booster Club members for review. If accepted, the problems of explaining such changes would not be as necessary to parents of our students. Many times all we had to do was tell the students, "your parents like the idea," and the policy or procedure was readily accepted.

To cite an example, in the early d... of the department there was a need... develop an instrument to encourage... total student involvement. The Boos... Club took on the challenge and dev... oped an instrument entitled "A Mo... suring Stick for Vo-Ag Students." ... purpose was to allow each student ... keep an annual report of accomplish... ments developed around the to... vocational agriculture program and... FFA activities. The top student in each... class would be recognized and presented... ed an award during the annual parent... member banquet. From this group, the... top student was picked on overall... accomplishments. Through Booster... Club involvement, a system is now in... use that develops all members in all... aspects of the program. This is just one... example of many activities developed... by the vo-ag teachers which might... have been unsuccessful if not for the... support of the Booster Club.

...what the FFA Booster organization... has done and continues to do for us can... be further described as follows:

- It serves as an advisory committee
- It helps to maintain a school farm
- It helped raise funds for ... your school farm
- ...the purchase of livestock at the ... county livestock show
- ...the purchase of one set of large scales and two sets of smaller scales
- ...the purchase of a 15-passenger van for field trips and contest use
- It helps by financing the purchase of livestock for our students
- It serves as a liaison group to the central school administration
- It encouraged the central administration to purchase a stock trailer for the vo-ag department
- It provides a $250 scholarship for a graduating senior
- It helps with the annual chapter livestock show

The above list exemplifies major assistance that the Lanier FFA Booster Club has provided our program. There is no way to list the small, everyday assistance the club provides the FFA chapter and vo-ag department.

If your department doesn't already have a similar group, let me encourage you to develop something comparable. Such a support group can make your program more effective and the vo-ag instructors more efficient.

Constitution of Lanier FFA Booster Club

Article I
NAME

The name of the organization shall be the Lanier FFA Booster Club.

Article II
OBJECTIVES

1. To encourage and support the vocational agriculture and FFA programs of Lanier High School.
2. To aid and assist students through encouragement of scholarship, guidance and direction.
3. To...le the parents and community to become better acquainted with the aims and purposes of vocational agriculture and the FFA organization.

Article III
MEMBERSHIP

1. Membership shall be composed of any person interested in working with the vocational agriculture program and FFA organization of Lanier High School.
2. The annual dues for membership into the Club shall be $1.00 per ...
3. The fiscal and membership year shall be October 1 to September 30.

Article IV
OFFICERS

1. The elected officers of the Club shall be President, Vice-President, Secretary and Treasurer.
2. Nomination of officers shall be made by a committee appointed by the President consisting of at least 5 members, one of which shall be a vocational agriculture teacher. A roster of future officers who have consented to be candidates shall be presented at the September meeting, when the officers shall be elected. Additional nominations shall be accepted from the floor provided the nominee has previously consented to be a candidate. Officers shall assume duties in the October meeting.
3. The Executive Committee shall be composed of the elected officers, chairmen of the standing committees, the vocational agriculture teachers, and the past president of the Club.
4. The President shall preside at all meetings of the organization, and of the Executive Committee and shall have general supervision of the affairs of the organization. He shall, with the Treasurer, sign all the checks issued by the organization.
5. The Vice-President shall be in charge of committee work in general, and shall assume the duties of the President in his absence or in the event of a vacancy in this office.
6. The Secretary shall keep records of the meetings of the organization and of the Executive Committee, shall keep a complete membership roster, shall attend to the necessary correspondence of the organization and perform such other duties as may be prescribed by the Executive Committee.
7. The Treasurer shall keep an accurate account of all funds raised and deposit all such funds with the school bookkeeper in a special account for the FFA Booster Club. He shall keep an accurate, up-to-date record of the organization's finances and be prepared to submit a financial report to the Executive Committee on request and shall submit a complete financial report at the annual September meeting.

Article V
MEETINGS

1. The Club shall meet the first Monday of each month, unless otherwise designated by the President, with exception of the September meeting, which will be the second Monday of that month.
2. Special meetings may be called by the President at his discretion.
3. The Executive Committee shall meet thirty minutes prior to the regular meeting, and as otherwise designated by the President.

Article VI
COMMITTEES

1. The standing committees of the Club shall be:
   a. Finance, audit and budget
   b. Membership
   c. Project
   d. Social
   e. Publicity
2. The chairmen of the Standing Committees shall be appointed by the Executive Committee and committee chairmen shall appoint their committee members.

Article VII
MEETING PROCEDURES

1. All meetings of the Club shall be governed by Robert's Rules of Order.
2. Amendments to the By-Laws may be made by a ⅔ majority vote of the members present; provided the amendment has been presented at the preceding meeting. The membership present at a duly called meeting shall represent a quorum.

BOOK REVIEW

The Fruited Plain: The Story of American Agriculture by Walter Ebeling. Berkeley, University of California Press, 1980, 446 pp., $22.50.

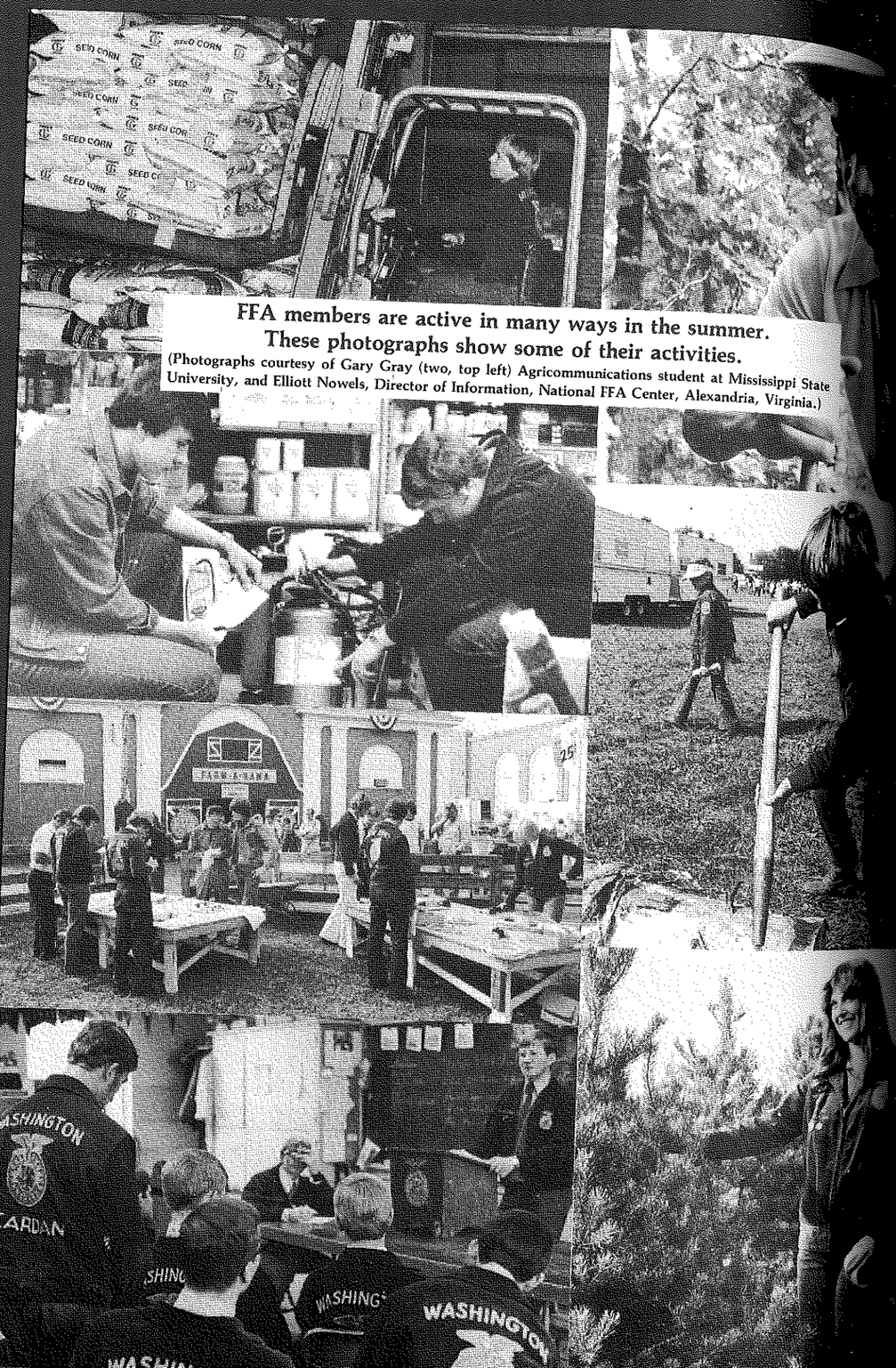
The Fruited Plain begins with a history of how agricultural people changed from hunters and gathers to tillers of the soil. The development of the farming cultures in the various sections of the country are discussed from the time of the early settlers to the present day practices. The crop and livestock enterprises of the country are described according to their origin and their development by American agriculture.

Although the major emphasis is on the history of American agriculture, the author is concerned with the environmental and ecological aspects of agriculture in America. Environmental problems are described from the time of Indians "shifting" agriculture to the white man's permanent agriculture. Modern agricultural technology is examined for answers to our environmental problems.

Walter Ebeling is Professor Emeritus of Entomology, UCLA. He has published over a hundred scientific papers and three other books. He grew up on a farm and has been closely associated with the land in all aspects.

The textbook is an excellent reference book for agricultural students from junior high school through college. It can be used for supplemental readings on a variety of subjects including crop varieties, breeds of livestock, natural resources management, farmer organizations, and Federal policy and agriculture, as well as many other topics. The Fruited Plain will be a valuable addition to the library of any agricultural education department.

Glenn A. Anderson
Assistant Supervisor
Agricultural Education



FFA members are active in many ways in the summer. These photographs show some of their activities.

(Photographs courtesy of Gary Gray (two, top left) Agricommunications student at Mississippi State University, and Elliott Nowels, Director of Information, National FFA Center, Alexandria, Virginia.)

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