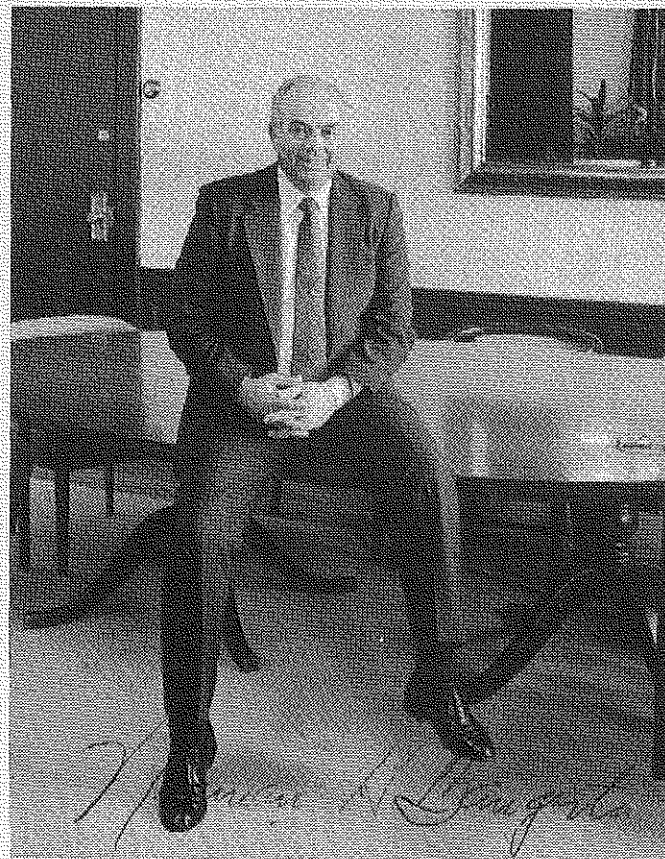


The

Agricultural Education

February, 1988
Volume 60
Number 8

Magazine



Statement on Concurrent Enrollment

by Utah Governor Norman H. Bangerter

"Concurrent enrollment is one of the most important educational ideas in Utah. It provides us with a way of providing increasingly quality education on current revenues. Most importantly, concurrent enrollment allows our youth to develop critical thinking and other academic skills during their high school years.

"Concurrent enrollment should be implemented in every school district and higher education campus in the state. I fully support this concept and the educators who are currently working to ensure its proper implementation."

**THEME: Marketing
Agricultural Education**

THE AGRICULTURAL EDUCATION MAGAZINE



February, 1988

Volume 60

Number 8

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Table of Contents

	Page
Editor's Page	
Advertising Agricultural Education Blannie E. Bowen	3
Theme:	
Drill Bits and Agricultural Education Bernie L. Staller	4
Agribusinesses: Target Audience for Marketing Agricultural Education . . . Julia A. Gamon and Fidelis Ubadigbo	7
Changing Agriculture - Changing Education! J. Scott Vernon	9
Utah Research Project Tests Feasibility of Concurrent Enrollment in Agriculture Weldon Sleight	10
Is Your Ship Sinking? Rosemarie Rossetti	12
Refocusing the Curriculum Toward Agrimarketing James G. Leising	13
1988-89 Report: Assistantships and Fellowships in Agricultural Education Richard F. Welton	15
Thoughts While Contemplating the Future of Agricultural Education Gordon I. Swanson	18
What Programs Are We Marketing? Walter Taylor and Don Goode	19
Helping Troubled Youth Be Somebody — Pre-vocational Agricultural Education Jeff Gerard	21
Stories in Pictures	24

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.

PUBLICATION INFORMATION

THE AGRICULTURAL EDUCATION MAGAZINE (ISSN 7324677) is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at M & D Printing Co., 616 Second Street, Henry, IL 61537.

Second-class postage paid at Mechanicsville, VA 23111; additional entry at Henry, IL 61537.

POSTMASTERS: Send Form 3579 to Glenn A. Anderson, Business Manager, 1803 Rural Point Road, Mechanicsville, Virginia 23111.

SUBSCRIPTIONS

Subscription prices for THE AGRICULTURAL EDUCATION MAGAZINE are \$7 per year. Foreign subscriptions are \$10 (U.S. Currency) per year for surface mail, and \$20 (U.S. Currency) airmail (except Canada). Student subscriptions in groups (one address) are \$4 for eight issues. Single copies and back issues less than ten years old are available at \$1 each. All back issues are available on microfilm from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106. In submitting subscriptions, designate new or renewal and address including ZIP code. Send all subscriptions and requests for hardcopy back issues to the Business Manager: Glenn A. Anderson, Business Manager, 1803 Rural Point Road, Mechanicsville, VA 23111. Publication No. 7324677.

Advertising Agricultural Education

Bernie Staller, this month's theme editor, masterfully markets the National FFA Organization. Staller and others writing in this issue explain the marketing process and offer novel approaches. In his article, Staller discusses marketing basics. He says you must start with a desirable yet reasonably priced product. Next, that product must be delivered at the right location. Finally, the product must be promoted. Staller says advertising is one aspect of promotion. The balance of this article focuses on this often misunderstood aspect.

An axiom businesses follow says in good times you SHOULD advertise goods and services you're marketing; you MUST advertise in bad times. Agricultural education now faces what many consider bad times. Worst yet, the profession seemingly expects public support in exchange for doing a good job. This passiveness has served the profession well over the years. When "the" vocational agriculture teacher was revered, passive advertising was sufficient. Teacher educators were happy because the sharpest vocational agriculture students went to college to become teachers and Extension agents. Agricultural educators simply did not need to actively advertise. But, times have changed.

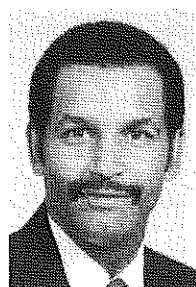
Reaching Today's Clients

Americans are constantly bombarded with slick, professionally prepared advertising campaigns. Communications technologies now unite the 50 states. Cable television, satellite dishes, computer networks, and *USA Today* link rural, urban, and suburban communities. These innovations have brought two major changes to agricultural education.

First, students who heretofore had vocational agriculture teachers or Extension agents as role models now select from an array of international stars. Such a list includes Willie Nelson, Wayne Gretzky, Orion Samuelson, Bryant Gumbel, Madonna, Bill Cosby's Huxtable Kids, Larry Bird, and Kenny Rogers. In many schools, including rural schools, vocational agriculture teachers find difficulty competing with these giants. Competition is fierce because students have so many alternatives.

Second, today's students and parents expect quality advertising schemes. Creative yet colorful jingles and other radio and television promos are extremely potent. Printed materials have the same appeal when they are in color, computer generated, and carefully targeted to an audience.

All too often, however, when educators advertise their programs via paid advertising, public broadcasting, or through public service spots, the efforts usually bring predictable results. Educator-produced efforts tend to be boring and lack the technical quality and zip Americans expect. Few educators are advertising executives, mass communicators, or public relations practitioners. On the contrary, we are effective small group communicators. Even though we lack



By BLANNIE E. BOWEN, EDITOR,
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in the Department of Agricultural Edu-
cation at The Ohio State University.)*

the advertising skills, today's marketing demands new weapons.

Planning a Campaign

Before planning an advertising campaign, remember that every product undergoes an infamous acid test. This test is simple. A product must be worthy of being advertised. Faulty products fool consumers initially — but consumers catch on fast. Deception only makes customers wary of your product.

In this regard, agricultural educators must carefully and deliberately assess what we can offer that entices students. Llyle Barker, a public relations adviser to several U.S. Presidents and a valued industry consultant, offers a rationale for being deliberate. Barker says a marketing theme has a life of five years. Choose bad themes and they haunt you five years, but marketable themes will carry you five years. Barker said the still popular "Be All You Can Be" theme he helped the U.S. Army create was chosen this way. But, it too will be changed, Barker says, just before running its course — in about five years.

In choosing a theme, a realistic look at secondary, adult, postsecondary, and university programs is warranted. How does agricultural education influence the lives of Americans? Is there an economic advantage of being an agricultural educator? Do vocational agriculture students earn higher salaries than nonparticipants? Does instruction in agricultural education bring about positive attitudes, a strong work ethic, and other hard to measure attributes? Can students find gainful employment after acquiring psychomotor skills and cognitive knowledge through vocational agriculture? Are social graces, travel opportunities, and leadership development the real benefits of FFA membership?

Such questions must be pondered before making advertising decisions. To make claims that cannot be substantiated by research is dangerous. Does research in agricultural education seek answers to the above questions? If our advertising is not factual (research-based), are we liable for false advertising? Agricultural education definitely has much to offer society. We must, however, do a better job of packaging, pricing, promoting, and delivering our product.

Drill Bits and Agricultural Education

Are you aware that last year millions of American dollars were spent for drill bits? In fact, millions of one quarter inch drill bits were purchased. Why would normally intelligently, hardworking people buy so many drill bits? In fact, did these buyers really want a drill bit? The answer is NO! Are drill bits the "Fad" in America? The answer is NO! Are one quarter inch drill bits the new "status symbol" for Americans? Again, NO! Why then did Americans buy millions of quarter inch drill bits? Obviously because they wanted quarter inch HOLES!

If that is true, why do some drill bits sell better than others? Because they make better holes! That is correct — some were tempered for steel or edged for concrete; some used oil and others were a variety of lengths, but the end-product was the same . . . quarter inch holes.

My point is: people buy things for the benefit. What will it do for me is the big question.

Yes . . . we just defined marketing. Finding a need and filling that need. It's no different for agricultural education. Students, parents, and administrators will "buy in" to a local agricultural education program only to the extent you provide benefits.

It's simple. If I don't need holes, I don't need a drill bit! If your students don't need agricultural education, your program will close.

Articles in this issue address the concept of marketing, detail some unique "new markets" for agricultural education programs, and present a good image building program. Additionally, Jim Leising reveals the work of his study committee looking into new activities for Vocational Agriculture/FFA involving marketing.

Filling a Need

Have you ever heard about the person who said, "I want to be a millionaire by the time I am 30"? And was! What's interesting is that the person didn't become a millionaire just by wanting to be one. The individual got rich by finding a need (or want) of others and filling that need. The person became rich as a result of what she or he did for others.

There are even those, like Steven Jobs of Apple, who don't set out to get rich — they just want to fill a need. What happened? Multimillionaires because they filled a need.

This is the real essence of marketing. Filling a need. It's basically the same whether you are marketing a local Vocational Agriculture program or chicken (did McNuggets fill a need?); vocational-technical agriculture programs or cotton denim (do stonewashing jeans fill a need?); agricultural education programs in teacher education or wheat (do high fiber cereals meet needs?). It's important to remember that a need may be filled by your competition or by alternatives. Do you wish to fill your need for protein with a "McRat"?

BY BERNIE L. STALLER, THEME EDITOR

(Mr. Staller is Executive Director of the National FFA Foundation, P.O. Box 5517, Madison, Wisconsin 53705-0117.)

This article will discuss some "common ground" in marketing that can be of help in your effort to market agricultural education.

Major Keys to Marketing Agricultural Education

The following are keys to marketing agricultural education programs on secondary, post-secondary, or university levels.

1. Must fill a need (or want) of customers.
2. Must be reasonably priced.
3. Must be delivered in the right place.
4. Must be properly promoted through:
 - a. advertising
 - b. public relations
 - c. marketing programs
 4. incentives
 5. selling

If your agricultural education program is "market driven" it will reflect what the "market" wants. The "market" is the wishes of your "customers". Your "customers" include school administrators, parents, and students. Administrators are "customers" in the sense that ultimately they "buy" vocational agricultural education programs or they eliminate them. Their decision is probably most sensitive to financial costs to the district — the "price." We will talk more about ways of reducing "price costs" later.

Students are customers in that they "buy off" on your program. They invest time and energy to participate. They make decisions as to what else they will "give up" to be in your class (Band vs. vocational agriculture). Those are buying decisions. If you forego one purchase to buy something else . . . and the second item is not satisfying or rewarding or is a "lemon", how do you feel? Taken advantage of . . . right! You won't make that mistake again . . . right! And neither will those students of yours! In marketing, the first chance is often the best chance. To really "grab them" your program (what you teach) must be what they want and need!

Do you know what your administrators want in your program? How about parents or students? Have you asked them? Have you asked students who are not in your program? They are your prospective customers. It's called market research and is especially important to those who are not now "buying." It means one-on-one gathering in-

formation you use to design the program. The program is designed by your customers, not by you.

Cosmetic changes are a waste of time. If I buy an old "widget" in a new box - you just lost me as a customer. You can bet I will not refer my friends either. An FFA survey showed peer recommendations as a major factor in selecting courses among high school students. Do those taking your class encourage their friends to "sign up" next year? Is agribusiness really farm management? Is ag mechanics really farm shop? Is agricultural science really beef production? You may be in real trouble. Surveys have shown that people tell five or more others if they have had a "bad" experience with a product. Remember, "You can fool some of the people . . ." - you get the idea.

According to USDA, 8% of 1990 agriculture jobs for college graduates will be in farming. The job demand at the vocational school level is more difficult to determine. However, even if it's double the college demand (to 16%) — then, about one of six students needs to be trained in farming.

How many students need to know proper corn population, or percent of protein in a creep feed or how to dock lambs? If that's the only "product" I suggest you are in potential trouble. Even if you live in a "farming" area, you will face a shrinking "market" as fewer and fewer people work on land, as people have smaller families, and as student populations drop through 1990.

Over 6 of 10 jobs, again according to the USDA, will be in sales, marketing, financing, and so forth. Do you have 60% of your students enrolled in these areas?

Have you ever heard: "The best preparation for a job in agribusiness is good practical production agriculture." I don't know if it's true. Even if it is true, the question is, "Can you get your customers to buy it?" Their perception may be as important as the "truth."

We know tomatoes are a good source of vitamins - a good, healthy food. Yet, a century or so ago people thought they were poisonous. It didn't make any difference what the truth was. A tomato producer would have gone bankrupt quickly in those days because no one would buy. Vocational agriculture departments will go "bankrupt" too, if "customers" don't buy.

Decide what your "customers" need, give it to them at a reasonable price, promote it properly, and you will probably be successful.

I talked to a poultry team at the National FFA Convention last year. All three team members were in "horticulture classes." All three were from nonfarm backgrounds. All three were looking for careers in horticulture. "Why are you in the poultry contest?" I asked. "Because it's a chance to compete in FFA" and "it's a great experience." Their competition had little to do with "learning a vocation" or job training . . . rather with their personal development. We may say they should not have been in the contest or that their teacher wasn't living up to expectations. What was the teacher marketing? It was not a job or career, yet the students "bought" the program.

A few years ago, an Iowa State University preliminary survey found that over 50% of the students participating in National FFA judging contests were not in a contest related to their job skills or career area! As traditional voca-

tional agriculture teachers, we would get alarmed. I suggest what's happening is that our customers are meeting wants/needs in a way that traditionally we think of as wrong. I would contend the customer is right. Intracurricular means little to students or FFA members. They know what type of activities they want or need and could care less if it fits "a traditional vocational education" definition.

My experience suggests that parents may be less concerned about the children "getting the job" and more concerned about "getting an education."

How many times have parents said, "You helped my son get a job?" Rarely! By contrast, how many times have parents talked about "her ability to give a speech" or "his poise" or "her ability to communicate?" Parents, including me, want their children to be successful - not so much as a welder, but as a person. Parents want to see success - recognition - personality development. That's a main reason FFA is often credited with what may well have been the result of classroom and SOEP work. Through FFA, parents see the results. It's the show case for Vocational Agriculture. Are you marketing to that need? Are you marketing "FFA Activities" as a result of a quality education/SOE program? This would build support for your total program.

Nearly 20 years ago as an agriculture teacher, we developed a "team taught" program in biological agriculture. Agriculture students received science credit. Sophomores in the high school took the course. The science teachers taught the theory, I taught the practical application using common plants and animals. It was very successful. Why? 1.) It met students' needs/wants, i.e., a required science credit; 2.) It met school board needs, i.e., reduced costs; 3.) It met parents' needs by teaching basic understanding of life sciences and giving personal development options through the FFA; 4.) It met science department needs by reducing staff load, and 5.) It met my needs by a) giving me access to equipment and budget, b) giving me access to all sophomores in school on a daily basis, c) reducing my preparation time as I didn't prepare "theory" lessons, and d) increased enrollments, as "Ag kids" were not competing for time with science required classes.

It had cost me too — there was a price. I was less independent, had less control, and had to be fully prepared when I was in front of class.

It's so important to understand this basic concept. Find a need and then fill that need! The "product is designed to fill that need. The price is set to be affordable (can't fill a need if no one can afford it). The entire array of promotional tools (including public relations, advertising, and

(Continued on page 6)

About the Cover

Advanced placement is a concept practiced extensively in several disciplines. Utah's "Concurrent Enrollment" approach brings the concept to agriculture. Gov. Bangerter and other key leaders support the concept where students enroll in agriculture courses taught on the secondary level and receive college credit. Weldon Sleight discusses the Utah approach in this issue. (Bangerter photo courtesy of Sleight.)

Drill Bits and Agricultural Education

(Continued from page 5)

sales) are designed to help your customers understand why your product fills that need the best!

Key Factor - What are we doing for the customer, not what have we done in the past?

Tradition is an enemy of a "market driven" agricultural education program.

Again . . . the key questions! Who are your customers? What are the major needs of your customers . . . your administrators, students, parents? Again, remember your prospective customers in the determination. Unless you know, you cannot succeed in marketing your program because you cannot know what your program should be!

The program you offer is created to fit the needs of your customers . . . not you, not last year's customers, and not some "guidelines" established in 1917, 1963, and 1968! We need to worry less about meeting some artificial list of requirements and more about filling people's needs.

Don't misunderstand me! I believe in vocational education. I believe in SOE! I believe what we have done in the past has been a premier education program! But . . . none of that makes any difference now. Take what you can from the past, study your present customers, and peek into the future . . . then, design a program to meet the needs of the potential customers in your area.

The other components of marketing are:

2. price
3. place
4. promotion
 - a. advertising
 - b. public relations
 - c. marketing programs
 - d. incentives
 - e. selling

Price refers to what it costs. Cost can be reduced. Local vocational agriculture costs can be reduced by team teaching within a school, sharing teachers or a teacher between schools, and using community leaders as resources. Would a qualified Extension forester be able to teach a forestry unit? Could an FFA Alumni member teach plant reproduction? Is the Soil Conservation Service able to provide help in teaching natural resources? Can a student who "aced" your course last year be your assistant? Can a local young farmer teach small engine repair during "the winter quarter?"

Costs can be reduced by staying technologically current. Can a word processor or "grade book" software save you time? Can FFA awards software (only those meeting local student needs) reduce the human effort costs to complete "FFA Forms?" Can the Ag Ed computer network cut your preparation time in half?

Of course, cutting costs to administrators means "handling" more students per teacher. If 60 students per teacher was the "maximum load" when every student had a production SOE which required you to cover "most of the county" . . . what's the maximum now when half of your students are from town and have an SOE at the mill six blocks away . . . or even in the school greenhouse? In the eyes of most

administrators, there is a "minimum" number required to "justify" a full-time program.

Every local agriculture department will have to decide the answers to those questions. With few federal dollars and in some states, no state dollars . . . the local folks will call the shots. To market your program, you must deliver your "goods and services" at an acceptable price, especially to your local customers.

Place: The product must also be deliverable in the right place. Some states are discussing where to deliver these services: a secondary comprehensive high school, an area secondary vocational school, or a postsecondary vocational school. There may be little the local teacher can do to influence that decision. State leaders and teacher educators may play a role in that battle.

A key point though (place) does relate to price and to meeting needs! Would you walk 10 miles to buy a new name brand car for \$18.95? I would! Would you walk 10 miles to buy a battered by old junker for \$18.95? Maybe . . . maybe not! Would you walk 10 miles to buy a new name brand car for \$1.00 less than the price offered to you by the dealer across the street?

Price, place, and the quality of your product are all interrelated. I suspect there will always be a place for high quality programs (meeting customer needs) at a reasonable price in the local community. We tend to lose programs when they become "too expensive" or "of poor quality."

Sometimes you have no control over these factors. If 40% of the farmers move out of your school district taking with them 50% of the rural students enrolled, that's a situation



Over 50% of students participating in National FFA judging contests were not in a contest related to their job skills or career areas, according to a study the author cites. Do FFA contests, classroom instruction, and career goals of students match as clearly as often stated? (Photo courtesy of Dave Creel, West Virginia University.)

you may not be able to solve, especially if the critical mass remaining is extremely small. If it's still a sizable student population, then changing your program (good marketing, right!) to meet the needs of the "new" school population will be your only solution.

Last, but not least . . . that one part of marketing that everyone thinks is marketing! Promotion.

Promotion: Advertising, public relations, marketing programs, incentives, and sales. This is probably the area most agriculture teachers are good at . . . but we so often do it wrong because these efforts depend on the product. Unless you have the right products, you could not possibly buy enough promotion to make your program successful. A few points about promotion:

You can't use the same techniques to promote the program to all three groups. School administrators are more concerned with the financial costs. Parents tend to be most concerned with how enrollment will help their children grow into adults. Students want a satisfying, enjoyable, and rewarding experience.

If your program meets your customers needs, then you must show those needs in your promotion. I find it distressing when an area "agribusiness department" runs an FFA Week ad that "salutes Future Farmers" or includes a photo of some students with farm animals.

If your local program is for nonfarm students in agribusiness, you may want to eliminate the farm magazines in your classroom and not use old banners or FFA paraphernalia depicting "Future Farmers." How do you dress when you come to school . . . as a professional? If the local grocery store manager wears a tie . . . shouldn't you? If you take your students on a field trip, do you give them plenty of

time to clean up afterwards so they do not send the wrong signals ("what smells in here?") in their next class to other students? Those other students are prospective customers.

Does it look like a junk yard outside your shop? Does your "agribusiness" award case have an abundance of trophies with cows or hogs? Students notice these differences. If you have the right product and still promote with the wrong words, images, and activities, your success will be limited.

You need to put together a complete plan and insist in everything you do that you stick to that plan. All parts of your promotional plan must complement each other . . . all to the purpose of supporting your customers' needs and wishes.

Summary

Successful teachers don't teach what they like - rather what their customers want. Your program is student, parent, administrator driven - not teacher driven.

When customers tell you what they want, your job is to create the program, curriculum, and activities that will do so . . . and at a price (dollars for administrator, time/energy for students) that makes "taking Ag" a good deal. If you do this properly and then promote the program with the proper images, your chances of success are high because you have properly marketed your programs.

All of us in agricultural education need to remember we were given no "mandate" from the people . . . we were not predestined to be successful and the FFA is not necessarily "God's pet activity." Only by effectively marketing our products to our customers will we survive into the 21st century.

THEME

Agribusinesses: Target Audience for Marketing Agricultural Education

The agribusinesses in a community should be a target audience for marketing agricultural education. It is evident that agribusinesses have substantially increased their educational efforts in recent years. More information is needed about agribusinesses' interest in education and their willingness to cooperate with agri-educators.

As part of a recent study in Iowa (Ubadigbo, 1987), three types of agribusinesses, (livestock feed, chemical/fertilizer, and seed) were contacted. They were asked about their educational efforts. Questions included:

1. To what extent they had increased their educational efforts since 1980.
2. The importance of supplying teachers with current information on selected topics.
3. To what extent they cooperated with vocational agriculture departments and other educational agencies.

(Continued on page 8)



BY JULIA A. GAMON AND FIDELIS UBADIGBO

(Dr. Gamon is an Assistant Professor and Mr. Ubadigbo is a Graduate Student in the Department of Agricultural Education at Iowa State University, Ames, Iowa 50011.)

Agribusinesses: Target Audience for Marketing Agricultural Education

(Continued from page 7)

Our Findings

Fifty-five Iowa agribusinesses responded to the survey. Most of them were small, family owned agribusinesses, long established in their communities. Many dealt with all three kinds of products being studied, i.e. livestock feed, chemical/fertilizer, and seed.

The survey of selected agribusiness industries in Iowa revealed that 94 percent of them had substantially increased their educational efforts since 1980. Possible explanations for increased educational efforts are: declines in commodity prices, foreign competition, and constraints posed by environmentalists and ecologists.

Environmental constraints have prompted federal, state, and local legislation. Laws have been passed and agencies have been established to prevent and control pollution. Examples are the Council on Environmental Quality (CEQ), the Environmental Protection Agency (EPA), and the National Commission on Water Quality. The major victims of all these protection agencies have been the chemical/fertilizer companies and seed producers whose agricultural wastes allegedly flow into the public streams. However, efforts to control pollution and improve the environment are having a major impact throughout all of agriculture (Rawlins, 1980).

Educational Components

Some agribusinesses have embarked on a massive educational program with newsletters and bulletins containing information about their agricultural products (Ubadigbo, 1987). High quality brochures, pamphlets, poster, catalogs, and magazines contain a wide range of information. The information provided is current and free of charge to students. Such agribusiness publications can provide first-hand information on the practical application of new technology. When inculcated into the agricultural curriculum, it should produce students knowledgeable about



Cooperation between agribusinesses and agri-educators will be profitable for businesses and teachers as well as students.

many aspects of the agribusiness industry. Students emerging from an agribusiness-reinforced curriculum may stand a better chance of obtaining employment in the agribusiness field.

In the Iowa study, selected agribusinesses were asked about the importance of supplying teachers with current information. A list of possible topics was supplied and the respondents rated them from 1-9. The topics rated most important were: new skills for new careers, farm chemicals, computers, diversification, and marketing of agricultural products. Agribusiness appeared to support a shift from agricultural production to management and marketing. However, all of the topics were considered important by the respondents (Ubadigbo, 1987). This indicates that teachers may find increasing support from agribusinesses to help them stay current in their fields.

Cooperative Activities

The literature abounds with examples of cooperation between agribusiness and agri-educators. Workshops, conferences, field demonstrations, tours, fairs, and field days organized by agribusiness are common. An example of a cooperative effort was the Grain Marketing Inservice Education seminar conducted in the Pacific Northwest and reported in *The Agricultural Education Magazine* (Shelhamer and Bahn, 1986). A widespread example is the Supervised Occupational Experience Program. Agribusinesses appear to be very supportive of SOE.

Such high cooperation is contrary to what was found in the Iowa study done in the spring of 1987. The level of cooperation between agribusinesses and vocational agricultural departments was at a relatively low level. It may be that a number of these agribusinesses were located some distance from schools with vocational agriculture programs. The paucity of cooperative efforts may have been due to non-proximity rather than lack of interest.

Improving cooperation with agribusinesses may mean involving them in program planning. Such incorporation of ideas from agribusinesses into the curriculum may help to ensure marketability of agricultural students. Agribusinesses are interested in a steady source of supply of well qualified personnel. They will be glad to work together for a sustainable agricultural economy.



Ninety-four percent of selected Iowa agribusinesses have substantially increased their educational efforts since 1980. (Photos courtesy of the authors.)

Agricultural instructors need to take advantage of the educational opportunities offered by agribusinesses. Tours and workshops are excellent ways to obtain current information. For example, last summer Cenex/Land O'Lakes provided a first class tour of its research facility in Iowa to vocational and technical agriculture teachers.

The agribusiness industry is a basic and important part of the United States' economic system. It not only provides food and clothing but contributes about 20 percent of the gross national product (GNP) and employs approximately 23 percent of the United States' labor force (Woolverton, et al. 1985). An Iowa study of selected agribusinesses indicated that they are extremely interested in education. They are interested in providing current information to agriculture teachers and students.

There is a need to increase the cooperation between agribusinesses and vocational agriculture. Such cooperation will

be profitable for business and teachers as well as students. What is needed is a joint venture of vocational agriculture instructors, private agribusinesses, and other agricultural education leaders. Everyone will benefit from targeting agribusinesses as an audience for marketing agricultural education.

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ARTICLE

Changing Agriculture - Changing Education!

On February 23, 1917, Congress approved legislation that had a profound impact on agricultural education in the U.S. The Smith-Hughes Act is no secret to educators involved in preparing this country's youth for employment in agriculture.

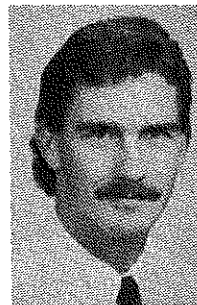
The prevailing purposes of this act were:

- a. such education shall be to fit for useful employment,
- b. such education shall be designed to meet the needs of students preparing to enter the work of the farm or the farm home.

This legislation has provided educators an implement by which they could justify their programs and train young people in the field of agriculture. Certainly the complexion of agricultural education would be much different today had Congress not approved this public law. However, the Smith-Hughes Act is not immune to a semantical debate in light of the changing demographics of American agriculture.

Considering what agriculture was like in the early to mid 1900s, the law's vocational focus was substantiated by the need for people in production agriculture. But as agriculture continues its metamorphosis toward a more service oriented, high technology industry, shouldn't we as educators re-evaluate the context of what is vocational? In recent times it has become vogue to delete the word vocational from dialogue relative to agricultural education and rightly so if we are to converse with those who are shrouded in the haze of academia. It has become a matter of survival for many programs across the nation. Nonetheless, it is essential that agricultural education maintain, if but nowhere else in the back of our minds, its employment related philosophy.

The current adversity that agricultural education is experiencing in enrolling and maintaining students in agriculture departments is found in outdated, old fashioned attitudes. Can we as educators justify teaching the same curriculum developed 10 years ago, five years ago, or



By J. SCOTT VERNON

(Mr. Vernon is an Agricultural Instructor at Chowchilla High School, 805 Humboldt Avenue, Chowchilla, California 93610.)

perhaps as recently as two years ago and rationalize its application to securing a job in today's complex agricultural industry? Can we afford not to be aggressive in adapting a new definition to "vocational"? Considering the implications of changing college entrance and graduation requirements, a passive adaptation of high technology, science oriented curriculum would appear to be detrimental if not suicidal.

Fundamentally, we provide a foundation for the students to build upon that will lead to successful employment in the diverse agricultural industry. Realistically though, is that foundation secure enough to provide students with an acceptable level of subsistence in today's society? Ponder your situation and your present salary. Hopefully it provides for a comfortable lifestyle, but could you survive on entry level wages common to those without a college education? Perhaps the answer is yes, but more likely no.

Therefore, if we actively encourage our students to seek higher education we will be providing an important service to agriculture. The challenge before us is to adapt our programs to meet the formidable task of preparing our students for success in college, which ultimately should lead to success in their chosen vocation. If we can accomplish this . . . have we met the objectives of the Smith-Hughes Act?

Utah Research Project Tests Feasibility of Concurrent Enrollment in Agriculture

Concurrent enrollment allows high school seniors, and in some cases juniors, to receive both high school and college credit for the same course. These advanced "honor" courses are generally taught on high school campuses by college professors or high school teachers with college adjunct status. The program has been in effect at Utah State University since 1976. The program was recently endorsed by Governor Norman H. Bangerter.

"Concurrent enrollment is one of the most important educational ideas in Utah. It provides us with a way of providing increasingly quality education on current revenues. Most importantly, concurrent enrollment allows our youth to develop critical thinking and other academic skills during their high school years.

Concurrent enrollment should be implemented in every school district and higher education campus in the state. I fully support this concept and the educators who are currently working to ensure its proper implementation."

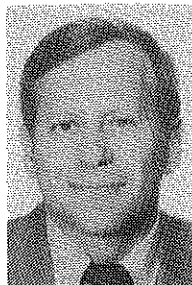
A national authority on public education, Ernest L. Boyer, in his book, *High School: A Report on Secondary Education in America*, suggested that: "Secondary schools and colleges have a special obligation to break the bureaucratic barriers and develop flexible arrangements for students as they move from one level to another."

Research Project

This past year the College of Agriculture at Utah State University instituted a research project to test the feasibility of having high school agriculture instructors teach College of Agriculture 100 level courses. The performance of "traditional" College of Agriculture students enrolled in 100 level agriculture courses will be compared with high school junior and senior students taking the same courses from high school agriculture instructors.

Procedure

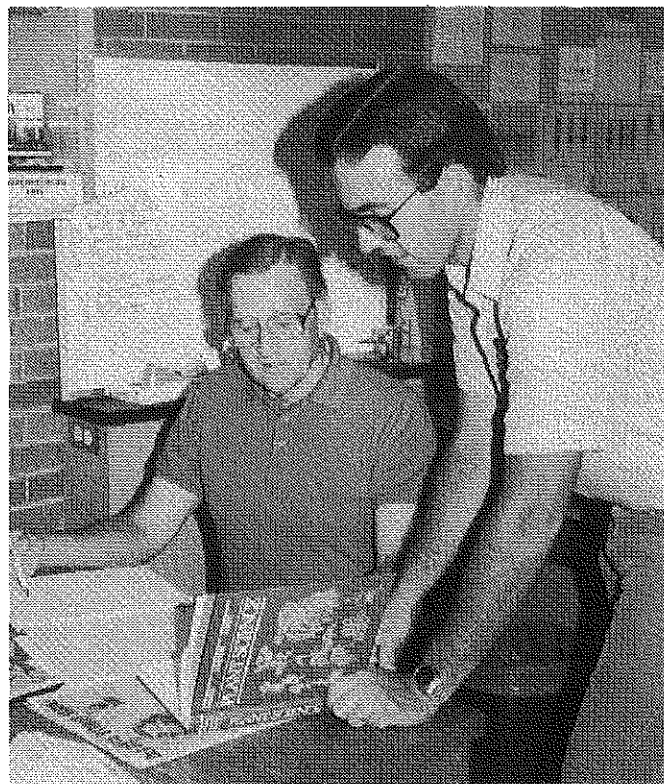
1. Three College of Agriculture 100 level courses will be taught in nine high schools throughout the state: Fundamentals of Agricultural Mechanics; Animal, Dairy, and Poultry Production; and Introduction to Agricultural Plant Science.
2. One graduate student and one professor per course developed an extensive resource package for use by both the College of Agriculture professors and the high school agriculture instructors.
3. The courses will be taught by nine outstanding agriculture instructors with a minimum of three years of teaching experience in their current position and with access to adequate teaching facilities.



By WELDON SLEIGHT

(Dr. Sleight is Assistant Dean for Resident Instruction in the College of Agriculture and Associate Professor and Head of the Department of Agricultural Education at Utah State University, Logan, Utah 84322-4805.)

4. Professors and graduate students will conduct a four-day inservice workshop to explain the subject matter and course format to the agriculture instructors.
5. The College of Agriculture professors will direct the administration of all examinations and grading of assignments for the control and experimental groups. The local county agricultural agents will help administer examinations to the high school experimental groups.
6. The on-campus professor assigned to each course will assign grades using the same grading criteria. All high school or college students who pass will receive university credit.



Bill Campbell, Professor of Plant Science at Utah State University, discussing Introduction to Plant Science, a level 100 course with Greg Egan, Graduate Student. (Photo courtesy of the author.)

7. Results will be analyzed to determine differences in the high school experimental groups and the on-campus control groups.
8. Data collected during the 1987-88 academic year will be analyzed and ready for publication in June of 1988.

Possible Positive Outcomes

1. The high school agriculture program can more fully meet changing needs of agricultural industry. Lloyd Marchant, agriculture instructor from Coalville, and several of his students recently worked with Dr. Thomas Bunch, Professor of Animal, Dairy, and Veterinary Science, on an extensive sheep embryo transfer project.

"This experience narrowed the gap between high school and college. I feel that this experience with Utah State University will also help more students choose a career in an agricultural field," Marchant said.

2. College of Agriculture departments will be able to increase the instruction since many entering students will be more knowledgeable when they begin classes at Utah State University. Bill Campbell, a professor of Plant Science at Utah State University, said:

"The prospect of having our freshman students arrive at the university with the knowledge base taught in our 100 level courses is very exciting. We could then increase the level of our instruction. Graduates would be much better prepared to enter the complex field of agriculture."

3. The ability to obtain college credit for basic agriculture courses means the courses will be considered an honors program, thus upgrading the image of the high school agriculture program. Betsy Carlisle, a College of Agriculture student from Tooele, Utah, indicates:

"Over the past two years, I have been able to carry a full schedule while living at home and maintaining full



Betsy Carlisle, a College of Agriculture student from Tooele, Utah, enrolled in a full schedule of courses while living at home and maintaining full employment. (Photo courtesy of the author.)

employment. My only regret is that no agriculture or animal science classes are available. These classes would have been of great value in my curriculum towards obtaining my degree."

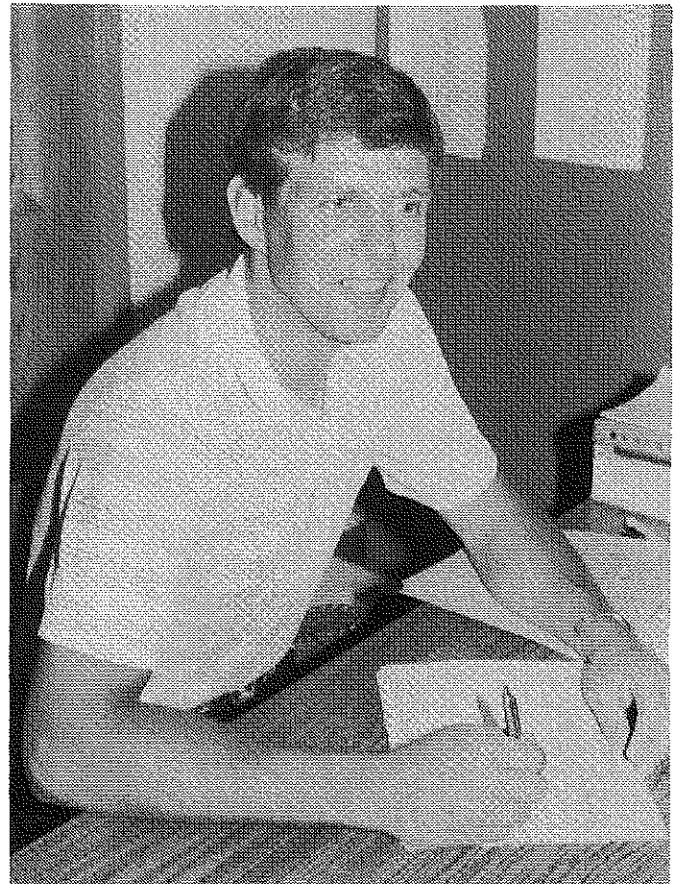
4. Within 10 years, there will be a serious shortage of new faculty members for Colleges of Agriculture throughout the nation. This program will introduce many high school scholars to the science of agriculture and may encourage them to study agriculture further, thus, alleviating a potentially serious shortage of highly trained individuals.

The Challenge

Those in vocational agriculture education and in Colleges of Agriculture throughout the nation should plan and work together to more fully integrate high school and College of Agriculture programs. Programs such as concurrent enrollment can upgrade curricula, limit duplication of instruction, and expose high school students to the vitality and excitement of agriculture. Students should know that many jobs go unfilled or are filled with personnel who lack degrees in agriculture. We must show that agriculture offers tremendous opportunities.

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Lloyd Marchant, agriculture instructor from Coalville, and several of his students recently worked with Dr. Thomas Bunch, Professor of Animal, Dairy and Veterinary Science, on an extensive sheep embryo transfer project. (Photo courtesy of the author.)

Is Your Ship Sinking?

"Agriculture Courses Fading Along with Family Farms," a recent headline in a Columbus, Ohio newspaper, bellows a message for vocational agriculture teachers. What measures can we take to save our programs?

As we look at the declining enrollment problem and the closing of secondary agriculture programs in Ohio, we worry about our future. In the period from 1982-87, there has been a reduction of 22 programs and 61 teachers.

Why Programs Fail

The reasons cited for the decline include a weakening image of agriculture by the general public, a separation by agriculture teachers from the rest of the school, lack of understanding about agriculture by school administrators, and a lack of community involvement.

An approach that needs to be incorporated to save programs and encourage the opening of new ones involves marketing.

Marketing Defined

Lynch (1986) defined marketing as a process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.

According to Kotler (1982), the marketing concept involves satisfying the customers' needs, through an exchange relationship between the seller (school) and the buyer (student). A school exchanges educational services for a time commitment by the student. The student expects to be better off as a result of the exchange. By giving up something of value (time), the student expects to acquire something in return (training for a job).

Marketing Philosophy

In marketing education, one needs to see the customer (student) as a real person who is trying to satisfy real needs. Kotler & Fox (1985) note that educators should view students as very important people, for without them there would be no need for schools to exist. Students should not be seen as cold enrollment statistics, but flesh-and-blood human beings with feelings and emotions. Students are not dependent upon us, but rather educators are dependent upon them. They are not the interruption of our work, but the purpose of it. We are not doing them a favor by giving us an opportunity to serve.

This marketing philosophy needs to be adopted by all school employees. The secretarial, custodial, administrative, and teaching staff must believe in these principles. The positive feelings about what the school has to offer must be broadcast to the community.

Of course, marketing strategies are useless unless there is a good product to sell. The product lies in our curriculums. If we are teaching for jobs which no longer exist, have limited our content to only production agriculture, and do



By ROSEMARIE ROSSETTI

(Dr. Rossetti is an instructor in the Department of Agricultural Education at The Ohio State University, Columbus, Ohio 43210-1099.)

not include instruction in computer technology, then our programs are doomed to fail. The needs of our students must be met. If the weak link is not your curriculum, then examine your facilities, competencies of the teacher, textbooks, and job placement rates. Your program may be known by its weakest link. Product flaws need to be corrected.

Strategies

Marketing strategies need to be selected to get the message to your public. Strategies include advertising, promotions, publicity, public relations, and group sales by direct contact.

Advertising is a paid announcement that arouses a desire for your product. Radio spots, billboards, newspaper ads, and television commercials are all forms of advertising.

Publicity is information with news value issued to gain public support. The news story in the paper and on television are good examples.

Public relations is a planned effort designed to influence your market through socially acceptable, responsible performance. It is doing something good and getting credit for it. Frequently, blood drives, BOAC projects, visits to nursing homes, and clothing drives serve as valuable public relations efforts.

Group sales through direct contact involve meeting your market face-to-face. The eighth grade presentations, the hands-on activities, and the home visits fit under this marketing strategy.

Pershing & Schwandt (1980) found that the recruitment strategies most widely used in Indiana area vocational schools were tours and open houses of the facilities, use of printed materials (pamphlets, brochures), and visits by program representatives to schools and businesses.

Directors of vocational schools in Florida indicated that the display booth at fairs and malls was the most utilized recruitment strategy (Scanlon et al., 1984). Other popular strategies included slide tape presentations, personal contacts with prospective students by present and past students, and visits to the schools.

The Marketing Plan

It is important to employ various marketing strategies throughout the year. The timelines need to be identified on a calendar. Timing of the strategy is important to the recruit-

ment effort. Heavy marketing needs to occur just prior to sign-up dates for enrollment.

One also needs to identify who will initiate and conduct the marketing strategy. Will it be the vocational agriculture instructor, the guidance counselor, the current class members, or the FFA alumni?

The budget for the marketing plan should also be planned. How much will each activity cost? Who will provide the needed funds?

The last phase of marketing is evaluation. How have your strategies worked? Is enrollment increasing, decreasing, or remaining constant? Evaluation should be conducted at monthly intervals and from year to year.

The job of recruitment is shared by administrators, guidance counselors, and teachers. A team effort is more effective than individual efforts. Coordination of marketing strategies on a master plan is essential.

Causes for enrollment decline are many. Teachers are faced with rude awakenings in the spring when they are handed "pink slips" and told that their jobs no longer exist because there are no students for next year. Many single teacher programs are the result of such non-renewals.

But there are many signs of a sinking ship just as there are many signs leading to the collapse of a vocational agriculture program. Look for the warning signs. Look for discontent on the part of your students, an indication that the curriculum may not be relevant. Look for low enrollment statistics and an increase in your dropout rate. Measures must be taken to avoid the collapse. A marketing approach could be just the answer to keeping your ship afloat.

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THEME

Refocusing the Curriculum Toward Agrimarketing

The agricultural industry is in a period of revolution and transition that has resulted, according to David Downey, professor of Agricultural Economics at Purdue University, from the globalization, technicalization, and industrialization of agriculture. It is apparent that the structure of agriculture is changing. Likewise, the content of the agricultural education curriculum will also change. A recent United States Department of Agriculture study of employment opportunities for agricultural college graduates indicated that only eight percent of the employment opportunities are in production oriented careers, compared to nearly 50 percent in the sales, marketing, management, and financial career areas. Although this shift in agricultural employment has been taking place for over 20 years and we have national vocational legislation to encourage preparation for off-farm agriculture, local secondary programs have been slow to change the curriculum to focus on off-farm employment opportunities.

In July 1987, the National FFA Board of Directors recognized this need and approved the development of a national Agrimarketing study committee. The charge of this study committee was to gain a greater understanding of agrimarketing and make recommendations to the National FFA Board regarding how this subject matter could be infused into the curriculum. The study committee, working with agricultural industry experts, attempted to answer three questions: What is "Agrimarketing?" What Agrimarketing concepts should secondary agricultural programs include in



BY JAMES G. LEISING

(Dr. Leising is a Supervisor of Teacher Education for the Department of Applied Behavioral Sciences at the University of California, Davis, California 95616.)

their curricula? What new FFA activities can be used to teach Agrimarketing?

Definition of Agrimarketing

Although there are many definitions of the term Agricultural Marketing, the study committee defined "Agrimarketing" to mean the production, distribution, promotion and pricing of an agricultural product in such a way as to satisfy customers needs in a profitable manner.

This definition is unique because it includes production considerations along with distribution, promotion, and pricing. Traditionally, agricultural management curricula have included the macro-marketing concepts and avoided the micro (within the firm) concepts. This definition includes both with emphasis at the secondary level on the micro-marketing concepts.

(Continued on page 14)

Refocusing the Curriculum Toward Agrimarketing

(Continued from page 13)

Key Concepts and Ideas

Much information is available on the broad subject of agrimarketing. The study committee found that often too much time has traditionally been spent by secondary teachers on the macro-marketing concepts, e.g., supply and demand, economic system, and marketing alternatives. Not enough time is being spent teaching the micro-marketing concepts, e.g., components of marketing; pricing, product, distribution, and promotion; the sales process; and developing marketing strategy. The study committee, working with agricultural marketing experts, recommended that the following concepts and ideas be infused:

- A. **Basic economic concepts**
 - 1. Economic systems
 - 2. Business structures
 - 3. Scarcity and opportunity costs
 - 4. Supply, demand, and elasticity
 - 5. Competition and market structures
 - 6. Risk and opportunity
 - 7. Benefits and costs
 - 8. Interest rates, inflation/deflation
 - 9. Savings and investments
 - 10. Government's role in the U.S. economy
- B. **Contemporary marketing philosophies**
 - 1. Basic marketing concepts
 - 2. Components of marketing — the "Four Ps":
 - a. Pricing
 - b. Product
 - c. Place (distribution)
 - d. Promotion
 - 1. advertising
 - 2. public relations
 - 3. marketing programs
 - 4. incentives
 - 5. selling
- C. **Commodity marketing tools**
 - 1. Speculation
 - 2. Commodity marketing
 - 3. Futures and hedging
 - 4. Forward contracting
 - 5. Cash markets
- D. **Sales management**
 - 1. Definition of selling
 - 2. Psychology of selling
 - 3. Sales process
 - 4. Career awareness and exploration
 - 5. Consumer information
 - 6. Distribution
- E. **International trade**
 - 1. Specialization
 - 2. International aspects of growth and stability
 - 3. The global agricultural trade model
 - 4. Exchange rates; balance of payments
 - 5. Cross cultural communications

Infusing Agrimarketing into Existing Curricula

Traditionally, the secondary agricultural education curriculum has been oriented toward production agriculture. Recent studies have indicated that fewer career opportunities are available in production agriculture, whereas, sales, marketing, finance, and management will employ increasingly more workers. Because of major shifts in career opportunities, it is apparent that the orientation of the curriculum should change to an agrimarketing orientation. This does not mean that production knowledge and skills should be eliminated from the curriculum, but that the market(s) should be studied and analyzed first and used as a basic to determine which production enterprises and competencies should be learned or taught.

The infusion of agrimarketing knowledge, skills, and attitudes should take place at all levels and all courses within the curriculum. The primary strategy at the 9th and 10th grade is the integration of agrimarketing competencies into existing courses and refocusing of the course themes to reflect Agrimarketing. This integration will provide students with an introduction to agrimarketing and motivate them to enroll in advanced courses during the 11th and 12th grades. Advanced courses could emphasize not only in-depth study of basic economic and marketing concepts, but also the study and application of such topics as product pricing, distribution, and promotion; the sales process and career opportunities; international trade and cultural differences; personal finance, commodity marketing alternatives, and development of marketing plans.

Need for Model Curriculum

Model curriculum has not yet been compiled as this study committee has described agrimarketing. However, parts are available from a variety of sources. The study committee has recommended to the National FFA Board of Directors and National Council on Agricultural Education that model agrimarketing curriculum be developed to give national leadership to this important instructional area and to assist states and local programs in changing the orientation of the agricultural education curriculum.

New FFA Activities

The committee recommended that a "learning by doing" approach be used to infuse agrimarketing into the FFA component of the curriculum.

Recommendations under consideration by the National FFA board include:

- 1. Development and distribution of a chapter fund-raising guide designed to make fund-raising activities in FFA chapters a learning experience in agrimarketing;
- 2. Implementation of an individual sales presentation activity;
- 3. Implementation of a chapter marketing project with an entrepreneurial emphasis;
- 4. A review of current and future National FFA activities and, where applicable, a revision to emphasize agrimarketing as a major component;
- 5. Development of a series of videotapes describing the relationships between different cultures and agricultural

systems and how these differences impact the agricultural economy in the United States;

6. Re-definition of supervised occupational experience to encourage experiential experiences in agrimarketing.

All agriculture teachers and state leaders should be challenged to develop new and innovative approaches to infusing Agrimarketing into the FFA. As a result, the FFA will better meet the educational needs of youth and agricultural education programs will achieve greater success.

Teachers Hold the Key

For agrimarketing to be infused into the agricultural education curriculum, teachers must act as change agents in the process. This will require that extensive inservice education be conducted for all experienced teachers and the preservice teacher education programs strengthen this subject matter component.

The national study committee has recommended that a national task force be appointed to coordinate the develop-

ment of model agrimarketing curriculum materials and develop a national conference on agrimarketing. The primary purposes of the conference would be to disseminate curriculum and prepare teams of agricultural teachers to conduct inservice education in their states. However, this will take time and teachers should now move forward to integrate agrimarketing competencies and refocus their curricula. By making these changes, agricultural programs will be better able to market their programs to the full range of secondary students. Also, students will be better prepared for future careers.

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ASSISTANTSHIPS AND FELLOWSHIPS

1988-89 Report: Assistantships and Fellowships in Agricultural Education

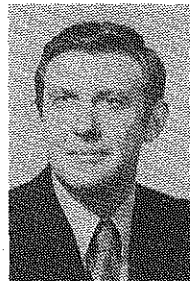
The 1988-89 survey of institutions offering assistantships and fellowships in agricultural education is provided by the Publications Committee of the American Association of Teacher Educators in Agriculture. This survey is published annually to assist those in the profession who are seeking information about graduate studies. Twenty-four institutions responded to a request for details concerning assistantships and fellowships.

Key to Understanding

The information is provided in the following order: nature of assistantships (number available); number of months available during the year; beginning month of employment; amount of work expected; monthly remuneration and other considerations, such as remission of fees; whether aid is for master's, advanced graduate program, or doctoral students; source of funds; the 1988 deadline for application; and the person to be contacted. Slight variations in this pattern are due to the nature of the data provided by reporting institutions.

University of Arizona

Research Assistantships (2); 12 months; July; one-half time, 20 hours/week; \$666 per month; out-of-state tuition waived; master's; department budget; March 1 or 6 months prior to enrollment; Floyd G. McCormick, Department of Agricultural Education, The University of Arizona, Tucson, Arizona 85721, Telephone (602) 621-1523.



BY RICHARD F. WELTON

(Dr. Welton is a Professor of Agricultural Education in the Department of Adult and Occupational Education at Kansas State University, Manhattan, Kansas 66506.)

University of Arkansas

Research Assistantship (1); July 1; one-half time, 20 hours/week; \$500-650 per month; full tuition and fees provided; master's or doctoral; May 1; Dr. Nolan Arthur, Department Head, Department of Agricultural & Extension Education, Agriculture Building Room 301-B, University of Arkansas, Fayetteville, Arkansas 72701, Telephone (501) 575-2035.

Teaching Assistantship (1); September 1; one-half time, 20 hours/week; \$500-650 per month; full tuition and fees provided; master's or doctoral; May 1; contact same as above.

Colorado State University

Graduate Teaching Assistantships (2); 9 months; September 1; 20 hours per week; \$517 per month plus waive

(Continued on page 16)

1988-89 Report: Assistantships and Fellowships in Agricultural Education

(Continued from page 15)

of in-state tuition; graduate program in Vocational Education; April 30, 1988; Ramsey M. Groves, Telephone (303) 491-6884.

Cornell University

Teaching Assistantship (1); June or September; 15 hours/week; \$8,606 annually (\$336.83 bi-weekly); waiver of tuition and fees; doctoral, State funding, April 15, 1988. Arthur L. Berkey, Department of Education, Roberts Hall, Cornell University, Ithaca, New York 14853, Telephone (607) 255-2197.

Research Assistantships (2); 9 or 12 months; June or September 15; 15 hours/week; \$6,400 for 9 months, \$8,606 for 12 months (\$336.83 bi-weekly); waiver of tuition and fees; master's and doctoral; Hatch Act and other research funds; April 15, 1988; contact same as above.

University of Florida

Research Assistantships (3-5); 9-12 months; August 1, 1988; 14-20 hours/week; out-of-state fees waived; Master's; remuneration varies depending upon position; April 1, 1988; Dr. Carl E. Beeman, Department of Agricultural and Extension Education, 305 Rolfs Hall, University of Florida, Gainesville, Florida 32611, Telephone (904) 392-0502.

University of Georgia

One or two; 12 months; September 1, 1987 or until filled; one-quarter to one-half time; \$667 to \$1000/month plus partial waiver of fees; Master's, Ed.S., or doctoral (EdD) students; State Department of Education grants for curriculum development; Dr. M.J. Iverson, Head, Department of Agricultural Education, University of Georgia, Telephone (404) 542-1204.

Iowa State University

Research Assistantships (5); 9 or 12 months; July or September; one-half time, 20 hours/week; \$750 per month; fee reduction; master's or doctoral; Agricultural Experiment Station; March 1; Dr. David L. Williams, Head, Department of Agricultural Education, Iowa State University, Ames, Iowa 50011, Telephone (515) 294-0241.

Fellowships (2); 12 months; September; 20 hours/week; \$750 per month; full fees paid; master's or doctoral; March 1; USOE for Minorities and Women; contact same as above.

Kansas State University

Teaching Assistantship (1); 9 months; August 22; 16 hours/week; \$600 per month; out-of-state fees waived; in-state fees reduced; master's and doctoral; March 15; Ralph Field, Department of Adult and Occupational Education, Kansas State University, Manhattan, Kansas 66506, Telephone (913) 532-5535.

University of Maryland

Graduate Assistantships for minority students; 9½ months; approximately August 15; 20 hours/week; remission of tuition for 10 credits per semester; \$7,350-8,300 per year (1987-88 rates); aid for qualified graduate students (M.S. or Ph.D.) March 15; Dr. Merl E. Miller, Professor

& Chairman, Department of Agricultural and Extension Education, University of Maryland, College Park, MD 20742, Telephone (301) 454-3738.

University of Minnesota

Research Assistantships (2-5); 9-12 months; July or September 15; 10-20 hours; \$809-1,003 per month (50%); tuition reduced by two times % time appointed; master's or doctoral students; University; April 15; Dr. Edgar Persons, Head, Division of Agricultural Education, 320 Vocational and Technical Education Building, University of Minnesota, 1954 Buford Avenue, St. Paul, Minnesota 55108, Telephone (612) 373-1020.

Graduate School Fellowships in Vocational Education (2); 9 months; September 15; none, but full-time students; \$1,500-2,000; master's or doctoral students of outstanding potential; Graduate School; April 15; Director of Graduate Studies; Department of Vocational and Technical Education Building, University of Minnesota, 1954 Buford Avenue, St. Paul, Minnesota 55108, Telephone (612) 373-7780.

Mississippi State University

Research Assistantships (2); 9 or 12 months; July or August; \$350-900; tuition waived; doctoral; March 1; Jasper S. Lee, Department of Agricultural and Extension Education, Post Office Drawer AV, Mississippi State University, Mississippi State, Mississippi 39762, Telephone (601) 325-3326.

Teaching Assistantship (1); 9 months; August; \$350-900; tuition waived; master's, educational specialist, or doctoral; March 1; contact same as above.

University of Missouri-Columbia

Research Assistantships (2-4); 9-12 months; July and September 1; 20 hours/week; \$670 per month; out-of-state fees waived; doctoral; May 1; Bob R. Stewart, Agricultural Education, 121 Gentry Hall, University of Missouri-Columbia, Columbia, Missouri 65211, Telephone (314) 882-7451.

Teaching Assistantships (1-2); 9 months; August 20; 20 hours/week; \$670 per month; out-of-state fees waived; doctoral; May 1; contact same as above.

University of Nebraska

Graduate Teaching Assistant/Graduate Research Assistant (1); 9-12 months; July 1; 20 hours/week; \$500-700 per month plus remission of tuition; master's candidate; department budget appointment; April 1 or until filled; Allen G. Blezek, Telephone (402) 472-2807.

North Dakota State University

Graduate Research Assistant (1); 12 months; July 1; one-half time; \$550 per month; master's; Agricultural Experiment Station; February 1; Dr. Don Priebe, Professor and Chairman, Agricultural Education Department, 155 Home Economics Building, North Dakota State University, Fargo, North Dakota 58105, Telephone (701) 237-7437.

The Ohio State University

Teaching Associateships (2); 12 months; July or later; one-half time; \$770 per month; in- and out-of-state fees waived; doctoral; February 1; Dr. L.H. Newcomb, Chairman, Department of Agricultural Education, The Ohio State University, Agricultural Administration Building, 2120 Fyffe Road, Columbus, Ohio 43210-1099, Telephone (614) 292-6321.

Research Associateships (3-4); 9-12 months; July or later; one-half time; \$645-770 per month; master's or doctoral; February 1; contact same as above.

Administrative Associateships (2-3) with emphasis in Extension Education (same as above).

Teaching Associateships (2); 12 months; July or later; one-half time; \$770 per month; in-and out-of-state fees waived; doctoral; March 1, Dr. Joe Gliem, Department of Agricultural Engineering, 590 Woody Hayes Drive, Columbus, Ohio 43210, Telephone (614) 292-9356.

Research Associateships (12-15); July 1 or later; one-half time; \$772 per month for doctoral; \$646 per month for master's; in- and out-of-state fees waived; February 1 (will accept applications year-round); Executive Director, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Telephone (614) 486-3655.

The Oklahoma State University

Teaching Assistantships (2); September 1; 20 hours/week; \$772 per month; out-of-state fees waived; doctoral; Dr. Robert Terry, Professor and Head, Department of Agricultural Education, 448 Agriculture Hall, Oklahoma State University, Stillwater, Oklahoma 74078, Telephone (405) 624-5129.

Research Assistant (1); 12 months; September 1; 20 hours/week; \$772 per month; out-of-state fees waived; August 1; contact same as above.

Teaching Assistantship (1); September 1; 20 hours/week; \$772 per month; out-of-state fees waived. Dr. David Thompson, Professor and Head, Department of Agricultural Engineering, 109A Agricultural Hall, Oklahoma State University, Stillwater, Oklahoma 74078.

The Pennsylvania State University

Teaching and Research Assistantships (4); 12 months; August 20; 20 hours/week; \$3,760 per semester; remission of fees; out-of-state; master's and doctoral; March 1; Dr. Samuel M. Curtis, Head, Department of Agricultural and Extension Education, 102 Armsby Building, University Park, Pennsylvania 16802. Telephone (814) 865-1668.

Purdue University

Teaching Assistantships (2); 10 months; August; one-half time; \$564 per month; tuition and fee waiver; doctoral or master's; February 1. Dr. James P. Greenan, Chairman, Vocational Education, Purdue University, South Campus Courts F-25, West Lafayette, Indiana 47907, Telephone (317) 494-7290.

Research Assistantships (3-5); 10-12 months; August; one-half time; \$564 per month; tuition and fee waiver; doctoral or master's; February 1; contact same as above.

Southern Illinois University

Teaching Assistantship (1); 12 months; Summer or Fall; 20 hours/week; \$652-700 per month; tuition waiver; April

1; Dr. James Legacy, Department of Agricultural Education and Mechanization, Southern Illinois University, Carbondale, Illinois 62901, Telephone (618) 536-7733.

Teaching Assistantships (4); 9 months; Fall; 20 hours/week; \$652-700 per month; tuition waiver; April 1; contact same as above.

Microcomputer Lab Assistantships (2); 9-12 months; Summer or Fall; 20 hours/week; \$652-700 per month; tuition waiver; April 1; contact same as above.

The University of Southwestern Louisiana

Graduate Assistantship (1); 10 months; September 1; 20 hours/week; \$400 per month; master's only; private; May 30; Dr. David Drucekhammer; Department of Agricultural Sciences, Technology and Education; P.O. Box 44432, University of Southwestern Louisiana, Lafayette, Louisiana 70504, Telephone (318) 231-6646.

Texas A & M University

Assistantships: teaching (3); non-teaching (3); research, (2); 9-12 months; generally September 1 or January 15; 20 hours/week; \$750 per month for doctoral, \$500 per month for master's; out-of-state tuition waived for teaching or research assistantships; public (state) and private; April 1 for September appointment; Dr. Don R. Herring, Graduate Coordinator, Department of Agricultural Education, College of Agriculture, Texas A & M University, College Station, Texas 77843-2116, Telephone (409) 845-2951.

Fellowships: doctoral (2); master's (2); 12 months; generally September 1 or January 15; 20 hours/week; \$750-1,000 per month for doctoral, \$500 per month for master's; public (state) and private; April 1 for September appointment; contact same as above.

Virginia Polytechnic Institute and State University

Graduate Assistants (2); 9 months; August 16; 20 hours/week; \$780-905 per month; master's or advanced degree; University; March 1; contact Dr. John Crunkilton, Agricultural Education, Room 222, Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061, Telephone (703) 960-6836.

University of Wisconsin/Platteville

Graduate Assistantships (3-5); 9 months; September 1; 15-18 hours/week, limited out-of-state waivers; Master's only, in either Agricultural Industries or Education; University of Wisconsin System Grant; March 15; Dr. Ralph Curtis, Director of Graduate Studies, 303 Brigham Hall, UW-Platteville, Platteville, Wisconsin 53818, Telephone (608) 342-1262.

University of Wisconsin/River Falls

Graduate Assistantships (1-2); 9 months; September; 15-20 hours/week; \$520-550 per month; remission of out-of-state fees; master's; state funding; April 1; Dr. Richard A. Jensen, Chairman, Department of Agricultural Education, University of Wisconsin/River Falls, River Falls, Wisconsin 54022, Telephone (715) 425-3555.

Thoughts While Contemplating the Future of Agricultural Education

By many scholars, Medieval Europe is regarded as one of the pinnacles of achievement in world civilization. It gave us great cathedrals, scholastic philosophy, magnificent works of art and music, enviable chivalry, unmatched craftsmanship to now grace our museums, literature like Dante's *Divine Comedy*, the Trivium and the Quadrivium - the classical configuration of school subjects now often identified as the "solid" liberal arts.

Medieval Europe was generous in creating other things too, like famine and slavery. Between the years 1201 and 1600 there were seven famines amounting to approximately ten years of famine in each century. A famine in France in 1709 wiped out one million people, about five percent of the population. Again in 1788, the year preceding the French revolution, a major crop failure and famine helped to trigger the revolution.

The year 1840 is regarded as the date of the last great natural famine in Europe, the potato famine in Ireland. Yet the 1870-1910 migration from Sweden to the United States (25 percent of the Province of Smaland) was a food-shortage migration. And the suffering and death of the holocaust (1943-45) was, again, the suffering of starvation for millions of people. Even in the United States, food was rationed during these years.

It is well known, of course, that much of the stonework of Europe including many of the cathedrals and bridges were built with slave labor. Yet Europe has always been a favored region, having more prosperity and fewer natural disasters than other regions. The larger disasters have occurred in Asia and the Orient.

From 1860-1900 there were ten major famines in India with 15 million deaths. In 1943-44 the Bengal famine resulted in 1½ million deaths around Calcutta. Famines in China are a part of the memory of many people. From 1876-1879 there were 15 million famine-related deaths. In 1929, there were 2 million deaths in Hunan Province. In the period 1959-61, there was a major famine with estimates of the deaths as high as 30 million.

Are the problems of famine and mass starvation now behind us? Has knowledge triumphed over ignorance and unleashed a new freedom from hunger? If so, how does this knowledge become a part of the solution to such massive and recurring problems? As important, perhaps, is whether the conditions influencing such natural disasters have remained the same or whether they, too, have undergone change. The remainder of this article is devoted to such a discussion.

When I began my education as a first grader, there were eleven cities in the world with more than one million in-



By GORDON I. SWANSON

(Dr. Swanson is a Professor in the Division of Agricultural Education at the University of Minnesota, St. Paul, Minnesota 55108.)

habitants. Only one of them was in the United States. Now there are 160 cities in the world with a population of over a million and, by the year 2000, there will be at least 300. Forty of them will have populations exceeding 10 million by the turn of the century.

No demographic change has been as colossal nor more filled with uncertainties than this growth of cities. Consider the mountain of food which must be moved daily to a city of 10 million. And consider the amount of water used daily in these large cities. We know that networks exist for the supply of food and water to such centers of population. Yet we know almost nothing about the response of these networks to stress, a sudden change in the supply or the quality of either food or water.

No it is not possible to say that knowledge has triumphed over ignorance and that massive suffering, caused by shortages of food or water, is behind us. Conditions have changed so that new, and still undefined, problems are on the horizon. Nor should one risk the possibility that existing knowledge is sufficient. This was the trap of Medieval Europe; they continued to celebrate their academic achievements while failing to notice that the hungry masses were excluded from the celebration.

And this may be the modern paradox of famine-ridden Africa: the existence of educational systems which are academically selective for sustaining a single growth industry, the National Civil Service; countries which continue to exclude the study of agriculture from compulsory education; and, worse, they fail to make any connection between education and the most important basics, namely, food, clothing, shelter and security. Racial apartheid is abhorrent but educational apartheid may be even more disabling.

The opportunities for agricultural leadership are enormous. They are entirely in the foreground; opportunities for discovery, invention and policy development. The goal is survival of the human family under conditions which go considerably beyond the meeting of basic needs which is a task for zoo keepers, not for educational leaders.

What Programs Are We Marketing?

Agricultural education programs have traditionally had something to offer most clientele with agricultural interests. Some programs were successful and parents encouraged their children to enroll. Others were not. The successful programs marketed themselves. Successful alumni were visible throughout the community. Potential students had confidence in programs that enabled others to be successful in agricultural occupations.

Today the same situation is before us. Successful programs have enthusiastic students spreading the word of a beneficial program. Other programs are struggling. In some instances other vocational programs are using the equipment and facilities that once supported exciting programs of vocational agriculture. We must provide a program that will meet clientele needs and promote it as such. Is your program in need of updating?

Old or Improved Product

Most people can vividly recall the household products used by their families when they were growing up. These same basic products continue to serve their family members today. This did not happen by chance alone. It was caused by manufacturers with the vision to see that improvements such as new ingredients and formulations had to be made on these products if current users were to be maintained and new customers captured. Marketing strategies to promote these improved products included bright, colorful packages with such words as "new and improved," and "advanced formula."

The vocational agriculture program must also be kept up-to-date and "marketed." To do this educators must ask questions. What program are you trying to market? Are you trying to market the production-based program from years past or are you marketing a program that is updated to keep pace with changing clientele needs? How can we help clientele meet their needs? The local vocational agriculture teacher needs to make sure that the program being marketed today reflects the present and forecasted situation. The teacher must inform clientele of available programs and how these programs can help the clientele meet their needs.

Obtaining Direction for Improvement

Establishment of a comprehensive and continuous needs assessment process is important. The needs assessment should provide data on new products, methods of production, current and anticipated technological developments, projected employment trends, and other data that may be useful in program planning. Information received from the needs assessment should be supplied to local school administrators and decision makers and used by the teacher to modify and expand the local curriculum.

State and national data can be obtained from state and national agricultural agency bulletins, technical journals, agricultural magazines, census publications, and books.

BY WALTER TAYLOR AND DON GOODE

(Dr. Taylor is an Assistant Professor and Mr. Goode is a graduate student in the Department of Agricultural and Extension Education at Mississippi State University, Mississippi State, Mississippi 39762.)

Data gleaned from these sources should also be used in the planning process.

There may be times when the more sound decisions can be made at the local level by the teacher and the school administration. However, local input by persons in the community is important to the achievement of a successful vocational agriculture program. Local input can be obtained through the use of advisory committees. Local advisory committees can be an asset to the teacher in providing such information as local production and agribusiness trends, and employment data.

Professional Organizations

The American Vocational Association and the National Vocational Agriculture Teachers' Association are valuable sources of up-to-date information on national trends in vocational and agricultural education. Teachers are encouraged to attend regional and national conferences held by these organizations each year to discuss curricula and innovations in the teaching/learning environment, and to make important decisions concerning the future. If vocational agriculture teachers are unable to participate in such conferences, proceedings can be obtained by contacting personnel within the state such as organization officers, state staff, teacher educators, and other teachers who might attend.

Agricultural Organizations and Commodity Groups

Often, adult programming in vocational agriculture is aimed at solving needs of special interest groups. To avoid hit and miss programming when dealing with these groups, it is essential that precise needs be identified through a survey of local agricultural organizations and commodity groups. The Dairy Herd Improvement Association, Farm Bureau, organizations of cotton growers, and soybean producers are among the many groups in existence today. Representatives from these groups make excellent advisory committee members.

Universities and Colleges

Personnel located in agricultural units at various universities and colleges possess "cutting edge" information. Vocational agriculture teachers are encouraged to visit these units to get first-hand knowledge on innovative agricultural practices and instructional techniques. Teachers can also obtain data generated through research and forecasting efforts at these institutions.

(Continued on page 20)

What Programs Are We Marketing?

(Continued from page 19)

Curriculum Laboratories

Many states have laboratories designed to develop and update curriculum and instructional materials based upon research information. Some of the materials are distributed to teachers at no cost while others may be bought. Most laboratories distribute a catalog each year containing listings of available materials. State staff and university personnel can usually provide teachers with information on the laboratory within their respective states.

Journals and Professional Publications

The Agricultural Education Magazine is an excellent source for program and curriculum improvement. Through reading about what teachers across the nation are doing to enhance vocational agriculture at their schools, many good strategies can be gleaned. Other professional publications and journals also provide teachers with a wealth of information that can be applied to local programming. A summary table of possible sources of input and the type of information that can be obtained is shown in Table 1.

Table 1: Sources of Information to Aid in Determining Program Direction

Sources	Types of Information Available				
	State/Nat'l Trends and Emphasis	Projected Employment Trends	Current Technologies	Instructional Techniques and Curriculum	Local Needs
Advisory Groups		X	X		X
Agricultural Agencies	X	X	X		X
Agricultural Magazines	X		X		
Census Publications	X	X			
Commodity Groups			X		X
Co-Workers			X	X	X
Curriculum Laboratory				X	
Journals and Professional Publications	X	X	X	X	
Local School Administration	X			X	X
Professional Organizations	X	X	X	X	
Universities and Colleges	X	X	X	X	

Once the data are collected, the teacher along with school administrators and local decision makers need to analyze them so policy for improving the program can be formulated. Administrators and local decisionmakers need to compare what is and what ought to be in terms of program offerings and outcome. Policy recommendations should include directions for programming, commitment of resources, implementation, and evaluation.

Promote the Program

A good agricultural education program deserves recognition. It is true that the public will hear about outstanding

achievements through the "grapevine." Even so, there is much more involved in maintaining a good image of the program. Administrators and the public must be excited about the possibilities in vocational agriculture just as they have become excited about several of the new vocational offerings.

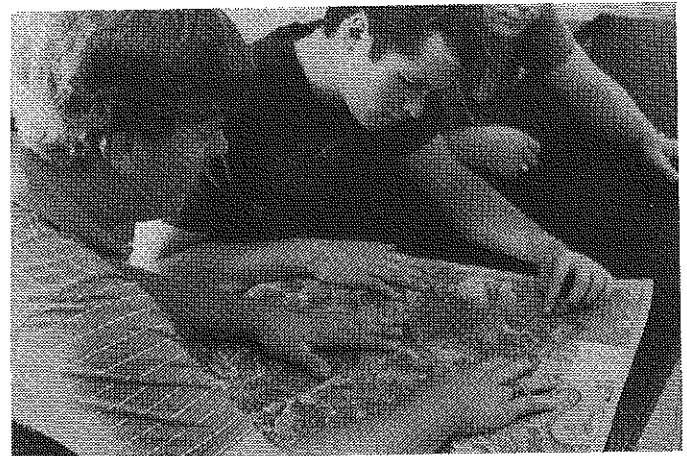
One-on-one contact is vital to healthy relationships with students and their families. Roger Jefcoat of West Jones High School in Mississippi pointed out the positive influence that teacher visits to students have on the parents. Parents tend to adopt the successful practices they see in student projects and activities.

Programs directed toward elementary and junior high school can have a lasting impression in favor of agriculture programs and clubs. Monte Ladner of Carthage High in Mississippi conducts a **Food in Agriculture** program for fourth graders. Ladner's FFA officers discuss where different types of food come from in this program. He says that even in a rural state youth have limited exposure to many facets of agriculture.

Keeping your school administration up-to-date on classroom and club activities will encourage their support. Lathen Walton of Nettleton High in Mississippi submits a summer and winter schedule of FFA activities to his administration. He believes that you have to sell your program.

Summary

Vocational agriculture has the potential to be more exciting today than ever before. Agricultural educators must engage continuously in expanding and updating their programs and promoting them to their clientele. Our changing environment requires continuous updating of our "product" to keep vocational agriculture attractive to potential clientele.



Instructional programs must be relevant and meet the needs of contemporary society. One such example is found in the National Resources Management Program in Carroll County, Virginia. Students in this program determine acreage of a timber stand using aerial photographs and acreage grids. (Photo courtesy of G.L. McGrady, Carroll, VA.)

Coming in March . . .

Electronic Classroom

Helping Troubled Youth Be Somebody - Pre-vocational Agricultural Education

"There are many young people who don't know who they are, what they can be, or even what they want to be. They are afraid, but they don't know at what. They are angry, but they don't know at whom. They are rejected, but they don't know why. All they want is to be somebody."

- Thomas S. Monson

When we speak of nontraditional programs, even our wildest imaginations eliminate the idea of working with youngsters who have been court-ordered to our care and training. This undoubtedly puts the Idaho State Youth Services Center into the "non-traditional" category. The Idaho State Youth Services Center lies at the head of the Snake River Plain in Southeastern Idaho. It has existed for nearly three-quarters of a century. The Center's sole purpose is to receive and serve adjudicated juvenile offenders. Located on 694 acres, the Youth Services Center (YSC) provides a unique setting which accommodates active sports, outdoor programs, vocational training, academic education, and treatment services. YSC has specialists in numerous fields to help serve its 100 youth. Opportunities for training in agriculture are greatly enhanced through the access of a farm mechanics laboratory, 300 acres of tillable land, a 30-40 head feeder-pig operation, 100 head of beef cattle, and greenhouse facilities.

In referring to the youth we serve at YSC, we often use terms such as troubled, special population, and special needs. I'm convinced now that these labels apply as much to many of the traditional vocational agriculture students as they do mine. Perhaps the only difference is that many youngsters fail to find the necessary coping methods to keep them on their feet while others somehow manage to wiggle their way through this difficult time period we call youth. Educators are faced with a real challenge in meeting the individual needs of today's youngsters. Here are five ideas which I feel have been beneficial in addressing individual needs in vocational training.

Pre-Vocational Concept

The general farm worker seems to be a thing of the past. While a variety of farm skills are beneficial on the family farm, the trend toward specialists in various agricultural fields seems to be on the upswing. I thoroughly enjoyed four years of vocational agriculture while attending high school yet have maintained special interest in only one subject area which through my own efforts has become an area of specialty for me.

In the institutional setting in which I teach, the program allows for only 90-100 hours of total student exposure to the vocational agriculture program. This necessitates the use of a "pre-vocational" concept in which students are exposed to as many agriculture-related topics as possible within

BY JEFF GERARD

(Mr. Gerard is a Vocational Agriculture Instructor for the Youth Services Center, P.O. Box 40, St. Anthony, Idaho 83445.)

this time frame, with an ultimate goal of stimulating interest and further investigation of one or more of these areas. Students showing interest in learning more may then enter a certificate program of an additional 3-500 hours of training in a topic area of their choice. Each certificate program is individually designed by the instructor and student to meet the needs of the student. Experiential learning is then maximized through lab and field activities. School owned farmland, livestock, and greenhouse facilities make possible a variety of skill development areas. Students completing their individualized program return to the community with a certificate which outlines the hours of experience they've received in any of several instructional areas. This is accompanied with a letter of recommendation from the instructor.

Development of Good Work Habits

Too much emphasis on technical skill development sometimes leaves students unemployed. We fail to teach prerequisite skills and attitudes such as thriftiness, timeliness, self-discipline, and personal appearance. Our unique institutional setting encourages the reinforcement of any social skills that will help students become gainfully employed and grow through personal achievement. These skills are just as applicable to public school programs. Experiential learning in vocational agriculture offers numerous opportunities to place students in roles of responsibility and teach proper work habits and attitudes through their experiences. An example may be to assign one student as a foreman in accomplishing some laboratory or field project. The foreman is given instructions as to how the project is to be completed. They then assign tasks to others in the class. The instructor is a silent bystander until the project is completed, at which time the entire group discusses the problems that arose, how well directions were given and taken, and how all this relates to real life job situations. It is expected that minor mistakes will be made. This provides an ideal opportunity for students to solve the problems that arise. Young people need problem solving skills. With practice, the instructor will develop a keen awareness of prime teaching moment opportunities.

Nonverbal Instruction

We're all familiar with the saying: "WHAT YOU DO SOUNDS SO LOUDLY IN MY EARS, I CAN'T HEAR WHAT YOU SAY." Instructors must be examples of what

(Continued on page 22)

Helping Troubled Youth Be Somebody - Pre-vocational Agricultural Education

(Continued from page 21)

they teach. Have you ever noticed the effect your attitude has on a class when you come to school in a grouchy mood? . . . cheerful mood? Students gather valuable (or demeaning) information through our nonverbal cues. As a college freshman, I dreaded having to take chemistry. It not only made little sense to me, but all the numbers, letters, and memorization intimidated me. Some of my peers suggested I sign up for Mr. Barrus' class. I had no idea the effect an enthusiastic teacher could have on my attitude and performance, but to this day I remember numerous concepts and even have a good attitude toward chemistry.

The vocational agriculture instructor who is enthusiastic about what he/she teaches is in a sense hiring numerous recruiters to spread the word about what elective classes to take. I don't profess to be an overly enthusiastic teacher, but have found value in collecting ideas, teaching methods, stories, games, and articles which compliment what I desire to teach and capture student interests.

Build Self-Esteem Through Cooperative Learning

Several weeks ago, one of my students began his bi-weekly "tough guy" image and let his peers know he was "too cool to care" about school, others, and life in general. His peers spent most of one hour trying to help him, but Nate's attitude persisted. Finally, a comment was made which cut deep past all the barriers he had built around himself. This wasn't the first time I'd seen a 16-year-old cry, but Nate was sincere when he finally blurted out: "I guess the reason I act this way is because I can't think of one damn good thing about myself."

Vocational agriculture offers numerous opportunities to help build the confidence of young individuals through achievement. One effective means is through the use of cooperative learning. Students are recruited to teach their peers some skill or concept they understand. The instructor should provide just enough guidance to insure that this is a success experience for the students involved. Most guidance can be given through questioning. One successful teaching situation for a student often creates a snowball effect. It tends to make them feel just a little more secure and

willing to take another risk which often results in another success. Implementing the cooperative learning technique not only builds-up students, but helps reduce the instructor's workload.

Open-mindedness Parallels Effectiveness

*In matters controversial,
My attitude is fine -
I always see two points of view,
The one that's wrong and mine.*

Whether our struggle is with student enrollment, program funding, or something else, somebody somewhere has an idea that can make our program more effective in training youth. We sometimes get caught in a rut of surviving rather than producing and follow a rigorous schedule of rote boredom when we could be enjoying our association with students who are motivated to learn and help solve the problems of tomorrow. Educators in agriculture everywhere must rely on the expertise and experiences of their peers to best serve the youth with whom they work. We need to re-evaluate our purpose and then take the risk to try new ideas. We're likely to discover that what we've done for the past four or five decades is no longer the most effective way to accomplish our purpose.

Summary

Educators in agriculture are faced with a challenge in training tomorrow's leaders of America's most important industry. Today's youth face numerous challenges that complicate this educational process. Sensitive teachers recognize the returns that come from meeting the individual needs of students and take necessary steps to maximize these returns. This requires that the educator have a willingness to try new ideas and implement those which are most effective in helping train youth.

During a recent visit to the University of Idaho, I met with a former student from the Youth Services Center. He's presently a junior at the University studying political science. His recent marriage, high grade point average, and full time job experiences are some of the indicators of the success trail he's on. Teachers quite often never realize the effect they have on a young person's life until several years have passed. This young man, like many other youngsters who have passed through your classroom doors and mine, has captured a vision of being "somebody."

RESOURCES

The increasing prison population and the focus on the importance of providing education programs for inmates have combined to offer postsecondary vocational-technical institutions an opportunity to expand their role by establishing and expanding postsecondary education programs in correctional institutions.

Colleges With Fences: A Handbook For Improving Corrections Education Programs was developed to help correctional educators carry out effective postsecondary vocational programs in

prisons. This new publication, by Brian E. Simms, Joanne Farley, and John F. Littlefield, addresses three major educational issues: postsecondary correctional vocational education environment, postsecondary correctional vocational education delivery, and postsecondary correctional vocational education evaluation. These areas and related concerns are central to the development of the implementation strategies included in this handbook.

Order *Colleges With Fences: A Handbook For Improving Corrections Educa-*

tion Programs (RD 266 — \$8.75), 82 pp., 1987, from the National Center for Research in Vocational Education, The Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, Ohio 43210-1090; or call toll free 1-800-848-4815 or 614-486-3655 inside Ohio and outside the continental United States.

The development was sponsored by the Office of Vocational and Adult Education, U.S. Department of Education.

LETTERS

Dear Mr. Bowen,

I read with great interest the series of articles examining the future of agricultural education in secondary schools. Not being a member of the National Academy of Sciences Committee on Agricultural Education or being a professor of agricultural education, I was anxious to be enlightened by my learning colleagues.

Oops, excuse me. My class on small gas engines is here.

Okay, back again. They lost some parts but it is really a good class. They took this class for an easy grade. They were surprised to find that they have to know something to be a mechanic.

This is my planning period so back to the future of agricultural education. As I started to say I was interested in what people who are employed outside of the secondary school system thought about my job.

Darn! Excuse me again. I forgot that I have to meet with my principal to discuss the Junior Class fund raiser. (Having trouble trying to motivate the group to earn enough money for the prom.)

Back again. Sorry it took so long. I had to run a test for the Soil Science class. Also, I wanted to talk to the Special Education teacher about her students who are mainstreamed in my classes.

Now, where was I? Oh yes, agricultural education. I almost forgot why I was here. As I read each article, I wondered what my fellow teachers, down in the trenches, thought about their future in agricultural education. I do know that the administrative decision to keep agricultural education in this school is not presently based on state and federal funding. The agricultural share of the vocational funding would hardly keep the shop operating. I have to maintain or increase enrollment in order for there to be any future. It sure would help if my classes were deemed necessary for academic excellence. They aren't even required or recommended for entrance into the colleges of agriculture. Maybe my classes aren't exciting. Maybe agricultural education is too hard. Maybe . . .

Sorry for another interruption. I promised myself a few minutes each day to

compare the task lists for agriculture with my course content. Teachers and business people in our vocational regional delivery system identified skills that need to be mastered for our graduates to be employable. Training them would be much easier if the students would choose their future jobs when they are in the eighth grade. My role, of course, is to train them to be employable even if they don't know what they want to do.

Anyway, let's get back to teaching quality agricultural education in the secondary schools. The contributing authors had many good philosophies and futuristic views. It appears that there is a future in agricultural education if we . . .

Oops, sorry, the bell rang. The planning period is over, and come to think of it, so is lunch. It's time to get my group excited about financial statements and analysis. Also I need to plan for the upcoming FFA judging contest.

I wanted to write an article for the magazine but didn't have time. Hope somehow I have time to learn how to make agricultural education irresistible.

Yours for a better agriculture,

Don Jenkins
Dwight Township High School
District 230
801 S. Franklin St.
Dwight, IL 60420

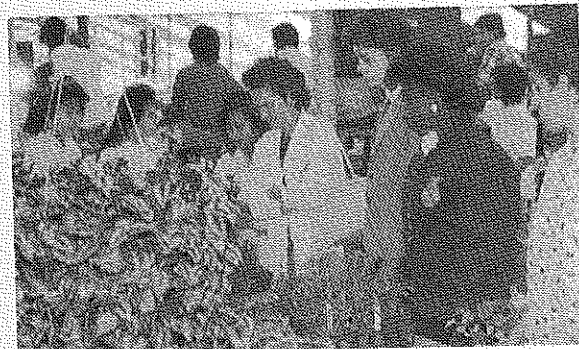
U.S. Postal Service STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION <small>Required by 39 U.S.C. 3685</small>		
1A. TITLE OF PUBLICATION THE AGRICULTURAL EDUCATION MAGAZINE	1B. PUBLICATION NO. 0 7 3 2 4 6 7 7	2. DATE OF FILING 10/16/87
3. FREQUENCY OF ISSUE Monthly	3A. NO. OF ISSUES PUBLISHED ANNUALLY 12	3B. ANNUAL SUBSCRIPTION PRICE \$7.00
4. COMPLETE MAILING ADDRESS OF KNOWN OFFICE OF PUBLICATION (Street, City, County, State and ZIP Code) (Not printers)		
1803 Rural Point Road, Mechanicsville, VA 23111		
5. COMPLETE MAILING ADDRESS OF THE HEADQUARTERS OF GENERAL BUSINESS OFFICES OF THE PUBLISHER (Not printers)		
(Same as above)		
6. FULL NAMES AND COMPLETE MAILING ADDRESS OF PUBLISHER, EDITOR, AND MANAGING EDITOR (This item MUST NOT be blank)		
PUBLISHER (Name and Complete Mailing Address) The Agricultural Education Magazine, Inc. 1803 Rural Point Road Mechanicsville, VA 23111		
EDITOR (Name and Complete Mailing Address) Dr. Blannie Bowen Agricultural Admin. Bldg., The Ohio State University Columbus, Ohio 43210		
MANAGING EDITOR (Name and Complete Mailing Address) Dr. Larry Miller 204 Agricultural Admin. Bldg., The Ohio State University Columbus, Ohio 43210		
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FULL NAME The Agricultural Education Magazine, Inc.		
COMPLETE MAILING ADDRESS 1803 Rural Point Road Mechanicsville, VA 23111		
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2. Mail Subscription	4814	4793
C. TOTAL PAID CIRCULATION (Sum of 1B1 and 1B2)	4814	4793
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Stories in Pictures

Marketing Agricultural Education to the Community



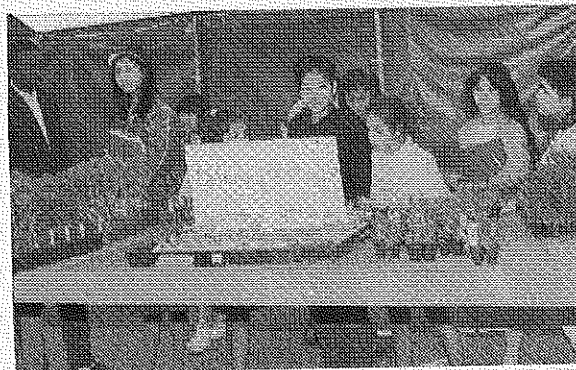
This youngster will never forget her first encounter with these birds. The Children's Barnyard provides the early exposure students need to become literate about agriculture.



Visitors buying plants from Spring Branch FFA members in Houston, Texas during a Livestock Show sponsored by the FFA Chapter.



Hard work in the greenhouse pays dividends as this student exhibits the winning hanging basket in the horticulture show held during the Livestock Show.



School children visit the plant sale area to see bedding plants students grew at Spring Branch.



Students of all ages visited this poultry area of the Children's Barnyard.

(Photos courtesy of Chris Townsend, Department of Horticultural Sciences, Texas A&M University. Townsend captured these scenes during a Livestock Show sponsored by the Spring Branch FFA Chapter in Houston, TX.)