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# Agricultural Education

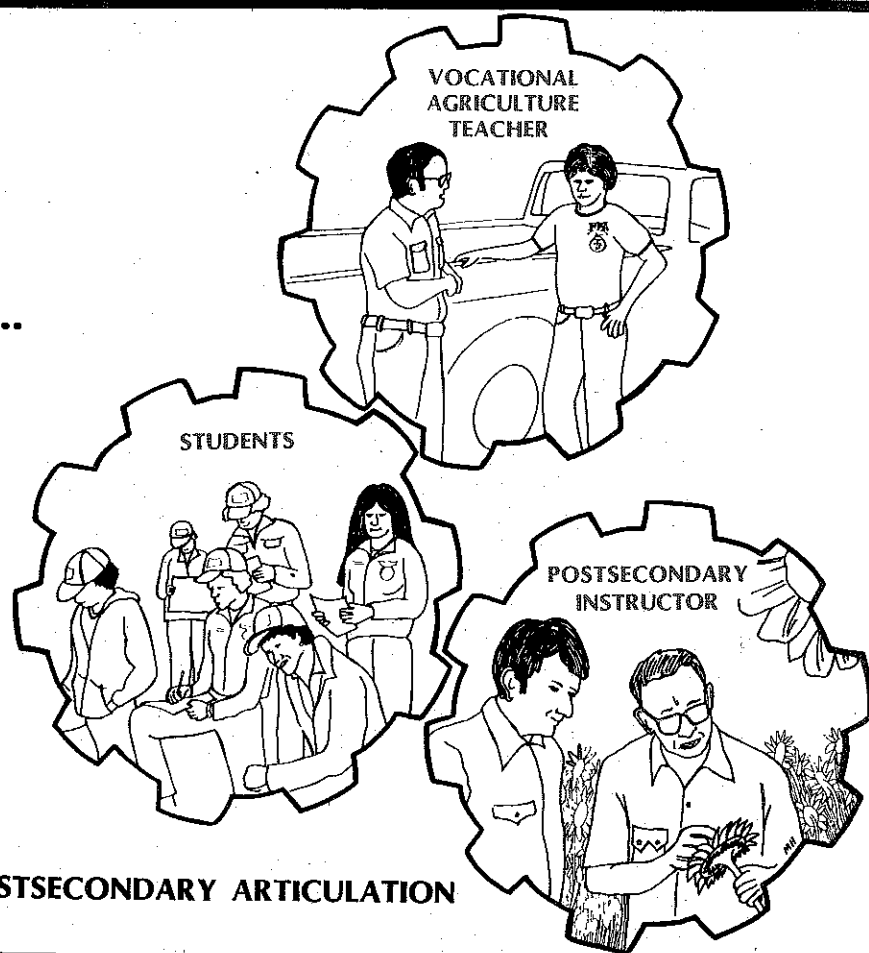
October, 1982

Volume 55

Number 4

## Magazine

IT  
TAKES  
ALL  
THREE...



THEME :  
SECONDARY-POSTSECONDARY ARTICULATION

## Part Two: The National Opinion Poll on Vocational-Technical Education in Agriculture

- Keep it "Future Farmers of America"
- Uncertain about adult education
- Secondary programs should have four components
- Some say don't require FFA membership
- Much diversity in SOE
- Instructional materials are adequate



# Secondary/Postsecondary Articulation

October, 1982

Volume 55

Number 4

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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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Postsecondary vocational-technical education in agriculture is typically offered at a variety of institutions beyond the secondary level. These institutions may be community colleges, junior colleges, or vocational-technical schools. The commonality is that the schools usually deal with the thirteenth and fourteenth grade levels.

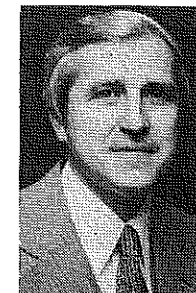
Secondary/postsecondary articulation is a matter of vertical articulation. It is concerned with the interrelation of successive levels of education with the intent of facilitating the continuous education of students. It should result in the efficient and orderly progression of students from the secondary to the postsecondary level. Further, it should provide for progression on into programs in 4-year colleges and universities for those students who may wish to go.

Achieving articulation is not easy. Secondary and postsecondary agricultural educators must cooperatively plan curricula and carry them out. Even when this occurs articulation breaks down when students enroll in postsecondary programs without having had the secondary level instruction.

We shouldn't throw up our hands at vertical articulation and say it is impossible. We must work at it. To not strive to achieve at least some articulation is to give up on a serious educational challenge. Our students deserve a well articulated program. Our tax payers should demand articulation. By working together, we can come close to achieving it.

**October, 1982**

The theme for this issue of THE MAGAZINE is "Secondary/Postsecondary Articulation." Dr. Richard Welton of Kansas State University has served as Theme Editor. His assistance in obtaining articles and photographs is greatly appreciated.



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

## Congratulations to AATEA!

The teacher education group of the vocational-technical education in agriculture family has achieved a major milestone with the publication of the book, TEACHER EDUCATION IN AGRICULTURE. The second edition was released in mid-1982 and represents a major revision of the first edition published in 1967.

The book, a project of the American Association of Teacher Educators in Agriculture (AATEA), was edited by Arthur L. Berkey of Cornell University. Twenty-nine scholars contributed by writing the various chapters. The Interstate Printers and Publishers, Inc., of Danville, Illinois, printed the book.

Why is such a book important? It represents the collective philosophy of agricultural teacher education. It stands as a benchmark for all members of the profession. It provides "legitimacy" to agricultural teacher education. The same type of thing needs to be done for the other major groups in our family: supervision, secondary programs, and postsecondary programs.

**1983 THEMES**

**The Agricultural Education Magazine**

January	Achieving Quality Classroom Instruction
February	Achieving Quality Relationships with Business/Industry
March	Achieving Quality Supervised Occupational Experience Programs
April	Achieving Quality Programs with Decreasing Resources
May	Achieving Quality Summer Programs
June	Achieving Quality Program Supervision
July	Achieving Quality Teacher Education Programs
August	Achieving Quality Adult/Young Adult Programs
September	Achieving Quality Laboratory Projects
October	Achieving Quality Student Organizations
November	How Others Perceive Us
December	Assessing Student Performance

**The Cover**

"It takes all three: vocational agriculture teacher, students, and postsecondary instructor" was designed by Richard F. Welton of Kansas State University. Technical assistance in the design was provided by Mary Hammel of the Media Center, College of Education, Kansas State University.

## Articulation Aids Transition into Postsecondary Programs

An educational phenomenon happened during the 1970's for postsecondary agriculture: the number of institutions offering agriculture grew to 534 from 303 while student enrollment expanded to 68,171 from 32,622. These gains represent a 76 percent and 109 percent increase, respectively. Growth of this magnitude can be attributed to an increasing demand for persons with agricultural skills and the advances in agricultural technology effecting need for more highly skilled workers. As the general public became aware of the value of postsecondary education, students were more likely to enroll. Another contributory factor was a 23 percent increase in the number of persons in the 18 to 24 years of age group during the decade.

Out of this rapid expansion grew a number of concerns. THE AGRICULTURAL EDUCATION MAGAZINE was in the forefront in aiding the profession in identifying and discussing issues affecting the advance of postsecondary education. One issue that emerged was the need for secondary and postsecondary articulation. The importance was first recorded in THE AGRICULTURAL EDUCATION MAGAZINE in a 1966 editorial by Cayce Scarborough. At a time when the postsecondary movement was just beginning a meteoric rise in agricultural education, Scarborough expressed a concern that leadership should be exerted across the country to keep lines of communication open "... from teachers and leaders in vocational agriculture to nearby community junior colleges ... these channels will be necessary unless a completely new agency in agricultural education is desirable." The leadership called for by Scarborough was provided by agricultural educators in arenas from local classrooms to national



These high school students are shown participating in a livestock field day at Barton County Community College, Great Bend, Kansas. (Photograph by Kathy Hannah, Barton County Community College.)



By RICHARD F. WELTON, THEME EDITOR  
 Editor's Note: Dr. Welton is Professor of Agricultural Education at Kansas State University, Manhattan, Kansas 66506.

forums. The impact of this emphasis was verified in 1978 by AATEA President Drake. He reported to the National Agricultural Advisory Council that "articulation between secondary, postsecondary and four-year degree programs in agriculture appears to be improving."

### The Transition

With the expected impact of technological and population changes in both secondary and postsecondary agriculture during the 1980's, it is more important than ever before to articulate between these programs. As agriculture students move from one stage of learning to the next in preparing for entry into the agricultural market place, we must provide a smooth transition. Some basic tenets that will aid in this transitional process include:

**Developing guidelines.** Guidelines are a necessity for the articulation process to function effectively and efficiently on a statewide basis. When these guidelines are developed cooperatively by agriculture teachers, state supervisors, and teacher educators, they will provide direction to the total state effort.

**Strengthening coordination.** Agricultural educators share in the responsibility of providing coordination among various agriculture programs within a state. Considerable coordination between schools and teachers is ongoing without much formal organization. The efforts will continue; however, coordination can be strengthened by selecting directors at the local and district levels. It seems essential that each state should have a person or committee identified to conduct overall coordination. Leadership could come from the teachers' organization, state supervisors, and teacher educators.

**Forming new partnerships.** A natural bond exists among agriculture teachers. This strength is reflected in a common commitment for students to develop needed agricultural skills, competencies, and knowledge. However, we need to explore ways of forging alliances between teachers and programs. As we examine these possibilities, the role of professional organizations — at district, state, and regional levels — must not be overlooked.

**Improving communications.** The cornerstone of the educational process is communications. The dialogue between teachers at secondary and postsecondary schools should be open and ongoing. Opportunity to share newsletters, calendars of activities and events, curriculums, program requirements, scholarships, and just the chance to visit and exchange ideas should be exploited.

**Increasing understanding.** A better understanding of secondary and postsecondary agriculture program offerings and requirements will be of benefit to teachers and students. As the teacher provides sound advice and guidance, students will be better able to make wise career decisions. Teachers can enhance their understanding of

programs by making the most of offerings to participate in various activities. This may mean serving on a secondary advisory council or attending a community college field day.

Secondary and postsecondary agricultural program articulation has come a long way from the emergence of postsecondary education in the mid-1960's. How far we have to go and how much remains to be done is an unanswered question. It may be time for a nationwide assessment to look at what is happening with articulation. A study of this kind could prove useful to the profession in dealing with the emerging issues and concerns that will be affecting agricultural education.

## Improving Cooperative Efforts Between High School and Postsecondary Programs

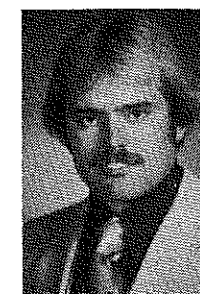
Preparing high school students for a postsecondary program in an agriculturally related field requires cooperation: the student, the high school vocational agriculture teacher, and postsecondary agriculture instructors are all involved in this cooperative venture. It is the responsibility of the agriculture teacher at the high school level to assume the major role in helping and guiding the potential college bound student. With a spirit of cooperation among all persons involved, careful consideration can then be taken in developing the best career oriented curriculum for the student.

### Coordinating Offerings

What kind of cooperative endeavors should be undertaken? A simple answer to this question might involve coordinated course offerings between the high school and postsecondary programs. This suggestion is easier said than done because not all vocational agriculture programs emphasize or concentrate on courses offered at the postsecondary level. A well established program in vocational agriculture can be a close link between the high school and postsecondary level. Well established high school programs can change drastically with the arrival of a new teacher with a different philosophy, different emphasis on subject matter, or a different viewpoint.

The new agriculture teacher will develop the program much the same as he or she experienced in high school, college, or a combination of the two. This all leads back to coordinating course offerings between the two levels of education. The agriculture program in high school, under the direction of the teacher (with aid from the administration and advisory council), should provide the background for courses to be taken at the postsecondary level.

Courses at the secondary level need not go into depth that college courses provide, but should provide sufficient basic understanding to serve as the "introductory" phase



By WAYNE L. DEWERFF  
 Editor's Note: Mr. DeWerff is Vocational Agriculture Teacher, Plainville High School, Plainville, Kansas 67663.

until the college level course is taken more in-depth. An important course of this nature might include a unit on animal reproduction. This particular unit might benefit high school students toward a broad understanding of terms, concepts, and ideas. This knowledge can be applied in postsecondary courses such as biology, anatomy and physiology, and farm animal reproduction.

Classes taken outside the vocational agriculture classroom are also of great benefit to the student. The more English, biological science, mathematics, and chemistry students take in high school the better the preparation. Students will discover the background information obtained from these courses will ease their transition in keeping up with postsecondary courses.

### Role of Vocational Agriculture Teacher

Agriculture teachers at the secondary level need to be aware and well informed of the programs available at the postsecondary level. Knowing the basis of students' interests will make it easier for the teacher to guide in preparing for a career. The agriculture teacher knows the job of preparing students for a vocationally related field lies not only with those going directly into agriculture after

(Continued on Page 6)



## Improving Cooperative Efforts Between High School and Postsecondary Programs

(Continued from Page 5)

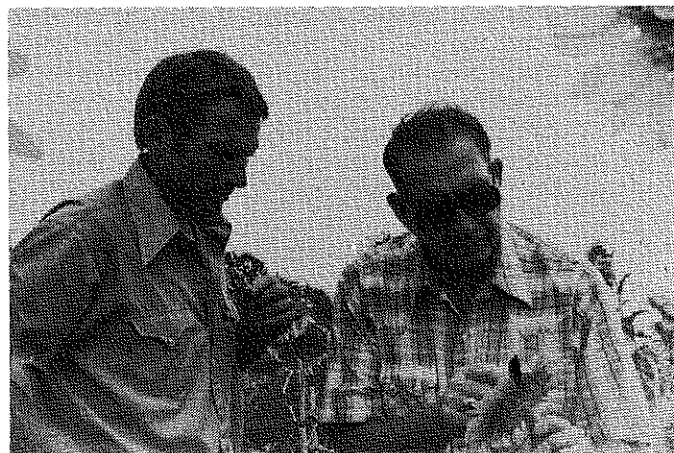
graduation from high school, but also with those who have chosen to continue their pursuit of higher education. The more time the agriculture teacher has to work individually with the student, the better the student will be prepared for the transition. At the same time, the teacher-to-student relationship has also been strengthened. One thing that the author has found to be very beneficial for the student planning on postsecondary education is to explain the meaning of a credit hour. Most high school students do not differentiate between a high school credit and college credit. Explaining to students the necessity of taking postsecondary courses that will transfer directly to a major college or university cannot be over emphasized. This should be done before enrollment to guarantee the security of the credit hours.

Part of the teacher's responsibility is to inform the students that any postsecondary education or training is not to be taken lightly. Once the student makes an educational commitment, they become responsible for the outcome.

### Work With Postsecondary Staff

Through informal contacts and meetings with the agricultural staff at the postsecondary level, the vocational agriculture teacher can work much more closely in correlating the two programs. More than likely, ties will be strengthened the more frequently contact is made. This association will aid the high school teacher and be beneficial to the postsecondary instructors. Contact with the secondary teachers will allow the postsecondary instructor to become familiar with vocational agriculture program emphasis. It can then be determined how this training can be integrated into the agriculture curriculum on the postsecondary level.

The assistance postsecondary instructors can provide is often very effective in aiding the vocational agriculture program. These persons can offer an unbiased evaluation



High school and postsecondary agriculture teachers checking a research plot of sunflowers. (Photograph by Phil Grossardt, Barton County Community College, Great Bend, Kansas.)

the total overall program. If postsecondary agriculture faculty are utilized to the fullest extent, their planning, coordinating, and evaluation of the program can have a positive effect on the working relationship between the two levels of education. Cooperative contact between secondary and postsecondary agriculture personnel should be carried out with the best interest of the student in mind. These efforts will help assure a smooth transition for the student into the postsecondary setting.

The high school agriculture teacher can utilize postsecondary instructors and institutions through various activities and events. An asset to the vocational agriculture program is to add some "clout" to the advisory council. This can be done by having a postsecondary instructor serve as a council member. This direct contact provides a link between the two educational levels. There is no better way for the postsecondary instructor to see the framework of the vocational agriculture program than by actually being a part of the crew. At the same time, the high school teacher can also gain some insight into what the postsecondary program has to offer. Conversation with postsecondary instructors will include such things as livestock judging and academic scholarships, tuition and fees, curriculum concerns, and transfer of credits.

Postsecondary instructors can also be used as resource people in the instructional phase of the high school program. These instructors most likely have training in a specialized field of agriculture. They would ideally be used as guest speakers in agriculture classes. One never knows the impression these instructors may make on students. They have the potential to sell students on their program and institution. Utilization of postsecondary personnel can be a great asset to the high school program not only in presenting their educational topics, points of view and ideas, but also by conducting public relations work for the postsecondary institution. This contact also provides an opportunity for recruitment. If the students do have an interest in the postsecondary program, it will be of benefit to them to get acquainted with the instructor on a personal basis. Contact between the instructor and student is another step in assuring a smooth transition for the student from secondary to postsecondary education.

### Student Involvement

Up to this point, most of the emphasis has been on the role the vocational agriculture teacher plays in helping to prepare high school students for postsecondary programs. There is also another viewpoint that needs to be taken into consideration. This involves the amount of input provided by the student. Part of the vocational agriculture teacher's job is to help prepare students for a career in agriculture. This may include additional education after high school. As teachers provide guidance, input from the student is needed. Oftentimes as teachers, we are concerned with what we want for the student and fail to realize or consider what the student wants. Working in cooperation with high school guidance counselors will often uncover what particular career areas motivate the student as to desires, goals, and interests.

Units of study such as leadership and careers in the vocational agriculture classroom are ideal ways to discover student interests and goals. The role of career exploration in

the high school should be to help students set goals for postsecondary study. Class discussions on choosing and selecting careers is a good time for students to determine some of those goals. Students involved in and aware of what their life goals are will be much easier to work with in preparing for postsecondary training. Articulation is much easier for the student who has set goals and works toward a selected opportunity.

There are many programs and career opportunities awaiting the high school student through postsecondary training. However, before a student can realize that opportunity, some serious thinking, searching, and exploring are in order. The basis of helping the student achieve a smooth transition between the two educational institutions relies to a great extent upon the degree of student involvement. The student should realize that there is a direct relationship between self effort put forth and help received in return. The student has to take the initiative and responsibility in deciding what is needed before any assistance will be forthcoming. Transition is a two-way street. The students have to maneuver the vehicle (themselves) onto the highway to get started before the teacher can help steer them in the right direction in high school and then later into postsecondary training. The student may run out of gas several times down the road, but vocational agriculture teachers are usually carrying several extra gallons of patience, time, and effort to get students going again. Other means of preparing students for postsecondary programs include:

- Sponsoring career days in the high school vocational agriculture program for postsecondary agriculture staff members to explain their curriculums.
- Working closely with postsecondary faculty through informal contacts and meetings.
- Planning field trips and other visits to the postsecondary institutions.
- Inviting postsecondary instructors to serve as judges for various chapter contests. This gives students and instructors a chance to become familiar with each other and the instructor to get a look at future prospects.
- Judging trips and contests sponsored by postsecondary agriculture institutions. Students will have the opportunity to talk with personnel and view the facilities.

### Transitional Outlook

The vocational agriculture program, under the direction of the teacher, must develop a working relationship with the instructors at the postsecondary level. This will help insure the high school graduate a smooth transition into the higher level of education and training. Benefits derived from this joint effort will brighten the outlook and boost the moral of the postsecondary bound student. It will also strengthen the ties between the two educational institutions. Coordinating the course development between high school and postsecondary programs can help assure that the continued and appropriate instruction be designed to the needs of the student.



Vocational agriculture students are shown participating in a livestock judging field day at Barton County Community College, Great Bend, Kansas. (Photograph by Kathy Hannah of Barton County Community College.)

Through contact and advisement with the students, the vocational agriculture teacher can encourage them to take high school classes that will provide the foundation information needed for postsecondary classes. Teachers should impress upon students that it is important to take classes that are challenging and require some extra studying. These classes would include English, biology, mathematics, and chemistry.

Keeping on top of the programs offered at the postsecondary level gives the vocational agriculture teacher the edge when advising college bound students. Units of instruction in the classroom and agricultural mechanics can be directed to help provide the necessary start in their higher level of education. Vocational agriculture teachers should spend time with the seniors informally talking about what they should expect from college and college life. They should understand terms such as credit hours, transfer of credit, eligibility, and part-time and full-time students. Not enough can be said about students applying themselves and being responsible for their actions. The success of their educational training is riding on their shoulders.

Through use of informal contacts and meetings with postsecondary staff, the vocational agriculture teacher can work much more closely in helping to coordinate the two programs. Making use of the postsecondary staff as advisory council members, guest speakers to agriculture classes, evaluators of the program, and judges for local and area contests will strengthen ties. Before vocational agriculture teachers can actually help students prepare for postsecondary training, the students must first take the initiative to seek out the continuance of education.

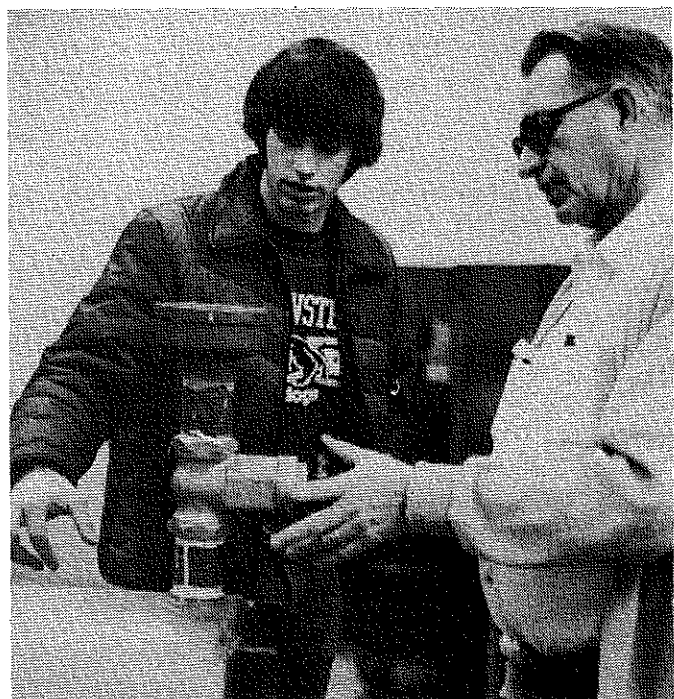
A well established cooperative effort is an important link between high school and postsecondary educational levels. This link provides the key to a student's smooth transition into postsecondary education.

# Skills Needed by Students Enrolling in Postsecondary Agricultural Programs

Students graduating from high school are faced with a multiplicity of decisions that affect their future. Foremost in the mind of many is the question, "How can I gain further training in agriculture?" The answer to this question is clouded by the increasing cost of education, the effect of inflation on farm income, and the reduction of Federal loans and grants. Across the country, those persons who are solving the economic squeeze respond to this question by casting their lot with postsecondary education at community colleges or vocational technical schools.

## Postsecondary Benefits

Postsecondary schools are usually located close to home for many students and offer a number of advantages. Quite often the student will live at home and commute to classes. This arrangement reduces meal and housing expenses. If the students are unable to commute, they will still enroll in a postsecondary program because the tuition costs are lower than that of four-year institutions. There is also another advantage. With smaller student enrollment in the postsecondary institution, there is less competition for part-time work. About 80 percent of the agriculture students at Barton County Community College have some type of a part-time job. The salaries for these jobs range



The author and a student at Barton County Community College are examining an alcohol still operated by the College. (Photograph by Kathy Hannah, Barton County Community College.)



By JERRY M. GEE, SR.

*Editor's Note: Mr. Gee is currently Farm Business Analysis Instructor at Hutchinson Community College in Kansas. He previously taught at Barton County Community College. While there he taught the author of the preceding article while Mr. DeWerff was a student.*

from a minimum wage up to five or six dollars per hour, depending upon the type of work and the skills involved.

Adjustments take place in the personal lives of postsecondary students as many of them are away from home for the first time. Leaving family, friends, and familiar social surroundings is only a part of these adjustments. Some students enroll in a community college or vocational technical school because they feel they are not ready for the transition from a small rural secondary school to a four year university with an enrollment that numbers in the thousands. They feel postsecondary education may work best for them by first gaining college life experiences in a smaller setting. Classes are normally smaller and individualized help from instructors is more easily obtainable. Students from rural secondary schools are fearful of becoming just another face in the crowded university classrooms. They want to retain the identity shared with their classmates in high school. Without this identity they may not establish friendships and fail in their educational objectives.

By attending a community college the first year or two, most students can usually make an easier transition into the four year university. This transition period usually gives students a chance to mature, develop proper attitudes about education, and determine career goals. By selecting their own life goals rather than conforming to what parents or others wish, they will gain confidence needed to enter and compete successfully in the four year institution. Another reason students enroll in the community college or technical school is that they do not want a four year degree. They are interested in obtaining specialized training that prepares them for a career in a vocational area. They may complete this training in a one or two year period and then enter the job market.

## Instructor Expectations

What do instructors at postsecondary schools expect from high school students? A common expectation is that students be able to read and comprehend what they read. Beginning postsecondary students should be able to write

and communicate their thoughts effectively. They need to have the ability to take notes that can be used in classes. This is important, especially in lecture classes. Students need to have a time to study and a time to play; however, too much of either will prevent development to full potential. If students enter a postsecondary school without these basic skills, they need to be developed. Otherwise success will not come easy. Postsecondary schools have instructors and counselors who are willing to help students learn these basic skills if they were not developed in high school. Without these skills, student adjustment may be prolonged since the frustration level may increase.

## Leadership Skills

Another area that instructors look for in postsecondary students is leadership ability. The FFA program at the secondary level can play an extremely important role in this leadership development. At a postsecondary school, students have two years to develop and demonstrate their leadership ability. Without a good leadership background, it is difficult for students to develop into an outstanding leader.

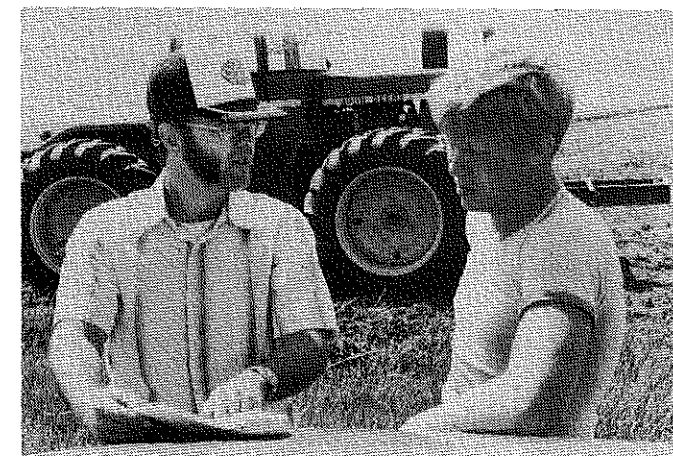
It is the observation of the writer that students involved in postsecondary student organizations do not want an organization that is too structured. They want it more loosely knit and relaxed. Students are not looking for an organization that has a lot of competitive activities such as contests and conferences. Their interests seem to be in gaining information from outside sources such as speakers and seminars. However, students are interested in belonging to an organization where they can develop rapport with other agriculture students. The contacts made with outside speakers as well as other students will be a basis of information for them when they begin their own careers. This organization is a place for them to present their own ideas and promote their own theories and sell them through their leadership.

## Educational Background

Students entering postsecondary schools in agriculture need to have a sound educational background in several areas. They need to have course work in mathematics and science. These courses will help the students to think and reason through agriculturally related problems. Mathematics and science classes will also be a basis for many postsecondary courses. A background in biology is needed for the animal sciences; botany for the plant sciences; chemistry for the soil and fertilizers; and mathematics for the many formulas used in feeds and feeding, fertilizer formulation, and agricultural engineering equations. Above all else, a good understanding of English is needed so that students may write intelligent and knowledgeable letters, papers, and other forms of written communications. English and speech courses will help the student in oral communications with instructors and other students.

## Proper Planning

One of the important areas of secondary education that is sometimes overlooked is that of pre-postsecondary planning. Before students enter postsecondary school, they



Supervision of field experiences is very important. Martin Neff (left), irrigation technology instructor, is instructing a student who is cooperatively placed. (Photograph by Ira Mann, Kansas.)

should be aware of program availability. They need to know the meaning of a one-year certificate program, an associate two-year degree, and a four-year degree. Each of these programs should be explained carefully to the secondary student along with the job entry level that can be expected with education. Also important to the student is the salary expectations at each level of entry. Since many secondary counselors are not fully familiar with agriculture, this information must come from the secondary agriculture teacher. The postsecondary agriculture instructor may also help by visiting classes or FFA meetings. At this time, a review of postsecondary student job placement by educational level would be helpful.

Along with the level of postsecondary education is the area of study. Does the student wish to pursue production agriculture, and if so, in what area (animal science, agronomy, irrigation, horticulture or one of several others)? Many students entering a postsecondary school do not realize the potential in the areas of agriculture mechanics, agribusiness, and agricultural education. The selection of one of these areas would have a great influence upon the student as to what postsecondary school to attend. The student may choose a vocational school, a community college for a one year certificate or associate degree, or they may transfer to a four year institution at the end of two years.

Much has been said and written about the "lost" hours that do not transfer from a postsecondary school to a four year university. In most cases these hours come about because the student did not have the knowledge of levels of education and courses of study before enrolling in a postsecondary school. A great deal of confusion can be prevented if the postsecondary instructor and the secondary teacher work closely together. The writer prefers to think of these so-called "lost" hours not as something lost but rather knowledge gained. Another way to view these hours is education the student received that did not count toward a degree.

One of the greatest areas of education that the postsecondary instructors communicate to their students is that of attitude. If students do not have a positive, upbeat attitude, all of the education they have had or will receive

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## Skills Needed by Students Enrolling in Postsecondary Agricultural Programs

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may fall on deaf ears. With the many negative concerns being expressed about agriculture today, postsecondary teachers share in the responsibility in being positive and to reflect this attitude to students.

In the field of agricultural education, it is essential that each college professor, postsecondary instructor and secondary teacher do their best to train students in their charge. The freedom and economy of this Nation are still

based on the food and fiber produced by a very small percent of our population. It is essential that each facet of agricultural training be a new experience to these students. It is imperative that instructors do not repeat at each stage of education the information the students have already learned. In order to assure this educational progress is taking place, communication must occur with all levels of instructors from the university through high school. The only way this can happen is through open discussions by instructors at all levels. Therefore agricultural educators are urged to begin this communication today so that "our" students may make a success of their educational endeavors.

### THEME

## The Young Farmer in the Eighties

As Dean of Instruction of a small rural-oriented community college with a strong program in agriculture, it has been interesting to observe the differing attitudes and feelings of the young farm people who pass through our institution with the intent of going back to the family farm or entering some phase of agriculture or agribusiness. The trend of the last two to three years has been increasingly toward the transfer agriculture program after which the students will transfer to a university to prepare for one of the many specialties in the field of agriculture. Interest in agriculture is high, but discouragement can best be reflected by the following comments from students currently enrolled in agriculture at this institution.

*"In the past, the good life of farming was not a question but a known fact. As a small boy, I dreamed of the good life I would have when I would take over my parents' farm. Now I see this dream fading more and more out of sight."*

*"Agriculture is big business; however, agriculture is sick. Although our farming enterprises represent the single largest industry in the nation, agriculture has been stricken with an illness that has spread nationwide, shutting down main streets in rural and small town America."*

*"A lot of farm families have had to quit farming within the last few years . . . they didn't make enough money to break even . . ."*

*"The problem is that it's so hard for a young farmer to get started in farming when dad has trouble making it with a job in addition to the farm."*

Note: These comments are from articles written by Cloud County Community College sophomores. They appeared in the Young Blades page of the GRASS AND GRAIN, a Manhattan, Kansas, based agriculture magazine. The subheading for the series of articles which appeared during the winter and spring of 1982 is "Ag Students Speak Out."

The young farm-oriented person is finding it increasingly difficult to even think about production agriculture as a lifetime vocation. Indeed, the way a young person can acquire land today is succinctly expressed by Lee Doyen, Chairman of the Agribusiness Department at Cloud Coun-



BY JAMES E. DOUGLASS

Editor's Note: Dr. Douglass is Dean of Instruction at Cloud County Community College, Concordia, Kansas 66901.

ty Community College, when he states that one has to "marry it or inherit it." More and more young people are seeing their dreams of inheriting the family farm go the way of bank foreclosures and farm sales.

To substantiate the feelings of the young people, the NEW YORK TIMES in its March 28, 1982, edition stated that "American farms are being sold in record numbers, and farm bankruptcies and foreclosures have soared during the current recession." Also reported was the 58 percent delinquency on payment of loans to the Farmers Home Administration, the highest level in memory. The paper quoted Harold Breimeyer, a University of Missouri agricultural economist, who stated that "for every farm being foreclosed, there are probably 10 others on the brink of insolvency . . . There are literally thousands of farmers who cannot survive another low-income year."

### Seeking Answers

It is from this type of economy that young people are coming to the community college seeking answers about their future in agriculture. It is interesting to note that student intent has changed over the last four years from that of primarily seeking training to go back to the farm or to enter agribusiness to that of seeking a bachelor's degree. Of the 78 freshman and sophomore agriculture students enrolled in this institution in 1978-79, only 15 were planning to transfer to seek a bachelor's degree in agriculture. The other 63 were going back to the farm or were seeking

employment in the agriculture community. By contrast, for the year 1981-82, 52 students planned to transfer and seek a bachelor's degree, and 30 students planned to farm or work in agribusiness. When the agricultural economy becomes healthy, it can be expected that this ratio will again turn in favor of production and/or agribusiness preference. Current students see the decreased opportunities on the farm and in the job market and, thus, are seeking more education in hopes there will be a place for them in agriculture with a four-year college degree. It remains to be seen whether or not that hope will be fulfilled.

### Act or React?

The postsecondary institution receiving these students can act or react to the dilemma facing these people. They can react and join the chorus of depression one hears on every side or they can act in a positive manner with the realization that by its very nature agriculture has to have an important future in this country. The challenge of the 1970's in agriculture was the management of production. As I see it, the challenge of the 1980's will be financial marketing and management. The age old question of marketing and the stability and/or flexibility of international markets must be addressed and resolved during the coming decade. This is beyond the scope of the educational institution other than as it can effect legislation.

The area of financial management is one that must be addressed if the family farm is to survive as we know it today. A number of colleges across the country are offering curriculums in farm business analysis which are addressing the area of financial management. This program is aimed primarily at the younger farmer. Many of these farmers have set up partnerships with their parents and have little knowledge about financial management. Cloud County Community College currently employs two full-time farm

business analysis instructors whose entire time is spent in classes or with small groups or individual farmers enrolled in the program. Currently enrolled are 55 young farmers in a multi-county area. This three-year program revolves around the concept of farm records and accounts, farm records analysis, and farm organization. Through this and other programs of a similar nature, education programs must teach farmers and prospective farmers the necessity of keeping accurate business records which will help them analyze their farm operation to determine what is profitable and what is not.

As financial management becomes more crucial during the 1980's, so will the necessity for the farmer to obtain some computer literacy. Microcomputers are already an integral part of some farm operations, and programs are available whereby an operator can keep financial records on the computer and with the proper software analyze any part of the operation to determine if it is profitable or not. Through the use of the computer, farmers can have access to marketing information and other services which are available to the home via a computer hookup.

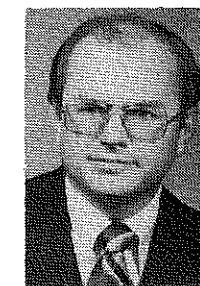
These services provide minute-by-minute updating so the farmer has immediate access to management information. The payoff is going to be in doing a better job as an agriculture manager. The computer is rapidly becoming a necessary tool in management decision-making. Banks and financial houses will work with the farmer who is adept at managing. A new tractor, an additional forty acres, or a new combine are not keys to making money anymore — adept managing is the key. Farmers are going to have to be highly skilled managers, and this is where the postsecondary educational institutions should place their emphasis. It is the only alternative open to educators in the production end of agriculture.

### THEME

## The FFA and NPASO — A Collection of Perspectives

Since the National Postsecondary Agriculture Student Organization (NPASO) was founded in 1979, several questions have been asked regarding the similarities between it and the Future Farmers of America. Are they basically the same? Do they complement or compete with one another? Does the FFA member going into NPASO have an advantage over the NPASO member not having been an FFA member? Does the individual with a strong background in the FFA have anything to gain from membership in the NPASO? Does industry see the two organizations fulfilling the same role? Is there a progression of experiences and skill development from the FFA to the NPASO?

The following perspectives prepared by various individuals associated with postsecondary programs provide



BY DONALD M. CLAYCOMB

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answers to these and other questions. Each individual shares insight based on experience with both organizations.

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## The FFA and NPASO — A Collection of Perspectives

(Continued from Page 11)



**Byron F. Rawls**  
National FFA Advisor and  
National NPASO Advisor

I have a feeling that the connection between FFA and NPASO membership is broken all too often. We encourage our young people at the high school level who are in FFA to continue their education for the agricultural industry. We assist them in making choices pertaining to occupations and careers. Many of them do. This choice is manifested in enrollment in postsecondary education in many instances. There seems to be a cleavage when young people leave high school and enter postsecondary institutions as far as FFA participation is concerned. I know there are many who retain their membership. Many are working directly toward the American Farmer Degree. For this reason, they feel FFA membership is important enough to retain and that the degree will be the result of that membership. There are many others who should retain their membership for the purpose of reaping the benefits which they deserve from the FFA.

The FFA Proficiency Awards Program, which is a direct outcome of the instructional program in vocational agriculture, covers almost all areas of the agricultural profession. Many young people have supervised occupational experience programs at the high school level while they are in FFA. Their SOE programs assist them in receiving awards in the proficiency areas. Some succeed and others do not. Many students who leave high school without having received an award but had their SOE program in one of the proficiency areas do not retain their FFA membership. However, they expand their program to the extent that they could make application at a later date, but are no longer members. There must be many reasons for this, but it is my belief that encouragement is lacking both at the high school and the postsecondary level.

Many times instructors at the postsecondary level are not aware of the opportunities available from the experience that their students have received in high school. Through this process, it seems to me, we are losing some of the strongest applicants, especially in the areas of agribusiness. I hope that we can encourage young people coming out of high school and going into postsecondary education to continue their preparation for a career in agriculture. These students should be encouraged to retain their FFA membership as long as possible in order not only to receive the American Farmer Degree, but to receive recognition through other FFA programs.

We have good examples of this in the past. In 1981, a National FFA officer candidate had previously served as a National NPASO Officer. We also had an individual who

had been National President of NPASO and received the American Farmer Degree at the National FFA Convention. As he spoke on the stage, representing NPASO to the thousands of FFA members, he wore his gold blazer as a National NPASO Officer. In closing his discussion of the benefits of NPASO, he removed his blazer to reveal he was wearing a jacket of the FFA. As he indicated, this was a perfect example because he was in attendance at the National FFA Convention to receive the American Farmer Degree. It is my hope that this type of dual benefit for young people can be realized in the future. It can only be that way if we try.



**James Leuenberger, Director**  
Advertising and Public Relations  
Midwest Breeders Cooperative

It is expected that a high school student enrolled in vocational agriculture as an FFA member will be made aware of agriculture in general. This should be the case even though he or she may specialize in an area like dairy production, or hog management. The FFA gives students a look at the broad picture of agriculture and the job opportunities available. At the same time, it helps them decide what their future career plans may be and whether it will be necessary to plan a four-year college career or if a technical college two-year program would be appropriate.

Also, during high school, the students should get the necessary basic skills in mathematics and English. As a potential employer representing industry, it is my feeling that industry in general is looking for people who can communicate well, both orally and in writing. If the students apply themselves in the specialized fields they have chosen for postsecondary education, they should be ready for employment in that area upon graduation.

Getting back to communications, no matter what area you seek employment in, whether it be sales, management, or technical service, you should have worked hard at improving your communication skills. It will pay off.

When two potential employees with similar education interview for a job, the one who can communicate well, that is, sell himself or herself to the potential employer, will likely be the one who gets the job. An ability to organize thoughts clearly and concisely, starting with the basics of spelling, punctuation, and sentence structure, will be important in any job.

Industry expects NPASO graduates to have the technical expertise in their chosen fields to readily move into the work force. Obviously, in many areas, no additional on-the-job training would be required.

The PAL/PEER projects available through NPASO will be very beneficial in helping students prepare for immediate employment following graduation. Schools which are not currently NPASO members should strongly consider becoming members as soon as possible to give

students the advantage of the PAL/PEER projects and the advantage it gives the graduate.

Industry expects postsecondary graduates to have received and learned the specialized training for the job they are seeking (supplemented of course with on-the-job training) and be able to communicate about the job in a clear, concise manner.



**Beth A. Spencer**  
Agricultural Education Major  
Cornell University

Thinking back to that day that I first entered and sat down in a vocational agriculture class at Perry Central High School in New York, I never would have believed my agriculture teacher if he had told me, that someday I would have the opportunity to earn the American Farmer Degree, be a candidate for a National FFA Office, continue my leadership as a National Vice President of the NPASO, and prepare myself to become a teacher of vocational agriculture. But now, seven years from the day that I first sat in an agriculture class, I am preparing to become a vocational agriculture teacher. I sincerely believe in the articulation, the leadership, and the educational aims of the FFA and the NPASO.

Participation and achievement in the FFA sparked my desire to teach vocational agriculture. The NPASO strengthened and confirmed not only that desire, but also my belief in the vitality of America's heartbeat, agriculture, and agricultural education. It was through the FFA that I realized the immense diversity of agriculture and further came to understand that agriculture was more than the plowing and tilling of the soil, growing corn, and watching the sun rise on a new day.

**Randall Roberts**  
Dairy Farmer  
Fayette, Iowa



Having been an active member of both the FFA and the NPASO, I have a wealth of background to draw upon for whatever I face in the future. The FFA gave me instructions and new responsibility while I was at home. My work with the NPASO was more independent, increasing my readiness to be on my own.

I was an active member of my local FFA chapter (Star-mont Chapter of Strawberry Point, Iowa). As a chapter officer, I learned about handling the affairs of a large organization and the cooperation that has to be involved. I gained experience in working with local business persons

and getting them involved in chapter programs. I also learned the valuable leadership skills that are needed in business meetings.

Another advantage of my participation in the FFA was learning to control my fear of speaking in front of a group. With the many activities and responsibilities, I had a lot of opportunities to practice and build a little confidence.

My FFA work was mostly while I was in school with my advisor and my parents encouraging me along when I needed it. That changed when I moved off to college. I attended Kirkwood Community College in Cedar Rapids, Iowa. I stayed with agriculture, but I had to do most of the prodding myself.

I got involved with the agriculture clubs on campus and their activities. When I heard about a state and national organization forming for postsecondary agriculture students, the NPASO, I thought it would be a way for me to continue the growth I started in the FFA. It would also be a way to help those students that didn't have that type of a background.

I was active on the state organization steering committee and then a state officer and national committee chairman. For the first time I was helping build a national organization not just an active local member helping one grow.

I utilized my FFA background as we worked to put together a constitution and a set of rules and bylaws. I got to know the leaders in agricultural education. I learned more of what they stand for and how much they care about young people like me.

Then came my biggest honor and involvement, being selected National President. I worked with the National Advisor, Executive Secretary, and the directors. I can not forget my parents either for keeping everything going at home on the farm while I was gone so much. Things got pretty tough at times, but by working together we always managed to make it through. Confidence in myself made me look forward to the new challenges every day.

During my second year on the board of directors, things seemed to be going much easier and I realized that the NPASO was really taking off on its own.

Now I am farming in a family partnership on our dairy operation. I still have challenges to face but I have a terrific background of experiences to draw from to help me overcome them. I can not put a value on the things I have learned and the people I have met while working with these two organizations. Every day I use a part of that experience and knowledge and I look forward to what is coming up next.



**Larry L. Statler, Assistant Dean**  
Agribusiness and  
Natural Resources  
Kirkwood Community College

Does a past FFA member stand to gain more from the  
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## The FFA and NPASO — A Collection of Perspectives

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PAL/PEER program than a student that has not had high school vocational agriculture? These questions are best answered by looking at some unique characteristics of the PAL/PEER program.

1. PAL/PEER is an agribusiness and industry designed program. It reflects a portion of the major goal of the sponsoring agribusiness company or organization.

2. PAL/PEER, precisely stated, provides an incentive for a postsecondary student to design a thorough and comprehensive education plan for completion during their formal training period. It has as its ultimate evaluation a motivated student worker placed in a productive agricultural career.

3. PAL/PEER speaks strongly of vocational and technical education criteria. Again, the major component is goals set and goals attained while the student is progressing in the postsecondary career development.

4. PAL/PEER is regularly updated by agribusiness and industry. As business technology changes, PAL/PEER changes. Therefore, the motivation to the student applicant should remain up-to-date.

5. PAL/PEER student applicants are evaluated extensively by agribusiness and industry employers. A large majority of the evaluation process centers on what the student has done to receive a relative world-of-work education. Of course, the individual student's personal development and competence is a primary indicator of this educational progress.

Whether a past FFA member has an advantage or a disadvantage of having participated in the FFA proficiency awards recognition area depends on whether or not the student has really learned the necessity of their establishing realistic and attainable career goals from the FFA proficiency area. Presumably, a student participating in a strong FFA program while in school or a sound young farmer education program while out of school prior to entering his/her postsecondary career program would have a measurable advantage to a student not having been in FFA. However, experience has shown this factor should not be taken for granted by any student.

### ARTICLE

# Setting Standards for Written Assignments at the Two-Year Technical College

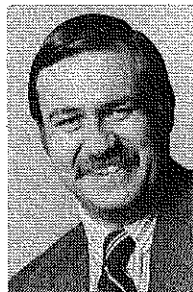
The "single mission" of the University of Minnesota Technical College, Waseca (UMW), is "to prepare students to earn a living as semiprofessional, midmanagement personnel in the broad fields related to agriculture as well as in service to rural communities."<sup>1</sup>

As part of their training, students must take one-third of their course work in the Related Education Division — a unit composed of biologists, chemists, horticulturists, sociologists, mathematicians, and communications teachers. The courses that students enroll in from this division are simultaneously "related" to their major fields of study and "basic" to their development as well-rounded individuals.

Two of the specific courses that students are required to take — Introduction to Communications and Introduction to Technical Reporting —

By  
RONALD J.  
NELSON

*Editor's Note: Dr. Nelson is Assistant Professor at the University of Minnesota, Technical College, Waseca, Minnesota 56093.*



are designed to prepare them for effective communication, especially written communication. Yet, many a written assignment in these essential courses is submitted in such a way as to diminish the impact of the communication.

Because of the lack of attention to matters that complement the content of the paper, the final document is often less effective than it could be. We can encourage our students to submit their assignments in a professional manner by setting standards in the mechanics

of the paper, and by adhering to these standards. By doing so, we can help students to prepare for excelling in the "semiprofessional" positions that they assume upon graduation, perhaps eventually to become fully "professional."

### Elements of Form

Some of the mechanical elements that constitute the form and which complement the content of a document include:

- a neat overall appearance;
- a title in all capital letters and centered over the prose, not over the width of the paper;
- ample margins, preferably 1½" on the left and top, 1" on the right and bottom;
- appropriate identifying information;
- standard headings and subheadings;
- proper pagination, usually just the

unadorned number in the upper right-hand corner;

standard 8½ x 11" paper, either a good grade of bond (not erasable or "Corrasable") or white lined paper without a jagged left edge;

written on one side of the sheet only; double spacing; if typed, a dark ribbon; if handwritten, black or blue pen (not pencil); a paper clip joining multiple pages; evidence of careful proofreading; and delivery on time.

These matters, although relatively minor, do have an impact on the reader. Hence, they deserve the careful attention of the writer who expects a favorable reaction from the reader.

Admittedly, there are problems associated with setting such standards and adhering to them. For example, who is it that sets the standards? It could be argued that students with excellent writing skills could set their own standards. Many two-year college students, however, have only limited writing experience. Therefore, it is more practical for the teacher to prepare guidelines for use in the classroom, based on one or more standard reference works, like the University of Chicago MANUAL OF STYLE or the COUNCIL OF BIOLOGY EDITORS STYLE MANUAL.

Such guidelines can be most helpful in familiarizing students with generally accepted standards. The teacher, of course, is further obligated to explain that there are many standards and that she or he is merely choosing one widely accepted set of criteria. Moreover, the teacher should prepare the student for the fact that, in the job situation, employees are often expected to follow company guidelines for reports, memoranda, etc. Students should, therefore, be alerted to the probability of having to adjust to different standards once on the job; but they should feel confident that the classroom guidelines are sufficiently like "real world" criteria to be accepted as reliable.

The initial strictness in following the guidelines, then, is merely training in the establishment of a workable modus operandi, which may later have to be altered somewhat. Like the trumpet player who has become accustomed to reading the treble clef but who later

decides to take up the cello only to discover that he or she must now master the bass clef, one can adapt to new notation.

### Not Picky

Another problem that is likely to surface is: Why should these arbitrary (and, therefore, probably annoying) standards be followed? Isn't it just being "picky" to insist on following standards? An appropriate response might be: "No, it isn't 'picky' (with the connotations of the teacher's being small-minded and incapable of lofty thought); rather, it is simply being 'precise.' And it is that precision of thought and expression that may well propel you into a successful position."

As Joseph Conrad observed in "The Secret Sharer," "... exactitude in small matters is the very soul of discipline." The exercise of discipline suggests an ability to exert control over the chaos, an ability to shape things finely.

Moreover, the demonstration that one can follow directions and pay attention to details attests to a mind that cares about the work at hand. To follow guidelines is the sign of a dedicated, not a trivial, mind. On the other hand, to disregard guidelines suggests a careless approach to the

written presentation and may imply an equally unconcerned approach to the content. Of course, a person could deliberately follow Ray Bradbury's advice in the epigraph to FAHRENHEIT 451 ("If they give you ruled paper, write the other way."), but to do so smacks of senseless rebellion. Although the disregarding or transcending of conventions is often essential in artistic activities, it is bothersome to the reader who expects conventions to be observed — either the teacher or the recipient in the world of work.

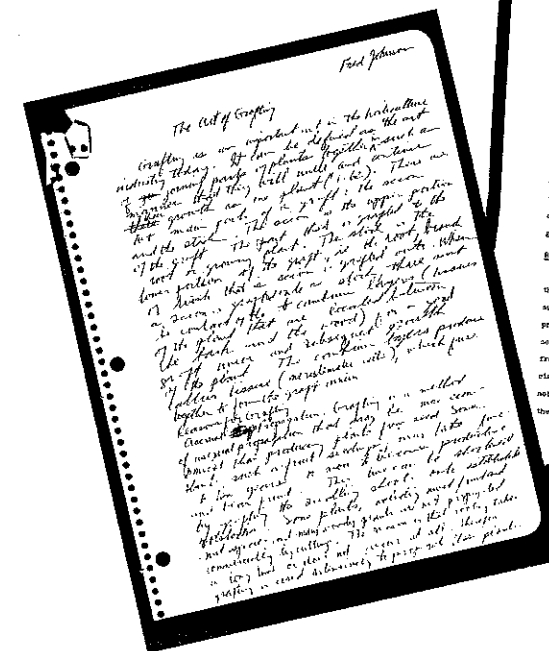
One who observes such matters is not weak or unimaginative, but rather considerate of the reader, who has the right to expect these characteristics in a manuscript. To disregard such conventions suggests a lack of consideration for the audience, whom the writer is presumably trying to reach.

In fact, each departure from standard spelling, for example, subtly dissipates the energy of the reader by distracting him or her from the content of the piece. The writer's attempt to reach the reader can thereby be undercut, each blunder being a minor self-inflicted wound.

Failure to present a written com-

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## Which would you prefer to evaluate?





## Setting Standards for Written Assignments at the Two-Year Technical College

(Continued from Page 15)

munication in first-rate condition may even be construed as an affront to the reader. The writer does well to remember that every document — whether intended to inform or persuade — can be viewed as rhetorical, at the very least to convince the reader that what he or she is spending time on is worth reading. It is pointless to permit minor annoyances to undermine that impression.

### Teacher's Responsibility

The teacher's final responsibility before evaluating a paper is to insure that written assignments are turned in according to the guidelines. This aspect of the writing process is at times difficult, because students often forget or disregard the guidelines. When this difficulty arises, it is best simply to reject the manuscript. Although ostensibly harsh, this practice sooner rather than later will achieve its purpose: to insure that work is submitted in a profes-

sional manner. If the teacher possesses several of the other traits that make for successful teaching — enthusiasm, a knowledge of the subject matter, a sense of humor, a variety of teaching techniques, to name a few — then this modicum of discipline will be taken in stride.

The benefits from submitting written assignments in excellent condition are many, both to the writer and to the reader. The writer profits from the knowledge that she or he has produced a fine piece of work (assuming, of course, a meaningful, well-reasoned content). For the satisfaction that one gets from a writing job well done there is no substitute. A person impresses himself or herself by producing an attractive and professional-looking manuscript, and that reason is perhaps the most cogent one for doing it.

In addition to impressing oneself, the writer may well impress the recipient. By doing so — especially if a person establishes a pattern of submitting excellent written products whenever called upon — the writer influences the reader to trust his or her work. Upon such confidence-building activities success is based.

Finally, the teacher who sets and adheres to standards of manuscript

submission, despite the occasional moans and groans from students, accomplishes a useful purpose for both self and student. The refusal to accept work that does not at least conform to minimum mechanical specifications serves the long-run interests of the student by instilling an attitude of responsibility for what one submits and, in a small way, helps to preserve the integrity and credibility of the teacher. Both student and teacher can savor each paper as a kind of victory that will, in its way, help to preserve professionalism.

#### Footnotes

<sup>1</sup>UNIVERSITY OF MINNESOTA TECHNICAL COLLEGE, WASECA BULLETIN: 1981-83, p. 7.

<sup>2</sup>Russell C. Miller, in "The Who, What, When, Where, Why of NACTA," in the NACTA JOURNAL, 25, No. 3 (September 1981), 6, provides a long list of common-sense qualities of an effective teacher. The reader may find two other articles in the same issue equally engaging: Cecil L. Eubanks' "The Joy of Teaching" (pp. 15-16) and Waldo W. Barden's "What Do You Communicate?" (pp. 16-18). Some other perspectives on effective teaching are offered in the following articles: Betty S. Johnson, "Communication: Key to Effective Teaching," JOURNAL OF BUSINESS EDUCATION, 55, No. 6 (March 1980), 263-265; John S. Avens, "Teaching, Students, Learning," NCATA JOURNAL, 24, No. 1 (March 1980), 15-16; and Gary C. McVey, "New Techniques for Effective Instruction," NACTA JOURNAL, 19, No. 3 (September 1975), 19.

## BOOK REVIEW

AGDEX, A SYSTEM FOR CLASSIFYING, INDEXING AND FILING AGRICULTURAL PUBLICATIONS, by Howard L. Miller and Ralph J. Woodin. Arlington, Virginia: American Vocational Association, 1981, revised edition, 50 pp., \$10.00.

The AGDEX is a spiral-bound, color coded filing guide, an easy-to-use numerical system for classifying, indexing and filing agricultural publications. It is divided into 11 categorical sections each with topical subdivisions. The first four sections cover agricultural enterprises — field crops, horticultural crops, forests, and livestock. The next four sections cover agricultural sciences — soils, insect-diseases — pests, agricultural engineering, and agricultural economics. These four sections include "Easy Find Indexes" which are of great assistance in locating or assigning numerical

classifications. Cross referencing between these first eight sections is allowed.

The ninth and tenth sections are self-contained — agricultural occupations and a professional file. The final section is labeled "open" for those users with specialized filing problems. Certain aspects of agricultural extension would be filed in this section.

This most recent edition of AGDEX maintains the same basic design as the previous editions while offering some additions and refinements. Changes in terminology have been made in the headings for some sections. Larger print has made this new AGDEX easier to read, particularly the Easy Find Indexes. Several sections have new subdivisions designated such as Horticultural Crops — Marketing and Agricultural Engineering — Safety.

The Forests section has 3 newly

specified categories — hardwoods, softwoods, and conifers. There have also been eliminations and additions of certain topics under subdivisions in this section.

The professional file is a new section developed for use by vocational agriculture teachers. Examples of subdivisions under this section are: occupational experiences, FFA, and continuing education.

The new wrap-over labels supplied with AGDEX are more serviceable than the previous one-sided version. The AGDEX is an excellent classifying, indexing and filing system for use by agricultural professionals, particularly vocational agriculture teachers and county extension agents.

Jerry L. Peters  
Purdue University  
West Lafayette, IN

## ARTICLE

# The Status of Postsecondary Agriculture Education

BY JAMES M. GARRISON

Editor's Note: Dr. Garrison is Horticulture Instructor at Carroll County Vocational High School, 1075 Newnan Highway, Carrollton, Georgia 30117.



The advent of community colleges in the last few decades has brought changes in the delivery of agricultural education. Proven professional development for agricultural education, land-grant university research and service, and professional organizations did not relish becoming involved with the postsecondary programs in agricultural education.

A national survey was made to study the nature of public junior/community/technical colleges offering agricultural courses. This article reports some of the findings.

### Program Identification

The identification of specific agriculture programs in public junior/community/technical colleges was essential for further study. The American Vocational Association was contacted to determine if a professional organization existed that could provide a directory of colleges which included agriculture courses in their curriculum. None was identified from this source. The National Vocational Agriculture Teachers Association was contacted and produced similar results. The directory of the American Association of Junior and Community College's (AACJC) was searched and no specific data were identified.

### Population and Methodology

The population for the study consisted of the 489 public junior/community colleges/technical colleges listed in the 1980 TECHNICIAN EDUCATION YEARBOOK (Prakken, 1980) offering agricultural programs. One-hundred fifty randomly selected institutions were used to form a thirty-one percent sample.

A descriptive survey instrument was designed to collect key characteristics regarding the curriculum, the faculty, and the students. One person from

each institution responded for all agricultural programs offered.

### Selected Findings

Data were received from 102 programs. The predominate programs were agribusiness, agriculture, and horticulture. These three areas represented 63.2 percent of the programs.

**Staff Development.** Department heads were asked to list their most important concerns for improvement of the faculty. Some interesting aspects of the programs evolved. The study indicated a high rate of turnover for public junior/community/technical college faculty. From 1980-1985 each program expects have about two (1.8) openings for full-time faculty. With the average faculty size of 2.4 per program, the turnover rate is very high. The department heads expressed concern in basically two areas. The two areas reported as major concerns are: (a) pedagogy, or teaching abilities of the faculty, and (b) currency, or ongoing professional development of the staff. The largest percentage of the respondents (29.8%) indicated pedagogy as their major concern, and the second concern was listed as currency, with 19.9 percent responding in this category.

Department heads were also asked to specify the most important strengths of the faculty. They indicated that the strengths were primarily centered around three areas: (a) work experience of the faculty prior to employ-

ment (25.7%), (b) dedication of the faculty to the program (4.5%), and (c) the faculty members professional preparation (13.1%).

It is noteworthy when comparing concerns against strengths that all concerns are in relation to current faculty. All strengths relate to characteristics of the faculty brought into employment. Continued faculty renewal continues to surface as major concern for teachers in post-secondary agriculture programs.

**Agricultural Work Experience for Faculty.** Approximately half (48.5%) of the programs required some prior agricultural work experience of its faculty prior to employment. The range was from one to nine years. Sixteen (22.5%) of the programs did not require previous agricultural work experience to be hired for teaching at the postsecondary level. Three (4.2%) of the programs required six or more years of previous work experience. The majority of the programs required one or two years of work experience.

**Articulation.** It was interesting to note that 32 percent of the programs have little or no articulation between the secondary program and the post-secondary program. Only 40 percent stated a moderate level of articulation.

### Recommendations

Each postsecondary education institution should develop formal liaison with its constituent land-grant university to up-date and develop the faculty in the most effective manner. The professional organization, namely NVATA, should reach out to include and perhaps create divisions for the agricultural personnel in the junior/community/technical colleges. Close attention to the in-service needs of postsecondary agricultural teachers through appropriate delivery systems such as workshops and graduate courses should be considered.

## Test Item File

How many times do you go to make up a test and you're short of time and end up with a second rate test?

I keep a file of test questions on the back of computer cards. The questions are typed on in a uniform manner. Drawings are made in black ink. The cards are then filed by unit.

To keep the file current, I keep a bundle of blank cards handy. At the end of a lesson I often jot down a test question or two from that lesson. A student aide then types these up in the proper form. They are then added to the file.

When the time arrives to make up a test, I simply pull the cards for the unit and select questions. They are quickly arranged into the proper sequence and placed face down on the copy machine. On the copied page I can number each question if desired. Multiple copies of the test are then made.

If alternate forms of the test are desired, then, two alternatives are possible: (1) use the same questions but rearrange the sequence of the cards, (2)

By THERALD QUAYLE

*Editor's Note: Mr. Quayle is vocational agriculture instructor at Weber High School, Ogden, Utah 84404. This article is based on his entry in the Ideas Unlimited Contest of the National Vocational Agriculture Teachers Association, Alexandria, Virginia*

select similar questions from the file for the "B" form.

These cards work with true-false,

multiple choice, matching, labeling, essay and other types of questions.

The advantages of the file are numerous and include the following:

1. A variety of types of test questions are available
2. The questions are well-written
3. More likely to test all areas of the unit
4. Different levels of questioning are used
5. A great time saver!

The annual FFA convention is held in:

- a. Virginia
- b. Kansas city
- c. New York
- d. Changes location yearly

## ARTICLE

# An Open Letter to my Cooperating Teacher

As I look back upon my experience as a student teacher, there are a number of things I should be grateful for and a number of things I wish I could have had in my experience. It's not that your heart wasn't in the right place. As a cooperating teacher you really tried to do your best, and I appreciate that.

I really don't know how I managed to make it through student teaching. The sheer weight of the job of teaching overwhelms me. If I could wish anything and have it come true, I wish I would not have had to take the whole teaching load the first day I showed up. It seemed to go all downhill from there.

There are a lot of other "wishes" I



By ROBERT A. MARTIN

*Editor's Note: Dr. Martin is Assistant Professor, Department of Agricultural Education, Purdue University, West Lafayette, Indiana 47907.*

had. I hope you won't mind reading them. I don't want to bore you, but here goes.

Dear Cooperating Teacher:

*I wish someone had helped me budget my time better. This time thing*

*really overwhelms me. It seems we did an awful lot of running around. Is it all necessary? Is this really what it is to teach vocational agriculture?*

*I wish you and I could have just once spent some time on how you developed your course of study — I know you gave me a copy — and it helped me — I think — but I really would have liked to have gotten into how it was made and how it might be or should be used.*

*I wish I could have gotten to a student's home, or farm or place of work just once — but I knew you were too busy to help me.*

*I wish I could run an adult meeting just once — to see if I could have done*

*it. You sure had enough of them.*

*I wish you would have had an advisory committee meeting while I was at your school — just so I could learn how it was done.*

*I wish I could have helped the FFA reporter write a news article — but I know it had to be perfect, so it was best you did it. I really do want to do a good job, but it scares me to think how I'm supposed to write one. Maybe I won't need to.*

*Just once I wish I could have had the opportunity to schedule a bus for a field trip and contact the trip participants. I wish I could have been completely in charge, just once! I wish I knew more about the community and how to use community resources.*

*I wish I could have visited with the superintendent and principal and really asked them some questions that concerned me, but I realize they are busy "running" the school and we were too busy "teaching agriculture" to worry about little people problems.*

*I wish I understood SOE better than I do. Somehow it overwhelms me. I wish I could develop a decent lesson*

*plan — one that you and the university would both like and I could really use. I wish I could have gotten the supervision and feedback I thought I deserved. I need to know how I'm doing.*

*I wish I knew how to "advise" FFA members. We were always so "busy." I'm still not sure I know how to "advise students" and be an FFA advisor.*

*I wish I knew what the state professional agriculture teacher organization really stands for and how it is supposed to help me as a teacher. I overheard the "jock" teachers talking about strikes, money and bargaining at lunch one day, but I don't really understand all this. Does being a teacher mean I have to be mad at my principal and superintendent? Just once I wish someone had asked me how I felt about my teaching, instead of always lecturing to me. Do this, do that — it's so confusing.*

*I wish I could have attended at least one ag. teacher's meeting and a high school staff meeting. I really don't know what to expect and how to cope with it.*

*I wish someone had told me about*

*the laws and rights of students — and teachers for that matter.*

*I wish I knew how to plan and carry out an FFA program of activities. Oh, you gave me a copy of yours and it looks great. I can tell you and your chapter spent a lot of time on it.*

*I wish I could have had an idea there were going to be disadvantaged and handicapped students in that class I took over the first week. I could have planned for it, maybe.*

*I wish I would have known I had to have a homeroom, and help sponsor the freshman class just like you do. How do you ever find the time to coach wrestling?*

*Of course, you meant well and you obviously are an outstanding teacher. You are always so busy and on the go.*

*And finally, I wish I just had 1/10 of your enthusiasm, confidence and knowledge. However, I really value my experience with you and your department. I wish I could have gotten more of the one thing you seemingly had little to give — your time.*

*Yours sincerely,  
Your Student Teacher*

## BOOK REVIEW

LANDSCAPING: PRINCIPLES AND PRACTICES, by Jack E. Ingels, Albany, New York: Delmar Publishers, 1978, 210 pp., \$11.24, school price \$8.43, Instructors Guide, \$1.60.

LANDSCAPING: PRINCIPLES AND PRACTICES includes a text and an Instructor's Guide. The text is divided into eight sections: (1) the scope of the landscape business, (2) principles of residential designing, (3) the selection and use of plant materials in the landscape, (4) using construction materials in the landscape, (5) selecting enrichment items for the landscape, (6) lawn installation, (7) developing cost estimates, and (8) maintaining the landscape.

Each section is divided into units relating to the section title. Section one contains three units: (1) landscape designing, (2) landscape installation, and (3) landscape maintenance. Section two includes five units: (1) using drawing instruments, (2) symbolizing landscape features, (3) the outdoor room concept, (4) designing plantings, and (5) completing the landscape plan. Section three has four units: (1) trees,

(2) shrubs, (3) ground covers and vines, and (4) flowers.

The fourth section contains two units, one of which is a discussion of enclosure material. The other is concerned with surfacing materials. Section five is divided into two units. One unit is on natural enrichment items while the other unit is a discussion of man-made enrichment items. The sixth section contains two units: (1) selecting the proposed design, and (2) lawn construction. Section seven is divided into two units: (1) pricing the proposed design, and (2) pricing landscape maintenance.

The eighth and final section is divided into three units: (1) pruning trees and shrubs, (2) care of the lawn, and (3) winterization of the landscape. There is a glossary of common landscape terms included at the end of the book.

Each of the units contains a list of objectives for the particular unit, an achievement review (test), and a few suggested activities to aid in the teaching/learning process for each

unit. Also included in each unit are pictures or drawings of landscapes, tools, computations, examples, etc., for further clarification. There are 25 color pages which add a distinct quality to the text, which include good examples to follow in landscape design.

The Instructor's Guide is divided into six sections: (1) pretest, (2) answers to pretest, (3) answers to achievement reviews and additional suggested activities, (4) final test, (5) answers to final test, and (6) class exercises. As is readily seen, the Instructor's Guide is a definite asset to the text.

The text serves as an introductory text to landscaping and could be used as a basic text for beginning high school students wishing to receive a practical yet professional approach to landscape design. It is an easily read text with photographs and drawings throughout to assure understanding of content and ease of reading.

James M. Garrison  
Horticulture Instructor  
Carroll County Vocational H.S.  
Carrollton, Ga.

## Constructing A Pit Greenhouse

The Freeborn, Minnesota, pit greenhouse is a low-cost, self-sufficient teaching facility. It was designed and constructed by the members and advisor of the Freeborn FFA Chapter in 1981. Funds for its construction were provided by the Freeborn FFA and some materials were supplied by private donations. The total cash cost to the chapter was \$497.59. The estimated total cost (which includes the donations and non-cash expenses) is \$900.

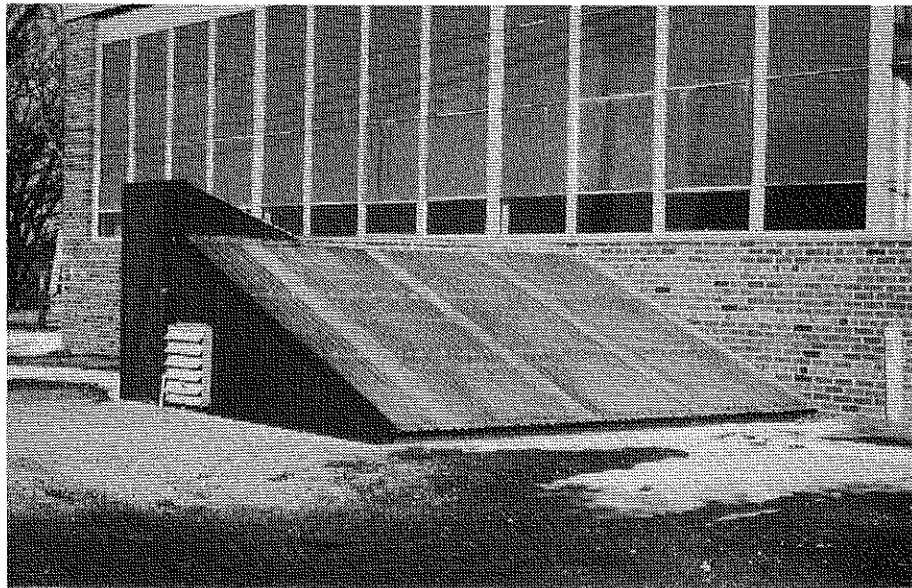
The inside dimensions are 11'8" wide by 13' long by 4' below ground. It is attached to the west wall of the agricultural mechanics laboratory and slopes to the south. The pit wall is 8" of solid concrete. The floor is 8" of coarse gravel. The north wall is 52" above ground, sided with weather-treated pine, insulated with 2" of blue styrofoam (R equals 10), and covered on the inside with marlite. The west wall houses the peak-like door, angles to the ground, and is constructed of the same materials as the north wall.

Winter heat is provided by two methods: a passive solar energy system and an active solar heat ducting system. The passive system consists of the gravel floor and 12, 50 gallon drums of water. These two components naturally collect the sun's heat and, then releases it at night. The active system is a two way duct system. The cool air from the pit is moved up to a solar

By LOUISE WORM

*Editor's Note: Ms. Worm is Vocational Agriculture Instructor at Freeborn High School, Freeborn, Minnesota 56032. This article is based on her entry in the Ideas Unlimited Contest of the National Vocational Agriculture Teachers Association, Alexandria, Virginia.*

panel located on the top of the school building. This air is heated within the panel and moved back to heat the pit. Fans in the duct are thermostatically controlled.



The student-constructed pit greenhouse at Freeborn, Minnesota.

Summer cooling is accomplished by pulling cool air from the shaded north side of the greenhouse into the pit. This is done by a thermostatically regulated fan. The hot air is exhausted out of the spring-loaded louvered vent in the west wall.

The benches are constructed from 1 1/2 inch pipe and covered with hardware cloth.

It is calculated that this facility will be totally self-heating and cooling. The only expense is the electrical bill for running the fans.

## BOOK REVIEW

TEACHING VOCATIONAL AGRICULTURE/AGRIBUSINESS, by Harold R. Binkley and Rodney W. Tulloch, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1981, 297 pp., \$8.95.

Both current and prospective vocational agriculture/agribusiness teachers should find this book a valuable aid in teaching. Basic educational concepts such as principles of learning, motivation, and teaching objectives are described, providing a background for teaching vocational agriculture. Teaching strategies, such as problem solving, developing

manipulative abilities, using field trips and visual materials are also explained. Other more specific practices emphasized in teaching vocational agriculture/agribusiness are also covered. These include supervising practice, and supervised farming and off-farm agricultural occupational programs. Other chapters are devoted to teaching adults and young adults in agriculture, and using school land and other resources in teaching agriculture.

This book does an excellent job of not only discussing these areas, but of applying examples and specific ways of

how to plan and perform them for a more effective vocational agriculture/agribusiness program.

Many chapters in this book would serve as a useful reference for teachers in all areas and at all levels. Teacher educators in agricultural education should find this book a good text or reference in instructing prospective agricultural teachers, and current vocational agriculture/agribusiness teachers find it a very practical source for improving their programs.

Susan F. Everett  
Iowa State University

## Maintenance Is Key To Better Round Bale

By PAUL CASTNER

*Editor's Note: Mr. Castner is with Sperry New Holland, New Holland, Pennsylvania 17557.*

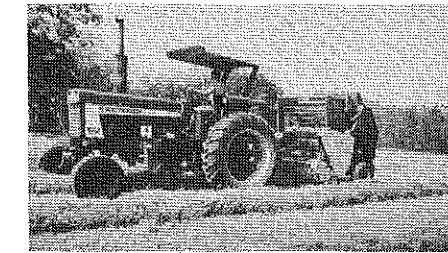
Proper lubrication, adjustments and some standard operating practices will greatly increase a round baler's chain life, and will also result in better bales.

To maximize the life of roller chains, lubricate them twice a day, preferably after the last bale at noon and evening. At these times, the chains are warm and better penetration of the lubricant is possible into vital areas between the sidebars, between rollers and bushings and pins. Proper lubrication, even in abrasive soils and crops will greatly lengthen the chain life. Floor and apron chains should be adjusted as described in the operator's manual.

### Operating Practices

To understand the best methods of travel to assure good bale shape, refer to the round baler operator's manual. By failing to operate the equipment as described it is possible to reduce baler chain life as well as making poorly-shaped bales.

A very important operating practice to avoid is making oversize bales. If an operator consistently forces more material into the baler after the bale size indicator reads stop, he or she is actually creating more weight and strain on all components — greater than the baler was designed to handle. The balers are shear-bolt protected, and the additional weight and stress applied to



A properly adjusted round baler in operation.

all components after a full bale is indicated prior to shearbolt failure can cost in parts failure.

### A Variety of Crops

Round balers with chains will consistently bale a variety of crops reliably. However, when crops such as corn stover, peanut hay, maize or sorghum stubble are baled, they may introduce soil into the bale chamber area. These types of crops can reduce baler life much quicker than legume-type or grass hay crops.

Wear on a baler can be greatly reduced by raking two or more windrows together, particularly in residue crops where windows tend to be small.

By following these guidelines, along with reading over the routine maintenance information provided in the round baler operator's manual, chain life will be prolonged while making better round bales.

## The SOE-FFA Relationship

By JOYCE KRAMER

*Editor's Note: Ms. Kramer is a graduate student of the University of New Hampshire, Durham, New Hampshire 03824.*



During student teaching I became curious about the relationship between SOE and the FFA. I wanted to determine the relationship and gather ideas about what that relationship should be.

Questions which arose were: How many FFA members are conducting SOE programs? How many FFA members applied for Proficiency Awards? What is the value of SOE? Does SOE and FFA support each other?

To answer these and other questions, I made a study at Alvirne High School in Hudson, New Hampshire. It was limited to students enrolled in the fall.

The initial step was to determine how many students were conducting SOE programs and how many of these students were members of the FFA. The answer was found by simply

checking the roster for FFA membership and comparing it to the list of students with SOE programs. The files were next checked to determine the number of Proficiency Award applications which were completed by these students.

As work began with the vo-ag students, several things became apparent. Most students did not want to fill out the Proficiency Award applications unless they received teacher or parental

assistance. It appeared that they either did not understand the applications or that their records were incomplete. The best record keepers seemed to be those whose parents had helped them, as these records were more complete.

As for those students who did not have an operational SOE program, it was obvious that not everyone understood the SOE concept. Most of the students had not applied for their Greenhand Degree. SOE was explained individually to those members who wished to be Greenhands. Some were conducting projects that could easily have been SOE programs had they made minor changes in them.

The study revealed that 50 per cent of the FFA members conducted SOE programs. Twenty per cent of the membership applied for Proficiency

(Continued on Page 22)



## The SOE-FFA Relationship

(Continued from Page 21)

Awards at the chapter level. Students who conducted SOE programs were found to be more involved in FFA and were more serious about their participation.

This involvement was measured by the number of meetings attended, committee membership and participation, and judging contests attended. SOE seemed to reinforce students' class work, and were motivating forces. Often they carried out projects that could not be done in their classes. The students with SOE programs would often become resource persons in class, providing information and helpful hints to the other students.

I believe more students should carry out SOE programs. This can be accomplished by utilizing class time to explain SOE to them as a group. SOE should be included in the curriculum for each class. Classroom instruction

could then be carried out to the "doing" level. This would keep the courses from becoming academic in nature. In this way, more students would understand SOE and presumably seek greater involvement.

The FFA program of work should assist members in learning about SOE one day per month. A field trip to observe outstanding programs could be taken. Alumni members could give presentations on their work. A slide/tape presentation is another excellent way to inform members about SOE. Sample record books should be provided. Judging contests should be conducted for the projects on the local and state levels.

Students should pre-plan the SOE with the vo-ag instructor. Goals should be identified and a visitation schedule set up with the instructor. Parents and employers should be involved. If SOE is presented as a necessary part of vocational agriculture, all students will benefit from them.

If the vo-ag program has a multiple teacher staff, the SOE programs should be divided up so that each teacher

takes charge of an area of specialty. One way to accomplish this is through the use of mini chapters for each specific area. This would divide the visits and guidance tasks among all the vo-ag instructors, not just one FFA advisor. This is advisable, as the teachers would work in their specialty area. This would allow frequent SOE visits, more extensive feedback, and follow-up visits. The teachers could also assist the students in filling out Proficiency Award applications in their area of specialty. More students would be encouraged to fill out these applications.

My observations provided answers that led to ideas for the author's teaching years. For instance, SOE should be incorporated as an integral part of vo-ag instruction, right from the start. Students should receive the teacher's assistance in their record keeping. FFA officers should be encouraged to explain and show examples of SOE programs to members. FFA and SOE can and should be mutually supportive. FFA members can share their experiences with other chapter members, thus serving as tutors. One individual's SOE can be a learning experience for all FFA members.

## ARTICLE

Block Says:

# Rural America is Growing Again

In a recent editorial directed to rural youth, U.S. Agriculture Secretary John R. Block said that young people interested in agriculture careers need leadership training to equip them for the complex issues facing the agriculture industry.

"Rural America is growing at a faster rate than the nation's cities, for the first time since 1820," Block said, citing one example of demographic changes affecting agriculture. "Land use for agriculture production is shrinking by up to one million acres a year.

"U.S. farmers lead the world in productivity today, but that leadership is bound to show the strain of continued world demands for increased food production," he said. These issues "call for

BY KAREN C. BACHMANN

*Ms. Bachman is with Corporate Public Relations, R.J. Reynolds Industries, Inc., Winston-Salem, North Carolina 27102.*

a foundation of leadership that must be built today to meet the serious challenges agriculture faces."

Block cited the Building Our American Communities (BOAC) program of the Future Farmers of America as an example of what young people can do to prepare themselves for agriculture careers.

BOAC is a national community development program carried out by FFA members in more than 1,500 communities each year. It is sponsored by

R.J. Reynolds Industries, Inc. BOAC projects range from improving emergency medical services in medically underserved rural areas to reforestation of acres of land in an area where forestry is the leading industry.

"Each year, the thousands of FFA members carrying out BOAC projects are responding to emerging issues of the 21st century, and preparing for the leadership they will be called upon to deliver as adults," Block said.

"Through programs like BOAC, young people have begun the process of building for their future," he added. "They are investigating how their hometowns work, what the needs of their communities are and how to go about meeting those needs."

## POLL

# Report on Part Two of the National Opinionnaire on Vocational-Technical Education in Agriculture

This is the second part of a three-part report on the National Opinion Poll on Vocational-Technical Education in Agriculture. Part One was published in the September issue of THE MAGAZINE.

The report is based on an opinionnaire published in the May, 1982, issue of THE AGRICULTURAL EDUCATION MAGAZINE and returned by 251 subscribers and non-subscribers who are teachers, supervisors, teacher educators and other professionals affiliated with the program. Approximately 13,000 persons received THE MAGAZINE; therefore, this represents a return rate of about 2 percent. Due to the small return rate, the findings are merely reported without interpretation. Readers can draw their own conclusions.

Part Three will be published in the November, 1982, issue of THE MAGAZINE.

BY JASPER S. LEE

*The National Opinion Poll was compiled by the Editor under direction of the Editing-Managing Board of THE AGRICULTURAL EDUCATION MAGAZINE.*

Kinds of Supervised Occupational Experience to Use in Secondary Programs		
	N	%
Exploration, ownership, placement, and in-school laboratory	141	56.6
Ownership, placement, and in-school laboratory	35	14.1
Exploration, ownership, and placement	19	7.6
Ownership and placement	25	10.0
Ownership and in-school laboratory	5	2.0
Exploration and ownership	5	2.0
In-school laboratory only	4	1.6
Ownership only	4	1.6
Others	11	4.5
Total =	249	100.0

Level at Which Adult/Young Adult Instruction Should Be Offered		
	N	%
Secondary, postsecondary, and university levels	59	24.3
Secondary and postsecondary levels	68	28.0
Postsecondary and university levels	22	9.1
Secondary only	37	15.2
Postsecondary only	51	20.9
Other: combination in which the Cooperative Extension Service was mentioned	5	2.1
None	1	0.4
Total =	243	100.0

Effectiveness of State-Adopted Core Curriculum Guides		
	N	%
Very effective	42	16.9
Effective	148	59.7
Ineffective	53	21.4
Very ineffective	5	2.0
Total =	248	100.0

Adequacy of Instructional Materials Available for Vocational-Technical Agricultural Education		
	N	%
Very adequate	67	27.0
Adequate	147	59.3
Inadequate	32	12.9
Very inadequate	2	0.8
Total =	248	100.0

The Name of the Future Farmers of America (FFA) Should Be Changed		
	N	%
Agree	45	17.9
Disagree	198	78.8
No Opinion	8	3.3
Total =	251	100.0

Individuals who agreed were asked to suggest a name. The suggestions included the following names:

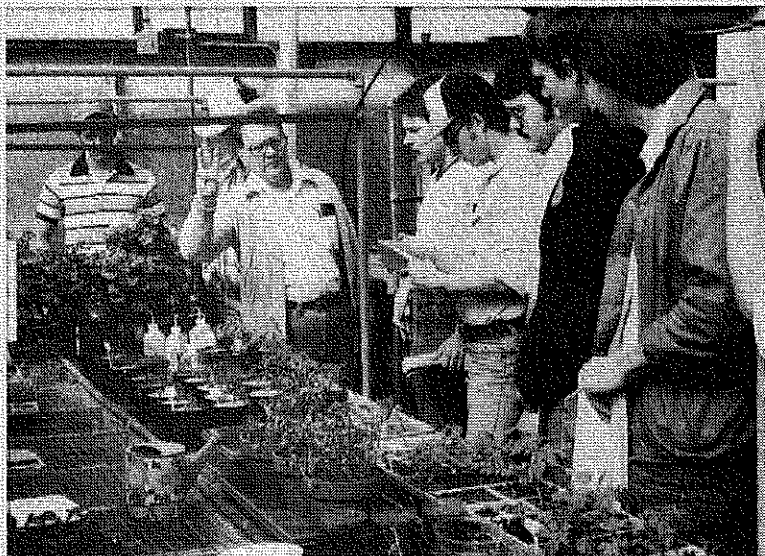
- FAA — Future Agriculturists of America (seven persons suggested this name)
- FFAA — Future Farmers and Agribusinessmen of America (suggested by two people)
- FALA — Future Agribusiness Leaders of America
- FFA — Future for Agriculture
- ACCA — Agriculture Career Clubs of America
- YAA — Young Agriculturists of America
- NVASA — National Vocational Agriculture Students Association

FFA Membership Should Be Required of All Students Enrolled in Secondary Vocational-Technical Agriculture Classes		
	N	%
Agree	170	68.3
Disagree	72	28.9
No Opinion	7	2.8
Total =	249	100.0

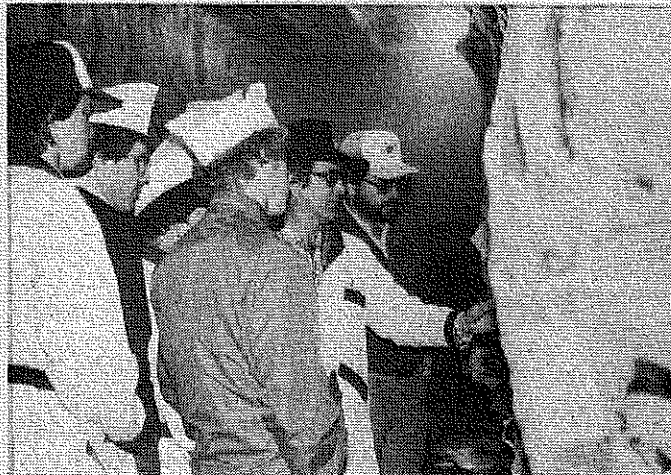
FFA Dues Should Be Paid By		
	N	%
Students	211	85.4
The local FFA chapter	22	8.9
The local school	8	3.3
Other: No dues	2	0.8
Jointly by student and chapter	2	0.8
Optional at local level	2	0.8
Total =	247	100.0

Effectiveness of The National Future Farmer Magazine		
	N	%
Very effective	36	14.6
Effective	171	69.2
Ineffective	30	12.1
Very ineffective	10	4.1
Total =	247	100.0

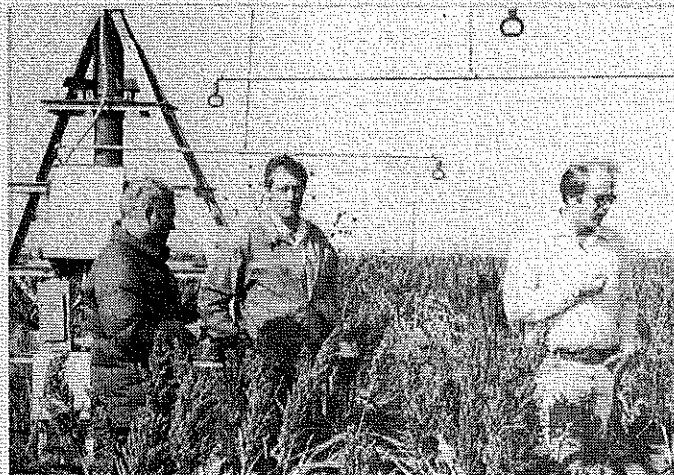
# Stories in Pictures



Plant science class checking laboratory work at Cloud County Community College, Concordia, Kansas. (Photograph by James Douglass, Cloud County Community College)



Meats evaluation school at Barton County Community College, Great Bend, Kansas. (Photograph by Byene Wood, Barton County Community College)



Instructors Jerry Gee, Jr., Lee Lancaster, and Paul Young of Dodge City Community College, Kansas, are inspecting milo on the college farm. (Photograph by Louise Jambor, Dodge City Community College)