

Agricultural Education

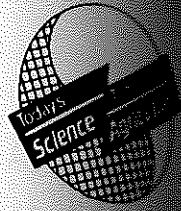
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The Public's View of Agricultural Education

We've Come a Long Way — or Have We?

THE AGRICULTURAL EDUCATION MAGAZINE



January, 1995

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Number 7

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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 the article unless one is on file with the Editor. Articles in The Magazine may be reproduced without permission.

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The Public's View of Agricultural Education



LOU E. RIESENBERG
is professor
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University of Idaho at
Moscow.

It is with some hesitation that we begin our tenure as editor of **The Agricultural Education Magazine** with the theme of The Public's View of Agricultural Education.

We have very mixed emotions as we develop this issue and especially our comments for this issue. After all, we have been in this business of agricultural education for quite some time now, and we know it to be a good and honorable profession. Agricultural education has been very rewarding to us personally and professionally. Some might even say that not only has agricultural education been our profession, but it has also become our life and hobby. Not many other professions (we had tried several other professions before coming to agricultural education) hold the same attractions for us. How then can we be critical or say anything critical of a profession that has been so satisfying and rewarding to us?

We know agricultural education at all levels has an intrinsic value. We know agricultural education adds value to the lives of the students it serves like no other form of education can. The value agricultural education adds to the lives of the students it serves is evident to us every day as we interact with those students and their families. We can see the added value as those former little freshmen mature and grow into adults; becoming leaders in our local, district, state, regional and state youth group (it's the FFA, stupid). They continue to take additional classes in agriculture, compete more successfully in our contests, go on to higher education in agricultural education and some even garner a BS degree in Agricultural Education and become instructors just like us. How can anyone deny these many and varied success stories?

It is our considered opinion that very few are trying to deny these many and varied success stories, but that very few of the public know about our success stories and know enough about what we do to connect what we do with those success stories. Some of us may take the position that what the public does not know is the public's loss. We disagree. When the public does not know about our success stories or does not connect these success stories to what we do, then it is our loss and what a loss!

Many, including individuals in our profession, have written and spoken about the need for the general public to better understand what we are all about. Time and time again, we have been shown the benefits of the public being in tune with what we are all about. Are we listening?

The articles and authors of this issue of *The Magazine* offer a view and an opinion. Is it the correct view and/or opinion? We will let our readers be the judge.

We have accepted the editorship of **The Agricultural Education Magazine** for the next three years as both a professional responsibility and

EDITOR'S COMMENTS

as a professional opportunity to be at the cutting edge of the agricultural education profession. We have received much advice about how to involve more of the profession participating in the discussions by being readers of *The Magazine* and also by being authors of articles for the different themes. Our goal is to present the best articles and pictures available for any one particular theme. This will require some cooperation and input from the members of the profession. In order for *The Magazine* to be successful, members of the agricultural education must read *The Magazine* and the membership must be willing to invest time and energy into articles for others to read.

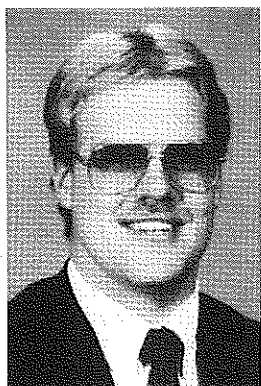
The themes for the 1995 issues of **The Agricultural Education Magazine** have been published in the July, 1994 issue. We have identified a variety of themes, with the hope that one of the themes will be of enough interest to you to cause you to get in touch with the theme editor with an offer to author or co-author an article.

In addition, we will begin a new feature column under the able guidance of DeVere Burton, listed as a special editor on the title page. The new column will feature success stories about innovative classroom teachers who have found new and exciting ways to help their students learn and achieve. Please contact DeVere with your suggestions of success stories.

Bob Martin, also listed on the title page, has agreed to continue as special editor of a feature column on international agriculture. We anticipate an increased internationalization of our curriculum and an increased participation of our readership in international activities. Please contact Bob with your ideas for stories on international agriculture.

Michael Newman has consented to serve as a special editor for electronic technology and its use in agricultural education. We have asked Michael to identify and share success stories we can use as agricultural education road maps to that infamous information highway of the future. You may contact Michael, electronically, with your technological ideas.

We've Come a Long Way — or Have We?



BY DAVID E. KRUEGER
Dr. Krueger is assistant professor of agricultural and extension education at Michigan State University, East Lansing.

As I was dining with my wife and some of her friends from college, I was asked the question "I've heard at least a hundred times. "Now, what is it that you teach?" After a lengthy explanation, I still get the response: "You teach about agriculture? Like farming?" Oh sure, a few people still know what Vo-Ag means. But, what about agriculture? Is there such a thing as science in agriculture?

Where are all these perceptions about agricultural education coming from? Is the agricultural economy so bad that no one would want to pursue a future in it? Are parents telling their sons and daughters to stay away from agriculture for lack of an affluent future? Are counselors advising students to pursue a more rewarding career than found in agriculture? In 1990, while completing my Master's degree, I found that students in Southern Idaho did perceive agriculture to mean a life of farming or ranching. I'm not sure those perceptions have changed over the last five years. Our programs have gone through some drastic transformations, yet the same question arises: what is agricultural education?

Maybe the answer lies in what the public sees as the image of agricultural education. If we knew exactly how we're perceived, could we finally take the appropriate steps to overcome any negative perceptions of our profession?

What do others think of us? As I was thumbing through the archives, I came across several interesting articles in Volume I of The Agricultural Education Magazine. The title of the section was "What Others Think of Us". Now remember, these comments were written in 1929. How many similar comments do we hear today?

"The vocational program is important. The necessary cost of providing for the equipment and for courses for this training is just as properly a charge against the school funds of the district as any other course in education." --E.C. Griffen, Newly inducted State Superintendent of Public Instruction, South Dakota (Agricultural Education, April, 1929).

"I am beginning to think that the high school agricultural teacher is able to do a kind of work which no one has ever been able to do before. In some ways it seems like the same old stuff, but actually he is getting in closer touch with the farming in his community than most of the rest of us. I am expecting the boys who have had high school training in vocational agriculture to help a lot in making Iowa a finer state to live in."-- H. A. Wallace of Wallace's Farmer, Des Moines, Iowa. (Agricultural Education, April, 1929).

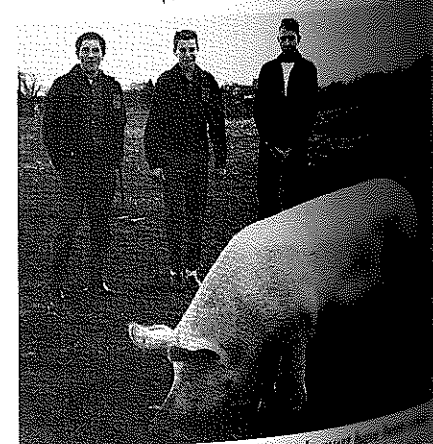
"With thousands of farm boys throughout the country working and playing together, we believe that the organization of 'Future Farmers of America' and the accompanying state and local sub divisions, will develop better boys, citizens, and farmers, and make farming more attractive and profitable. The

young fellows who learn the value of organization while yet in their teens and who become accustomed to the satisfactions of rural comradeship and work -- they will carry on in the same way when they become men and will thus be far better able to promote 'Better Farming, Better Business, Better Living' than their fathers have ever done. We can do without such cooperative effort." -- The Progressive Farmer, Birmingham, Alabama (Agricultural Education, April, 1929).

"There is no more vital force at work for the constructive improvement of American farming than the Smith-Hughes high schools, with their carefully supervised courses for vocational education in agriculture. Every issue of The Gazette seeks to present something of the work of these schools, and we have insisted that Smith-Hughes' work be encouraged and augmented. "There is no doubt but that at the end of the fifth year the vocational students in agriculture will have so impressed the nation that permanent provision will be made for the expansion of the work of farm training. It is re-making the country." Editorial from The New Breeders Gazette, Chicago, March, 1929. (Agricultural Education, June, 1929).

These positive comments about vocational agriculture have been the stalwart that has carried our profession for more than 60 years. But, can we count on these same comments to carry us into the 21st century? Do we want these type of comments to typify the direction we are heading? Why do we see more positive comments about agricultural education that characterize our true direction? Are we truly heading in the right direction? Must the problem lie in our ability to publicize the agricultural science.

The challenge we face then, is how to create awareness and positive public perception of the agricultural industry and our educational profession. (continued on page 8)



In some parts of the country it surely must have been and plows, whereas in other parts it was just the cow. (Courtesy of David E. Krueger)

A Hat is Amended: A Parliamentary Procedure Demonstration

DAVID L. KINDSCHY
Kindschy is professor and department head of agricultural and extension education at the University of Idaho in Moscow.

Note: Dr. Kindschy wrote this article as a demonstration in the early 1950's for a leadership class. We mention this in perspective the fact that the chairman, only Tom, Dick, Harry are involved in the demonstration. Although the demonstration could still be used with some modifications.

Introduction

The demonstration is suitable for an FFA assembly program, or similar program. The materials needed are a chair, rostrum, five chairs, a table, a small amount of charcoal, a blackboard eraser, a piece of chalk dust, an over-sized scissors, and a hat taken from a prominent individual in the audience. As the hat will be of little value after the demonstration is over, provisions should be made to substitute a sheep hat that looks similar to the one the individual wears, or be sure that the hat is of little value.

The characters are five boys who have been trained in parliamentary procedure. One will serve as chairman, the four will be Tom, Dick, Harry, and Paul. However, the names are used only for identification purposes, and the real names of the boys should be used if possible.

The demonstration opens with the chairman seated at the rostrum and the four participants seated at the table, facing the audience and partially behind the chairman. In a large auditorium, participants must be trained to speak into a microphone. If the demonstration will not be effective, it may be necessary to station someone at the back of the room with a flashlight or a sign so that he may signal the students when it becomes necessary for the speaker to talk louder. All participants, with the exception of a second to a motion, rise when the chairman.

CHAIRMAN: Will the meeting please order? If there are no objections, we will proceed with the regular order of business and call for new business. Is there any business to come before the group at this time?

Mr. Chairman!

Tom.

I move we send someone

appointed by the chair to bring Mr. _____'s hat to the front of the room for inspection.

CHAIRMAN: Is there a second for the motion?

DICK: I second the motion.

CHAIRMAN: Is there any discussion?

HARRY: Mr. Chairman!

CHAIRMAN: Harry.

HARRY: I really don't see any reason for inspecting Mr. _____'s hat. We all know it is an old hat and the only one Mr. _____ has.

CHAIRMAN: Is there any further discussion?

GROUP: Question!

CHAIRMAN: As there is no further discussion, we will vote on the motion before the house. All those in favor of the motion that the chair appoint someone to bring Mr. _____'s hat to the front of the room for inspection please say "Aye," those opposed say "No".

(Tom, Dick, and Paul vote "Aye," Harry votes "No.")

CHAIRMAN: The ayes have it and the motion is carried. The chair will appoint Paul to do the bidding of the assembly. (Paul leaves his seat and returns with the hat. He keeps it in his hand.)

TOM: Mr. Chairman!

CHAIRMAN: Tom.

TOM: The other day I heard Mr. _____ say that either his hat was shrinking or his head was growing, and I think his head must be growing, especially since (relate some incident that could possibly cause a swelled head), so therefore I move that Dick and Paul stretch the hat to a larger size.

CHAIRMAN: You have heard the motion. Is there a second to it?

DICK: I second the motion.

CHAIRMAN: The motion has been seconded. Is there any discussion?

HARRY: Mr. Chairman!

CHAIRMAN: Harry.

HARRY: I don't think we have any right to stretch Mr. _____'s hat. It is the only hat Mr. _____ has and we may make it too large.

PAUL: Mr. Chairman!

CHAIRMAN: Paul.

PAUL: After that story I heard Mr. _____ tell (insert some appropriate place), I am certain it would be impossible to make his hat too big.

DICK: Mr. Chairman!

CHAIRMAN: Dick.

DICK: I move to amend the motion that the hat not only be stretched but also reshaped. I believe the shape Mr. _____ is using is out of style.

CHAIRMAN: Is there a second to the amendment?

TOM: I second the amendment.

CHAIRMAN: The amendment has been seconded. Is there any discussion on the amendment?

HARRY: Mr. Chairman!

CHAIRMAN: Harry.

HARRY: I think we are going too far. That hat is personal property.

CHAIRMAN: Is there any further discussion?

GROUP: Question!

CHAIRMAN: All those in favor of the amendment that Mr. _____'s hat also be reshaped say "Aye" (Tom, Dick, and Paul vote Aye), all those opposed to the amendment say "No" (Harry votes No).

CHAIRMAN: The Ayes have it, the amendment is passed. If there is no further discussion, we will vote on the motion as amended, which is, that Dick and Paul stretch the hat to the larger size and also reshape the hat. All those in favor of the motion say "Aye" (Tom, Dick, and Paul vote Aye) and all those opposed say "No" (Harry votes No).

CHAIRMAN: Dick and Paul will now proceed to stretch and reshape the hat.

(The two boys move to the front of the group and make a big show of the process; they have some charcoal on their hands and the hat becomes somewhat spotted.)

TOM: Mr. Chairman!

CHAIRMAN: Tom.

TOM: I move we clean the hat; it looks like it surely needs it.

DICK: I second the motion.

CHAIRMAN: The motion has been made and seconded that we clean the hat. Is there any discussion on the motion?

(continued on page 17)

If Agricultural Education were a Coca-Cola®...



BY DAVID L. DOERFERT

Dr. Doerfert is assistant professor of agricultural education and studies at Iowa State University, Ames.

I seriously doubt that there is anyone in our profession that, at one time or another, has not had to define agricultural education to an inquiring mind. From family members to new acquaintances, simply telling the person that you are in Agricultural Education does little to increase that person's understanding of your occupation. Each of us has had to provide further explanation of our role in agricultural education. "I prepare high school students for a career in agriculture." "I prepare college students for careers as high school agriculture teachers or Extension agents." Only after such statements does even a glimmer of understanding appear in the inquiring mind. However, the next words are often "They do that?" If only we were a Coca-Cola®. Everyone knows what that is!

What Are The Perceptions?

In preparing for this article, I asked my students in my Foundations of Public Agricultural Education Programs course to describe some of the perceptions they had encountered about agricultural education during high school, college, and in their personal life. This was obviously an easy assignment as I was overwhelmed with responses—even defined by age groups!

High School Students

- "How should I know. I'm not going to be a farmer."
- "I don't want to be in a class about farming. How is it going to help me in the real world?"
- "You don't do anything in Agriculture. You just mess around. You never have homework."
- "The only reason you are in Ag Ed is because you're a female and you want to get a man."

Young Adults

- "I think it's alot like 4-H and FFA."
- "They all wear these blue coats and go look at dirt and pigs."
- "I don't think it should be offered anymore. The only way I hear about the Ag Ed program is from students in the class and if they don't like it, why should I."

Adults (includes teachers)

- "It's a program about farming for people that want to be farmers."
- "Why do the ag kids get to miss so much school."
- "How can those students be learning anything at all when it seems they are having such a good time."
- "Those FFA 'boys' do such a nice job of landscaping the school."
- "I don't understand why they offer a program that is unnecessary."

Seniors

- "Gives high schoolers the chance to learn how to take care of livestock and crops."
- "Oh, do you mean Father Farms Alone?"
- My students did provide several positive perceptions they have encountered in recent years. The majority of the perceptions encountered, related to agriculture and agricultural education, has been, and continues to be, negative.

But We're Doing Agricultural Literacy Programs?!

The release of *Understanding Agriculture* (National Research Council Committee on Agricultural Education in Secondary Schools, 1993) and its recommendation for all K-12 students to "receive some systematic instruction about agriculture" (p. 2) has resulted in a flood of efforts designed to increase the agricultural literacy of the general population.

During the 6+ years following the report's release, the resulting agricultural literacy efforts have varied from state to state and school district to school district in scope, content, target audience, duration and undoubtedly, effectiveness. Many of these efforts focus on putting agriculture information in the hands of the non-agriculture person. Some efforts have provided training on how to integrate agriculture information into other non-agriculture classroom instruction or into community, school, or social activities. One common trait in these efforts has been the intent of changing the person's perceptions about agriculture.

Many individuals within the Agricultural Education profession are quick to state that these programs have been effective; evidenced by increased enrollments in secondary agriculture programs and national FFA membership rising back over 400,000. But have we really made an impact? Are enrollment and membership increases due to agricultural literacy efforts or are they the result of another, but smaller, increase in total school district enrollments. Has anyone examined the percentage of secondary students taking agriculture courses? I believe that when examined, we will find the same percentage has varied little in the past few years. If this premise is true, our problems of low enrollment and negative perceptions about agriculture have not been masked, not resolved. We are perhaps too occupied with doing research, conducting programs, and "getting the facts" to the general public as we're making a difference.

On seemingly countless occasions in our profession's past, we have analyzed the "current situation" to make sure the "truth" is on our side. Statements such as "We are using the best approach to teaching," "Our programs are philosophically sound," "Everyone needs agriculture." "We have something

(in Ag Ed and FFA) for everyone" almost pollute the past issues of this magazine. Then we sail confidently along, secure in the knowledge that we have the best product and ultimately the best product will win. **WRONG!**

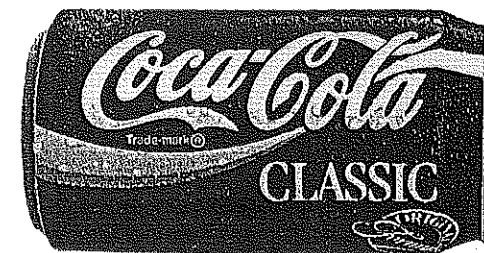
It's an illusion. There is no objective reality. How often in the recent past have we been blindsided? Examples include: Texas in the 1980s and the elimination of secondary agricultural education (for 3 days); the continuous decrease in number and even the elimination of the once valued state supervisor positions; and the countless number of secondary agriculture programs that have been closed. Some eventually reopened. Most have been lost forever.

All that really exists are perceptions in the minds of prospective students, parents, and other customers of our product—preparation for careers in agriculture. We cannot lose focus that public perception is the reality. Everything else is an illusion. A perception that exists in the mind is often interpreted as a universal truth. People are seldom, if ever wrong — at least in their own minds. What makes the negative perception battle even more difficult is that "customers" frequently make decisions based on second-hand perceptions. Instead of using their own perceptions, they base their decision on someone else's perception of reality. This is the "everybody knows" principle. (Ries & Trout, 1993, p. 24)

We have been promoting agricultural education and conducting agricultural literacy programs on the flawed premise that our program is the hero of the school system and that we will win or lose based on the merits of our programs. We will win or lose based on our ability to change the perception of the individual. Only by studying how perceptions are formed in the mind and focusing our efforts on those perceptions can we overcome our basically incorrect marketing instincts.

Marketing Is Not A Sometime Thing

One of the "laws" of marketing is the **Law of Perception**. It states rather simply "Marketing is not a battle of products, it is a battle of perceptions" (Ries & Trout, 1993, p. 18). The goal of changing percep-



If agricultural education were only a Coca-Cola® ... Everybody knows what that is!

tions and the resulting battle of marketing is not a sometime thing—it is a constant! Every day Coca-Cola has some form of advertising in the "public's eye" and it has worked to their benefit. Now everyone knows about Coca-Cola. In certain parts of the United States, the terms "Coke" is even used to generalize to all carbonated beverages. And while Coca-Cola has made mistakes (remember New Coke), they were quick to change when the public started forming negative thoughts and perceptions.

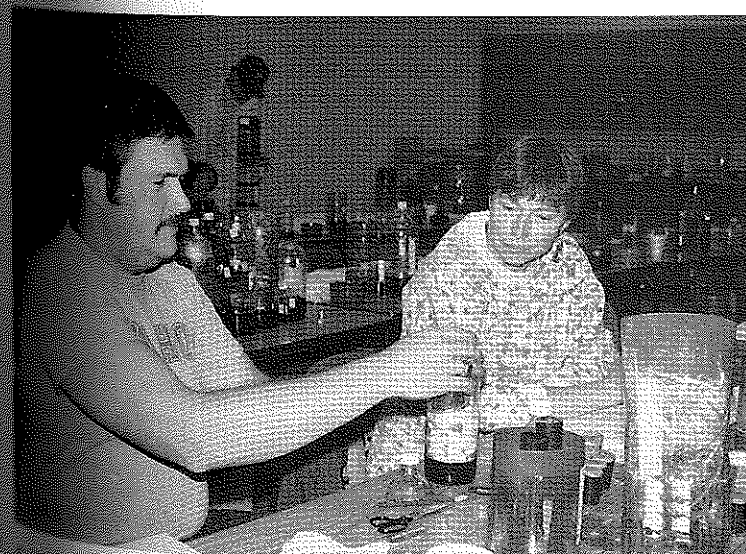
This need for constant marketing has been very apparent in the automobile industry. Over the past 30 years, two damaging perceptions have caused massive changes in the industry. The first perception, that "Japanese" cars were "better made," caused the "Big Three" US auto makers to drastically restructure administratively as well as in their product lines. The second perception that "buying imports was un-American" has caused Honda and other foreign car manufacturers to build production and assembly plants in the United States in an attempt to become "American."

Perceptions have caused sudden and dramatic changes to all parts of our daily life. We must remember that agricultural education has not been exempt from the impact of negative perceptions. We must increase our marketing efforts to a near daily activity if we are to avoid being blind-sided again. These efforts include a **constant** review of perceptions of agricultural education and how they are formed. This could be accomplished by:

- FFA chapter members annually surveying other students;
- FFA Alumni and advisory committee members questioning other community residents;
- State and national-level leaders and organizations conducting focus groups and other data collection activities with non-agriculture audiences (beyond the easily accessible school administrators and FFA sponsors) on an annual basis.

With accurate data on perceptions and how they are formed, "reform" efforts can be precisely targeted and formed. And the effort doesn't end. New factors each day can impact and quickly change perceptions. Efforts to understand perceptions must be a constant activity.

To increase our program size and agricultural literacy efforts, we must take marketing from a sometime thing to a constant activity. This will take time, effort, and money. However, this does not have to come from the agriculture instructor alone. FFA chapters traditionally have a reporter—challenge them and the other officers to have at least one article prepared for the local newspaper every week that highlights some



...able time, effort, imagination and work is required of today's agriculture instructors to ... students to inquire about the world around them and to prepare their students to ... learning; that is what agricultural education is all about. (Lou E. Riesenber)



Considerable time, effort, imagination and work is required to prepare instructors for teaching agriculture in today's schools; that is what agricultural education is all about. (Courtesy of Lou E. Riesenber)

aspect of the local program (FFA, SAE, new curriculum materials, etc.). Chapters typically have a Public Relations committee--challenge them to make FFA Week types of activities a weekly event instead of annually. Many programs have Alumni affiliates as well as advisory committees--challenge them to recruit a new "agriculture believer" into the local program or the local Alumni. Several states have formed "councils" on Agricultural Education--challenge them to add to the "friends of agriculture" fold through increased promotion and support efforts.



Not only have the students (and instructors) in our classes changed, but hopefully so has our vision of agricultural education changed to reflect the current challenges in education and agriculture with which agricultural education can and should deal. (Courtesy of Lou E. Riesenber)

(continued from page 4)

must show that our global society demands a variety of career opportunities for men and women throughout the food and agriculture industry. Dynamic, futuristic agricultural education programs must be offered to give K-12 and college students the knowledge and career awareness necessary to keep pace with the demand for well qualified professionals. We must ensure that agricultural education helps meet the employment challenges of the next century.

I believe we are heading in the right direction, but I'm not sure our public knows where that is. I think twenty years ago we knew what direction we should be heading as exemplified in this comment made by

A Final Challenge

While daily marketing activities are more effective than sometime efforts, the most powerful concept in marketing is owning a word in the prospect's mind. Given the words computer, copier, chocolate bar, and cola, the four most associated words are IBM, Xerox, Hershey's and Coke.

Some would say we have such a word and that it is found in the combined letters of "F.F.A." These individuals profess that this word creates positive perceptions about agriculture and agricultural education. Again, another illusion. While "FFA" has shown itself to be positive in the mind of our "regular customers," it has also proven to be too narrow of a lens as the classroom, laboratory, and application aspects (i.e., SAE) of our program and are not included in the resulting perception of "potential customers."

What if agricultural education, through our collective creativity, could create an effective catch word or a phrase? What if we took that word and promoted it daily? Buttons, billboards, direct mail, brochures, TV, radio, Internet--whatever is the most effective means of reaching and persuading the target audience. Then, perhaps, we could be like Coca-Cola--everyone would know what agricultural education is.

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Claxton Cook (1965), teacher educator, Oklahoma State University:

"The unique educational opportunities of vocational agriculture challenges each student to contribute to his maximum potential, drawing from all disciplines of education thus producing an individual that gains pride and respect for his ability and worth."

The uniqueness of vocational agriculture comes from the fact that all areas of knowledge must be utilized in the solving of problems. Mathematics, chemistry, physics, English, history, speech, botany, commerce, bacteriology, engineering, and mechanics must be employed and brought together for total understandings of the part they play. No other subject demands this. No other subject demands that components of all natural laws be brought together in an atmosphere of understanding and challenge."

Sometimes our past is the best indicator of the direction we should be going. "What others think of us" were excellent columns written in 1929. Should we have similar columns in our publications today? Should we listen to what our public says?

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"Agriculture is Taught? In High School?"



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These comments, from a prominent Michigan science educator, illustrate a dominant view by the public about agricultural education, no opinion -- they do not even know that agricultural education exists. When asked, public opinion about agricultural education often centers around the above theme. However, the surprised look disappears and a curious expression emerges as an individual is made aware that agricultural education is, indeed, a viable educational program in the public school system. Usually, a permanent opinion about agricultural education is made within seconds and often times the opinion is stereotyped as teaching "farming." Why does this stereotypical response occur?

People generate instant opinions because they are programmed that way. Television shows, news stories, magazines, and even school counselors utilize stereotypes to distinguish between groups of people, issues, curriculums, etc. School systems proliferate a stereotypical world by employing the following: labeling courses as academic, basic, vocational, college bound, advanced placement, etc.; identifying schools as magnet, vocational, academic, comprehensive, etc.; and judging the value of a course based on its title and not on its content. If people are programmed this way (to make instant opinions on most daily matters) is there any hope to improve the image of agricultural education in the public's eye?

"Involve" versus "Show & Tell"

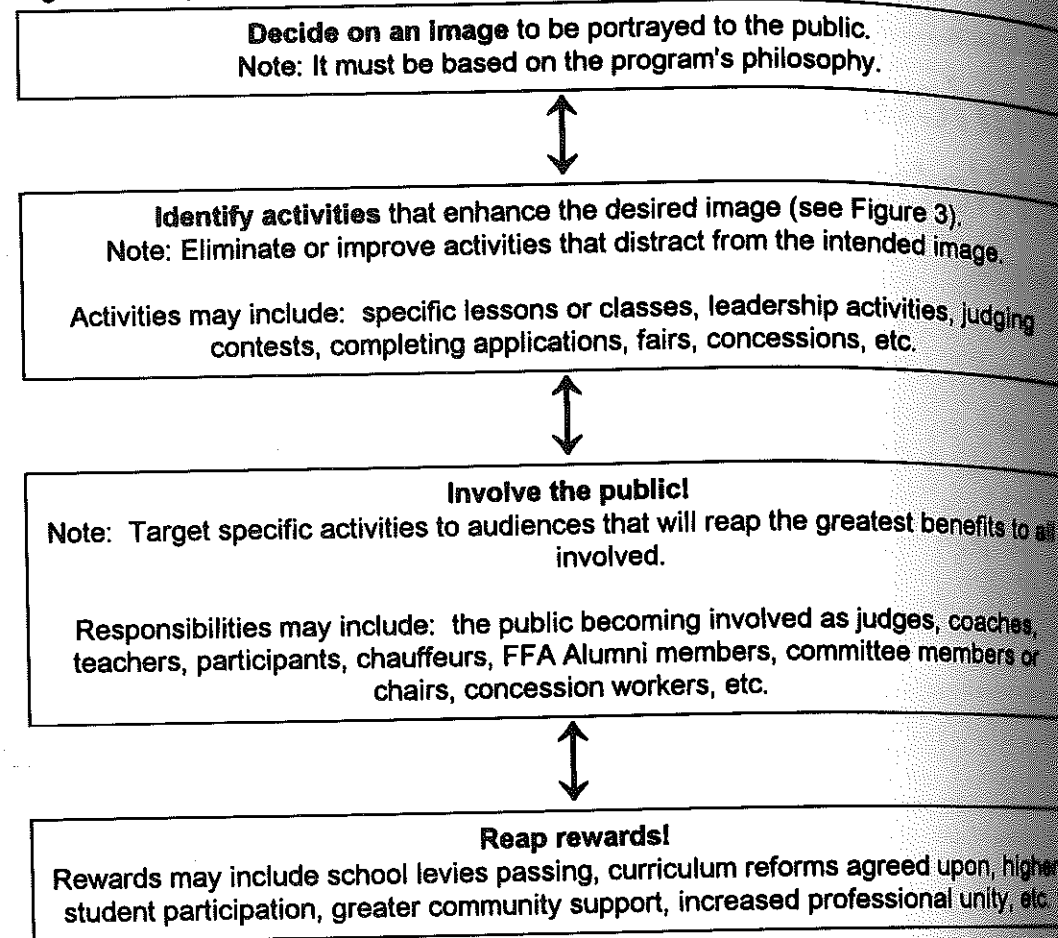
Most agricultural educators would agree with the above heading, but how often do they involve the public in their program? The public's main exposure to agricultural education is usually involuntary at fairs, petting zoos, and mall exhibits. Some voluntary activities include agricultural presentations at service clubs, school functions and community events. These exposures are fine, but they are usually "Show and Tell" activities. The audiences receive a fine presentation and some people may even remember a few items from the message. Improvement on the "Show and Tell" methodology, and ultimately what the public remembers, can be achieved by increasing the public's involvement in agricultural education activities (see Figure 1).

In Michigan, a "Blue Ribbon" panel was organized to judge the "Agriscience Teacher of the Year" award. The panel consisted of the College of Agriculture and Natural Resources Associate Dean of Academics, the Assistant Dean of International Agriculture, the Assistant Deputy of Vocational Education, the Assistant to the Director of Admissions for Michigan State University and several department chairs. A tremendous amount of planning was needed to insure that the actual judging was organized. The rewards are still being felt today. The judges were extremely impressed with the applications. Their images of agricultural education

Figure 1. The Agricultural Education Image Scale

Action by agricultural educators with their public:	Image scale	Public transformation:
involve them	↑↑ Excellent image	they gain ownership
show them	↑↑	they understand
tell them	↑↑	they are aware
do nothing	↑↑ Questionable image	void

Figure 2. Steps to Improve the Public Image of Agricultural Education



tion changed drastically during the three hour evaluation meeting. A winner was selected, but the real winner was the Michigan Agricultural Education profession. They now had allies in very high and key positions within Michigan State University (MSU) and the State Department of Education.

Another Michigan involvement activity occurred during the development of the Michigan Agriscience and Natural Resources Curriculum. Fifteen curriculums were written and each curriculum had a development team consisting of secondary school science and agricultural teachers, MSU faculty, agribusiness personnel and State Department of Education staff. The teams met for two or three days during the curriculum development phase. Again, their involvement and subsequent ownership (see Figure 1) created a very positive image about the future of agricultural education. This past spring Michigan's State Supervisor of Agricultural Education stated that the restructuring effort from production agriculture to agriscience was complete and that state funding supported restructured programs. Is involvement worth it?

Involving the public takes time and commitment. The previous examples indicate there is value when you involve others. Agricultural education has relevant, educationally sound curriculums and effective delivery methodologies. The lives of young people are touched because of agricultural teachers being dedicated to their philosophies. No wonder frustration levels increase when the public only views agricultural education as training "farmers."

This fall the Arizona Board of Regents increased entrance requirements so that the 1994/95 freshman class can only take one elective if they want to meet minimum standards. Arizona agricultural education programs survived this latest challenge due to a positive image held by the committee that reviews admission requirements. Two agricultural courses, "Applied Biological Systems" and "Agriscience" will count as a "Biology" and as an "Integrated Laboratory Science" course during the admission process.

This event moves the two agricultural courses from being electives to being alternative required courses. The review committee is a sub-group of the university's "Science and Math Education Committee." For two years faculty from the Department of Agricultural Education served as active committee members. They assisted with proposal writing, presented in-service materials and, in short, built relationships and a positive image of agricultural education.

Concurrently, several agricultural curriculums were cross-referenced the state's science essential skills were developed with the help of design teams consisting of agribusiness leaders, science and agricultural teachers, students, and University of Arizona faculty. In addition, several graduate studies involving science and agricultural teachers were conducted. When the time came for the review committee to make recommendations to the Admissions' Office as to which courses met the new Board of Regent's requirements the agricultural education proposals met no more

tance. Involvement and being well prepared is worth it, ask any Arizona agricultural educator. Who else can be involved?

An untapped public are senior citizens. This group of people has tremendous amounts of experience and expertise, most of which goes unrecognized and untapped. Involving seniors has many benefits: 1) They can coach students preparing for a variety of contests in the comforts of their own homes. Their schedules are usually flexible. 2) They can teach specific lessons. 3) Students may learn to appreciate this segment of population. 4) Senior citizens appreciate being recognized. 5) Seniors may view school levies more favorably if they have positive experiences with young people. Involvement with senior citizens is worth it!

A Solution

Popeye, the gallant cartoon sailor, offers a tremendous philosophy for agricultural education, "I yam what I yam and that's all that I yam." Decide what you yam [sic] and then walk the talk. That is, agricultural educators must decide what is the image they want the public to remember and then tell, show and especially involve the public in activities that emphasize a positive image.

Popeye does not apologize for who he is. He represents good, integrity and stubbornness (sounds like an agriculture teacher). He stands his ground based on a philosophy of right and wrong. Can agricultural educators say the same thing? What is the definition of agricultural education? Does each agricultural

education program have a philosophy and a list of principles that support it? Those items are all a part of the foundation that builds an image (see Figure 2).

Arizona's agricultural education programs strive to portray a contemporary image that emphasizes relevant hands-on education, a sincere interest in their students and utilization of up-to-date agricultural technologies. Yet, if the only view the public has of a local program is that of a student spreading manure on the school farm, then that representation is what the program is. If manure spreading is all the public is exposed to, then the agricultural education program is nothing more than manure spreading, you yam [sic] what you yam [sic].

Fairs can be best friends or worst enemies to agricultural education. They are a tremendous opportunity to reach and involve the public, but what does the public see? Production agriculture is the typical image displayed. This image is fine, but it is probably not representative of the entire agricultural education program, nor is it supported by most philosophies as the only picture to portray to the public.

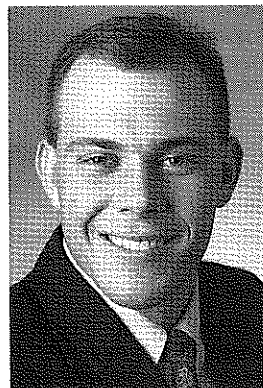
Agricultural education programs and activities must constantly be evaluated to ensure their relevancy and importance (see Figure 3). Anchors must be cut loose so that the profession can avoid being held back in today's highly technological world. Agricultural education can improve its public image. The solution is living a sound philosophy, and involving others in it. The rewards are worth it. If Popeye were an agricultural educator, he would lead the way. ■

Figure 3. A chart for classifying FFA activities¹

I M P A C T	high	"Sacred Cows" <i>high impact</i> <i>low need</i>	"Stars" <i>high impact</i> <i>high need</i>
		expected programs redesign is helpful	needed wanted
		"Anchors" <i>(phase out)</i> <i>low need</i>	"Horizons" <i>low impact</i> <i>high need</i>
	low	time spent questionable impact is questionable	potential for becoming a "star"
		NEED	high

¹ This chart is designed for categorizing FFA activities (contests, camps, conferences, etc.) and determining their value. This may be helpful when determining program emphasis (or deletion) as resources (including time) become scarce. This chart was modified from a Cooperative Extension chart.

Let's Tell Our Story



BY TODD DAVIS

Mr. Davis is agriscience senior and former employee of Berger and Company, a ConAgra Company and lives in East Lansing, MI.

Let us never forget that the cultivation of the earth is the most important labor of man. When tillage begins, other arts follow. The farmers, therefore, are the founders of human civilization."

-Daniel Webster

It is the Benjamin Franklin ethic, summed up in the quote. This belief made it possible for the United States to be what it is today. Agriculture was our initial base in foreign markets and today it is the industry that sustains our trade and growth. However, the public's perception about agriculture has eroded through the years. Jim Guillinger, Coordinator for Facilitating Coordination in Agriculture Education (FCAE) said it best "the problem tracks back to the mid80's when the poor farm economy gave agricultural careers a bad name." (*Prairie Farmer*, September 1994). Most of today's youth are three generations removed from the farm, and they no longer have an accurate, first hand knowledge of agriculture. The public believes, and so do many farmers, that agricultural education is for those who want to go back to the farm, and that there are no longer rewarding jobs in agriculture, financially, personally and mentally. Thus, because of this belief, they feel there is no reason for agricultural education.

The belief that agriculture and agricultural education carries a negative perception is perpetuated in our daily lives, from "Where are you going to teach, aren't all the programs closing?" as stated by Jeff Bosley, a farmer from Central Michigan to a professor in the College of Education at Michigan State University saying "Why do they certify you to teach agriculture?"

I am sure that all agricultural professionals and educators have felt this negative attitude from outside and inside the realm of agriculture. How long are we going to let the negative perceptions of agricultural education persist? Dr. Jerry Peters, Associate Professor and Head of Agricultural Education at Purdue University said "We in agriculture are our own worst enemies because we never tell our story" (*New Horizons Magazine*, May 1994).

It's time that we in agriculture start telling our story. Articles have been written promoting agriculture, agricultural education, and careers in agriculture; however, for the most part, they are found in agricultural trade publications. It's time for agriculture to be portrayed on the six o'clock news or 60 Minutes for something positive, like feeding the world or saving the rain forest, instead of gloom and doom. The industry should hire an advertising agency to promote the positive story about agriculture with concrete facts. It's time to start educating people who are knocking agriculture. Let's tell our story. Let us tell our story by facilitating curricula in schools from K-12. It can be formally presented

by integrating agriculturally related topics into math, social studies, English and science classes. Let's start promoting agriculture literacy more aggressively. An example is having a national agricultural literacy week. There is a national convention week. Why not set aside a week for the basis of our great national enterprise, agriculture? June is dairy month, however that only encompasses one part of agriculture. Why not a month for all of agriculture. The general public is unaware of what really happens in agriculture and we need to change that.

It is evident that agricultural education students are quality people prepared for a job in the "real world". Nevertheless, it is our challenge to reach more, change the perceptions of people and instill an even larger amount of high quality, technically equipped graduates. It has been found that "Some high school students who have been exposed to course work in agriculture tend to hold a more favorable set of beliefs about the nature of agricultural careers and are more inclined to consider agriculture as an area of study than those students without such exposure" (Thompson & Russell, 1991). The people in agribusiness see secondary agricultural education programs as the development ground for their future employees. Agribusiness is searching for quality people that have common sense, are knowledgeable about agriculture, literate, hard workers with good work ethics. "When asked to compare these graduates with other employees, 2/3 to 3/4 of the employers rated the agricultural graduates in the upper level on work attitude, general skill level and agricultural skill level" (J. Ross Warmbrod, 1987).

The knowledge of how the public perceives agriculture is not enough; it is how we use this knowledge to our benefit. There have been papers and literature written over the last ten years saying the same things that have been said in this article. I believe, therefore, we in agricultural education need to evaluate if we really are making a change. Agriculture is changing around us at a rapid rate and we need to accelerate to stay on top of what's happening in the industry. The Committee on Agriculture Education in Secondary Schools recommended, "... upgrading of programs to prepare students more for the study of agriculture in post secondary schools and colleges for current and future career opportunities in agricultural sciences, agribusiness, marketing, management, and food production and processing"; this recommendation is very achievable. Agricultural educators are diligent. There is room in our programs to give a practical education that fulfills the needs of agribusiness, marketing, management, and food production and processing. At the same time, agriscience can provide an education that competes with the college prep classes. It is exciting to realize the diversity

Once students are enrolled in agriscience programs they see the potential and value that agriculture possesses. Matthew Galecka, a freshman in agriscience at Michigan State University summed up what many students have repeatedly said, "My perception of agriculture education prior to coming to MSU was that it was only for kids who lived on a farm. These kids were also FFA members wearing the funny jackets...Basically ag classes were looked down upon by the other students. I also looked down on it. My perception has drastically changed. I feel that something is missing in typical science classes. Students do not see the real world context. In agriscience classes, this can be seen."

By getting these students interested in agriculture they will realize what the agriculture industry is all about. However, we must realize when instructing our agricultural classes that the majority of the youth are two to three generations removed from production agriculture. As Jim Blair, Retail Sales Manager of Northern Star Mineral, East Lansing, Michigan noted, "One problem with agricultural education students today is that they are book smart and lack the practical experience in the basics of agriculture. When we teach our classes we must be aware to keep the happy medium between the traditional agriculture classes and today's agriscience classes, for it is 'when tillage begins, other arts follow.'"

"One problem with agricultural education students today is that they are book smart and lack the practical experience in the basics of agriculture. When we teach our classes we must be aware to keep the happy medium between the traditional agriculture classes and today's agriscience classes, for it is 'when tillage begins, other arts follow.'"

Another way to try to change student's perception of agricultural education is to work with local agribusinesses. Agribusinesses are realizing that without quality, knowledgeable people, the businesses will not last. "We can buy all the best equipment and offer the best services in the world, but without quality people it will do us no good." (Jim Blair, Northern Star Mineral). Meet the agribusiness professionals in your area, discuss the mutual problems we are encountering and then work together to solve the problem of the negative public perception of agriculture and agricultural education. Agribusinesses should be encouraged to create educational scholarships to land grant universities, for students with a weak agricultural background and ones with a strong background.

The image of agriculture education has been faltering for the last decade. The changing of the perception of agriculture may start with the perceptions of ourselves. Can we be so bold to suggest that we throw out the official dress of the FFA? Do we dare

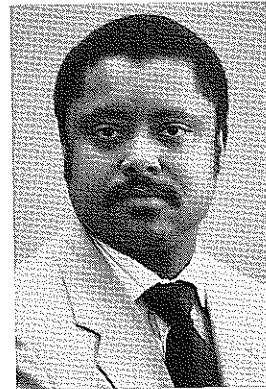
change it to meet the professional image of today's fashion. If you look like a "kick back" to the 1940s and 50s, people will perceive you that way. Changing the official dress might be considered conforming or, is it updating ourselves to keep up with the times.

It is up to us as agricultural educators to take a stand, and be the leaders that agriculture needs, the leaders of change. The FFA has taken great strides to go beyond production agriculture, let's sustain the momentum. The implication is to not forget where we came from, but remember where we are going. John Hannah, former President of Michigan State University, had the vision of taking MSU from a small agricultural college to one of the largest dynamic universities in the world, however it is still known as one of the premier agricultural schools in the world. Agricultural education is half way there. Let us work together, borrow each other's ideas, improve on them, get motivated and become **Number One**. Agriculture is the foundation for our society. However, it is the least known. It is time we get excited and start telling agriculture's story.

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Perception, Reality or Idealism



BY LARRY POWERS AND
AUSTIN M. BULL

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The American education system is constantly evolving, changing and reacting to differing student needs, societal expectations and the electronic media revolution. During the 1980's a number of national reports were developed and published amplifying the need to revisit the American education system. These reports essentially indicate that the system is broken and should be fixed. These reports have been a major driving force impacting efforts to reform education for students in the United States. The report *A Nation at Risk* (1983), prepared by the National Commission on Excellence in Education, emphasized the fact that rising mediocrity in the schools has positioned the United States to lose its prominent position in the world concerning commerce, service, industry and technology. The Carnegie report, *A Nation Prepared: Teachers in the 21st Century* (1986), amplified the need to provide better educational opportunity for America's growing minority populations and low income individuals. The Carnegie report also recommended the establishment of graduate curriculum for teachers that would basically rearrange the system for preservice teacher preparation. The Holmes Group released the report, *Tomorrow's Teachers* (1986), that stressed early field experiences in the schools for preservice teachers. Reports such as the ones cited above have been a major catalyst for change in the American education system.

Agricultural Education is an integral part of the education system and it too has been evolving, reacting and responding to change. The nature and substance of change in Agricultural Education are basically determined by community leaders, state mandates and the socio-economic and political environment that exist during the change process. The perceptions of Agricultural Education held by change facilitators relative to reality and idealism -- what is and what ought to be, play a major role in changes proposed for the Agricultural Education program.

The remainder of this article will focus on: (1) theoretical concepts of perception, (2) perceptions of College Deans and Agricultural Educators, and (3) impact of perceptions on the program.

Perception Concepts

In an attempt to discuss the public's view of Agricultural Education, it is important to discuss the notion or idea of "perception" in a theoretical context. The theoretical discussion of "perception" provides us with a context of which to understand the systemic impact perceptions have on Agricultural Education program change, development, and implementation.

Many writers and scholars suggest that "man" has a natural inner desire to know. To a large extent man's desire for knowledge comes in conflict with realism, idealism, and truth. What is realism, idealism and truth? Some would argue realism is how

one internally perceives things to be. Idealism is often discussed as the difference between the way things are and the way things should be. Truth is a very illusive idea that is often discussed as an individual's perception of reality. This may or may not be real to others. Therefore, for discussion purposes, the writers will discuss perception, truth and idealism from the position of what is perceived by the individual.

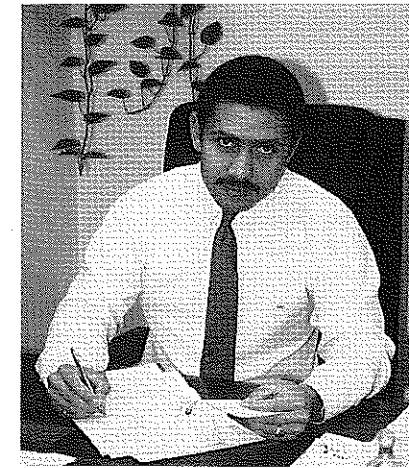
What is perception? How does one develop perception and how does perception interact with behavior? Albanese (1981) defines perception as "the process by which individuals attach meaning to their experiences. It is the process by which persons transform, organize, and structure information arising from experiences of the senses or memory." In actuality, the individual's cognitive make-up, past experiences, and intelligence interact together to determine the perception an individual develops as the result of experience. Cognitive make-up, past experiences and intelligence of individuals are different. Therefore, persons exposed to identical experiences/stimuli may develop entirely different perceptions of the same episode. Halloran and Benton (1987) indicate that "because of differences in temperament and environment, everyone sees the world in a slightly different way."

Albanese (1981) indicated that each person has a personalized image of the world which he calls "cognitive map." According to Albanese, individuals can selectively censor out experiences that may be contrary to previous information or even new information that may change an existing perception. If this is true, we can understand why individuals may not be receptive to new information that may change their perceptions, especially concerning ideas they have preconceived notions about -- stereotypes.

The literature is very clear relative to the ability of an individual to change his/her perceptions concerning a particular stimuli in the environment. This means that if the message sender can change, rearrange, or create new stimuli in the environment, an individual's perceptions can be changed.

Perceptions of Professional Educators

A number of studies have been conducted to determine how groups external to the Agricultural Education profession perceive the program and those who are affiliated with it. Those working in the profession have determined that if we are to continue to operate and receive the type of program, financial and public support for the program, we must know the views held by those publics having a direct impact upon the program. Miller, Chaudhry, Lee, and Dlamini (1986) conducted a national study to determine the image of Agricultural Education at the collegiate level as perceived by Deans of Agricultural Education.



Many agricultural education graduates are very successful professionals--the agricultural education profession should make more use of their experience, influence and expertise.
(Courtesy of Larry Powers)

ture and education. Their study documented many things already suspected but were not empirically documented. They concluded the following:

1. Overall Agricultural Education faculty were held in high esteem,
2. Agricultural Education faculty were held in high esteem for their service, and
3. Teaching, students and research were held in moderate esteem.

During further review of the tables in their study, it was evident that some characteristics that make collegiate teaching of Agricultural Education scholarly were measured in the middle range pertaining to: (1) course substance, (2) intellectual challenge of courses, (3) theoretical concepts versus how to, and (4) accommodation to students. Upon reviewing the tables concerning students, they indicate that Agricultural Education students were scored in the middle range as it relates to: (1) following rigorous programs, (2) scholarly propensity, and (3) ability. Upon reviewing the tables addressing research, the college deans scored most of the ten (10) items in the middle range on a ten (10) points scale. The basic findings concerning teaching, students, and research in Agricultural Education are somewhat troubling. These are the components of the Agricultural Education program that make us an integral part of the university academic community.

Problem Implications

Earlier in this document the writers discussed perceptions, the way experts indicate perceptions are developed, and the idea that perceptions may not necessarily represent reality. However, according to the study, the perceptions that college and university deans have of Agricultural Education is reality to them. Given the decision-making position deans occupy in higher education, these perceptions could be very damaging for the Agricultural Education program.

The teaching program in Agricultural Education is rigorous, challenging, theoretical and belongs at the collegiate level based on the perceptions of those involved with the program. However, we must determine more explicitly the opinions of significant others and how those opinions are developed. Once we have determined what these opinions are, we must be

more vigilant in terms of removing the stimuli that serves as the precursor for these opinions. During the National Agricultural Education Research Conference in Dallas, Texas (1987), Dr. Glen Shinn indicated that agricultural educators spent too much time researching what we think of ourselves and that we should spend more time studying the perceptions of significant others, especially those publics that impact the program.

The agricultural education student is at the core of the total program. Most people tend to agree that the proof to the pudding is in the eating -- our graduates are very successful contributors. If this is true, how do we explain the perceptions college deans have of our students? This question is the most obvious and easiest to answer. Traditionally, agricultural educators philosophically believe in the American dream, that individuals have the inalienable right to life, liberty and the pursuit of happiness and the way to achieve it is through education. Through the agricultural education program many students have been provided educational opportunity that they might otherwise have NOT received. What should we do to improve the image of our students? The systematic utilization of alumni serving in professional decision making positions should be used at every opportunity to amplify the contributions made by Agricultural Education graduates.

Research has traditionally been the vehicle through which we gain the respect of our peers/colleagues. Agricultural educators at the collegiate level should engage in more collaborative research with colleagues in other behavioral sciences. More research should be conducted studying other publics and groups peripheral to the program which should be presented to diverse behavioral science audiences.

Summary

Agricultural educators and those affiliated with the program are convinced that the program has quality, good students, and is a contributing partner in higher education. Many of the perceptions held by others may not necessarily be reality; however, these perceptions are reality to those that hold them. It is the responsibility of the professional to determine what these perceptions are and to initiate activities and programs that remove the stimuli that develop them. Program leaders and scholars have the opportunity, challenge and responsibility to develop a positive image for the Agricultural Education program.

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(continued on page 23)

Agricultural Education Under the Bright Lights



BY BILLYE FOSTER
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A few weeks ago I lost my baby boy. Maybe not completely, but we definitely experienced a relationship change. My son is fifteen years old and is a member of the starting offensive line on the varsity football team at his high school. In Texas, that gives legal bragging rights to fathers, grandfathers, and any interested uncles or cousins. After their second win in a row, Daniel was waiting anxiously on the edge of the field. He had a furtive, anticipatory look in his eyes as if to say, "Did you see me? Did I do a good job?" As I walked up to congratulate him I realized that look wasn't meant for me. His first words were, "Mom, where's Dad?"

I was crushed. Daniel has shown market lambs and heifers for eight years. That special look of "How did I do?" has always been mine. But it now appeared I had lost out to peer pressure and a macho world! As I brooded over my loss I watched the crowd gather around the local heroes. Practically everyone in the small community was on hand to congratulate the team. They actually felt a "part" of the action that had gone on under the lights of that field.

The next day I helped with a junior livestock show in a neighboring county. There were about 100 heifers entered and maybe a total of 30 spectators to watch them (that included all ring help). The crowd for the most part was a rather dismal lot. Sitting there stone faced, waiting, in what appeared to be agony, for someone they knew to enter the ring. No one had that air of excitement around them. No one seemed to be "feeling" the anticipation of the exhibitors in the ring. No spark of enthusiasm grew within the crowd, like it had the night before.

What was the difference? What drove the crowd from the previous night? Obviously, the football team worked hard and put in many long hours of practice to perfect their skill. On the other hand, the young livestock exhibitors had also worked hard. Countless hours and considerable expense had gone into the development of those heifers. So, why did one event spark enthusiasm and the other wreak of spectator presence through parental responsibility?

Thinking back, I remembered the excitement at Friday night's game. Anticipation was actually palatable before and during the game. Why? I reviewed the scene. First, an inventory of the props used: seven pretty teenage girls in cheerleader suits, full of enthusiasm; a band playing fight songs; radio and live announcers giving play by play updates to the fans; bright lights and lots of banners—even a student in a mascot suit, all of these added to the atmosphere. But, more than that, the audience was primed for the event. At least three articles about our football team appear weekly in the two-page sports section of the daily area newspaper. In addition, the school holds a pep rally for the entire school, kindergarten through twelfth grade, every

Friday before home games. Yes, I decided the athletic department had done their homework. Everyone had been informed and more importantly pumped with enthusiasm.

So what about the livestock show? Yes, I had been sent to the area agricultural science teachers and 4-H agent's. I think there was even a small announcement in the county agents column of the local paper. What about the school? I guess there was no need to publicize the event there, after all only a handful of students were involved—it couldn't possibly be of interest to anyone else, right? Actually, as a parent, I'm not sure I would have known anything about it at all, if it weren't for my own involvement in that particular activity.

It occurred to me that this was an accurate insight of how the public viewed agricultural education in general—a little mundane. Athletic programs always seem to be in the limelight, and agricultural programs in the shadows. As we have moved farther and further away from the farm, we have lost sight of that special spark of excitement that separates agricultural education from general studies. Students, in general, don't look to agriculture for insight into an ever changing and challenging future.

We in agricultural education have fumbled the ball. We have failed to educate, prepare the public, or even advertise the quality product we produce. As our technology has changed, so has our curriculum. Unfortunately, many people still think we only offer instruction in livestock and crops. When was the last time you read an article in your local paper about the opportunities for public speaking in the agricultural education program? Or when did you hear a radio talk show host expound on the value of learning parliamentary procedure through the FFA? Why does this state exist? How have we missed the target?

Simple. We are too independent. We don't spend enough time cultivating a network of communications between agricultural education programs and the public. We are the minority. Less than two percent of the population earn their livelihood from production agriculture, why should the other 98 percent have any interest in our programs? The federal government has deemed agricultural interests so minor they will no longer be included in the census process. If we don't speak out for ourselves, who will?

For too long we have simply assumed the connection to the FFA itself would sell our programs. When asked if a school offers agricultural education many people respond, "Well, they offer FFA." As a unique and superlative youth organization, we are FFA can't be topped. But is that all agriculture education is—a support program for a youth organization? We need to take inventory of the changing needs of all of agricultural education, and search for ways to make the public aware of all we have to offer.

need to find our place under the "bright lights" of public awareness.

In 1929, in his text, *Agricultural Education in the United States*, Whitney Shepardson noted that food production was not keeping pace with population growth. His concern over the need for increased agricultural technology might mirror today's concern of where does agricultural education fit in? Obviously, efficient production is no longer a problem. The problem today centers around the fact that underneath all the labels, theories and layers of conjecture, we are still in the "kid business." How can we develop leaders and producers for the future, when many potential students are still unaware of what we offer? The question today, perhaps, should be "How can we sell our program?" and not "How does the public view agricultural education?" ■

Parliamentary Procedure

(continued from page 5)

HARRY: Mr. Chairman!

CHAIRMAN: Harry.

HARRY: That is the most sensible motion I have heard today. I am very much in favor of sending it out to the cleaners.

DICK: Mr. Chairman!

CHAIRMAN: Dick.

DICK: That would cost us money and I really don't have much right now. I move we table the motion.

PAUL: I second the motion to table.

CHAIRMAN: You have heard the motion to table and the second. We will now vote on the motion to table the main motion. The main motion is to have the hat cleaned.

All those in favor of the motion to table signify by saying "Aye." (Tom, Dick, and Paul vote Aye). All those opposed vote by saying "No" (Harry votes No).

The ayes have it, the motion has been tabled. (Paul then puts the hat on the table.)

TOM: Mr. Chairman!

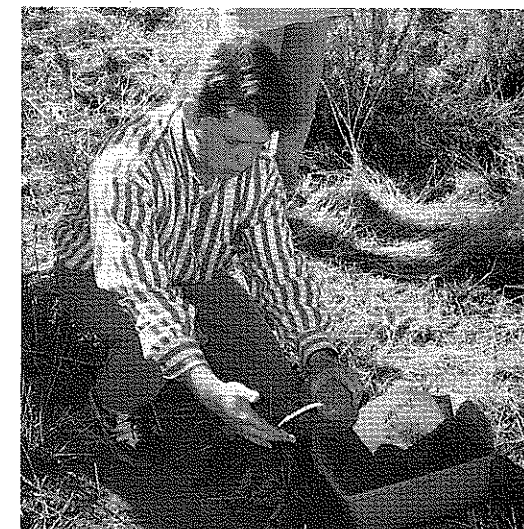
CHAIRMAN: Tom.

TOM: Perhaps we were a little hasty in tabling that motion. I have thought of a way to clean the hat without any cost so I move to take the motion from the table.

HARRY: I second the motion.

CHAIRMAN: You have heard the motion to take from the table and the second. We will now vote on the motion to take from the table the motion to have the hat cleaned. All those in favor signify by saying "Aye." (All vote Aye.) All those opposed signify by saying "No." (No one votes.) The Ayes have it. The main motion to have the hat cleaned is now before the house. Is there any discussion?

TOM: Mr. Chairman!



Agricultural education adds value to the lives of individual students not only by giving them knowledge about and skill in agriculture, but many times is also the source of their determination and perseverance. For some young people this may be their only source of success to build on; that is also what agricultural education is all about. (Courtesy of Lou E. Riesenber)

CHAIRMAN: Tom.

TOM: I move to amend the main motion by striking out the word "cleaned" and inserting the words "powdered with chalk dust." I believe that will cover up the dirt.

DICK: I second the motion.

CHAIRMAN: You have heard the amendment and the second. Is there any discussion?

HARRY: Mr. Chairman!

CHAIRMAN: Harry.

HARRY: Who ever heard of cleaning a hat by powdering it with chalk dust? I urge the assembly to vote the amendment down.

CHAIRMAN: Is there any further discussion on the amendment?

GROUP: Question!

CHAIRMAN: As there is no further discussion, we will vote on the amendment to strike out the word "cleaned" and insert the words "powder with chalk dust." All those in favor of the amendment signify by saying "Aye" (Tom, Dick, and Paul vote Aye). All those opposed signify by saying "No" (Harry votes No). The Ayes have it.

Tom, as you thought of this splendid idea, the chair requests that you powder the hat. (Tom takes a big eraser and powders the hat well.)

CHAIRMAN: Is there any more new business to come before the house?

HARRY: Mr. Chairman!

CHAIRMAN: Harry.

HARRY: I rise to a question of privilege.

CHAIRMAN: What is your question?

HARRY: It is very stuffy in here. May I open a window?

(continued on page 19)

The Changing Face of Agricultural Education: The Educational Triad of Business, Education and Parents



By JOHN HILT
John Hilt is chairman and CEO of Quality Stores, Inc., North Muskegon, MI.

In less than one generation the changes in agriculture have been incredible. There was a time, not too long ago, when the farm was automatically handed down from parent to child. Then the lure of the city and manufacturing jobs changed many farming communities. Today, another dramatic change is taking place. In the past few years, the farming lifestyle and vocation has become much more complicated. Computers are used to manage dairy herds and are even tied in to satellites for precise contour farming. Government regulations and programs have become more restrictive and complex, yet many offer greater opportunities for the farmer, or farm family, who is looking to take advantage of what's available.

It's more important every year for farmers to increase their education and awareness. For example, Michigan State University offers a wide variety of under-graduate and graduate coursework in areas like horticulture, animal science, crop & soil sciences, agricultural economics, engineering, forestry, resource development, parks & recreation resources and agriscience education. The public today doesn't realize that it's not uncommon for a farmer to hold an advanced college degree and, in many cases it's necessary to keep up with the changing technology and regulations.

That advanced education begins at an early age. Quality Stores became very supportive of farm

youth education years ago through the FFA and 4-H. With fund raising efforts and "grass roots" participation in our communities, we've contributed hundreds of thousands of dollars. But, it takes much more than money. We see that clearly in our work with the FFA.

Parents are truly a key in strong education. The young people who excel and enter competitions and leadership programs at state and national conventions come from strong family units. Their parents are there for them, whether from one or two parent families, to provide that support.

I think business needs to become much more involved in supporting education. At Quality Stores we are involved and active at the local store level with our communities - that's where we see the most impact in developing, maintaining and growing programs both for FFA and 4-H.

There's an emotional reward for those involved. These kids are great to support and it's fun to do. Best of all, some of them will become leaders in the agricultural industry.

From a business standpoint, it has to be a two way street. We publicize the support of our company in the community which encourages other businesses to support agricultural education. We are to line up supporting organizations and businesses with a particular program so that the company has some "ownership" in that program. Business and



Members of the Michigan FFA recently visited the headquarters of Quality Stores, Inc. in North Muskegon, MI to reinforce the FFA's partnership with the company. (Courtesy of John Hilt)

to understand the long term benefits of good FFA and 4-H people coming back to them as employees in their businesses and as members of the community.

It's very difficult to find motivated people to work in business. But, with training and leadership provided by the FFA and 4-H, we've noticed that these young people are motivated to work hard and excel from an early age. That carries them through their work and life during the long haul.

You read a lot of negativity in the papers about youth today, but I'll tell you, these 4-H and FFA students are strong supporters of this country. It's fun to go to a convention, see the flag raised and hear a whole group yell, scream and cheer. They're hard workers. They're not afraid to roll up their sleeves and be judged by the contributions they make. One of the great teachings of these organizations is accountability. A major problem with our whole society today is that nobody wants to be accountable. There are too many people saying, "It's not my fault!" Yet in the 4-H and FFA these young people, at an early age, learn by doing. The better they do, the more support and recognition they get. They're not afraid to take some chances and some risks and be judged by their actions.

I think that the future of agricultural education looks very exciting, yet very challenging. The

(continued from page 17)

CHAIRMAN: You have permission. (Pauses, while Harry opens the window.) Is there any additional new business?

PAUL: Mr. Chairman!

CHAIRMAN: Paul.

PAUL: Harry has told us a number of times that this is the only hat he has, so he will more than likely wear it in the summer, and I think it is a bit hot for summer wear. We wouldn't want Mr. _____ to lose his hair, so I move we ventilate the hat.

DICK: I second the motion.

CHAIRMAN: You have heard the motion and the second to ventilate the hat. Is there any discussion?

HARRY: Mr. Chairman!

CHAIRMAN: Harry.

HARRY: I rise to a point of question.

CHAIRMAN: State your question.

HARRY: How do you resign from this organization?

CHAIRMAN: The chair refuses to answer the question. Is there any further discussion?

DICK: May I have permission to ask Paul a question?

CHAIRMAN: You may.

DICK: Paul, just how do you propose to ventilate the hat?

(Paul answers by displaying a large pair of scissors.)

CHAIRMAN: Does that answer your question?

DICK: Yes, sir.

CHAIRMAN: If there is no further discussion, are you ready for the question?

GROUP: Question!

CHAIRMAN: We will now vote on the motion to ventilate the hat. All those in favor of the motion say "Aye" (Tom, Dick, and Paul say Aye). All those opposed say "No" (Harry votes a loud No). The Ayes have it. Paul, as you

American work ethic is alive and well in the farm community. We see good, bright, hard working young people coming up through the system.

In order to get the support and attention the Agricultural Industry will need to remain competitive in the world economy and attract the best people we can, we need to get the word out to the public that, yes, the times are changing and so are we.

Why support youth? Why support the young people of the 4-H and FFA organizations? Perhaps the most succinct answer to these two questions comes from the eloquent pen of Abraham Lincoln. To paraphrase Mr. Lincoln: "Young people are the persons who are going to carry on what we have started. They are going to sit where we are sitting, and when we are gone, attend to those things which we think are important. We may adopt all the policies we please, but how they are carried out depends on them. They will assume control of our cities, states and nations. They are going to take over our churches, schools, universities and corporations. The fate of humanity is in their hands."

With business, education and parents joining forces, the youth of today will have the strong direction and encouragement they'll need to succeed. ■

made this motion and have the equipment to fulfill the demands of the motion, you may ventilate the hat. (Paul cuts four large holes in the crown of the hat.)

HARRY: Mr. Chairman!

CHAIRMAN: Harry.

HARRY: I move that the chair appoint someone to escort Mr. _____ to the front of the room so he may try on his new hat.

DICK: I second the motion.

CHAIRMAN: You have heard the motion. Is there any discussion? As there is no discussion, we will now vote on the motion that the chair appoint someone to escort Mr. _____ to the front of the room so he may try on his new hat. All those in favor of the motion please raise your right hand. (All members raise their hands.) The motion is carried by unanimous ballot. Harry, you may have the privilege of fulfilling the request of the motion. (Harry escorts Mr. _____ to the front of the room.)

HARRY: Mr. Chairman, I have fulfilled the wishes of the motion.

CHAIRMAN: Welcome to our meeting, Mr. _____! Would you please be seated? (Mr. _____ takes a chair in front of the table and the boys try on the hat.) Mr. _____, would you care to say a word of appreciation for the action taken by the assembly? (Mr. _____ may speak if he wishes.)

CHAIRMAN: Is there any additional business to come before the house?

HARRY: Mr. Chairman!

CHAIRMAN: Harry.

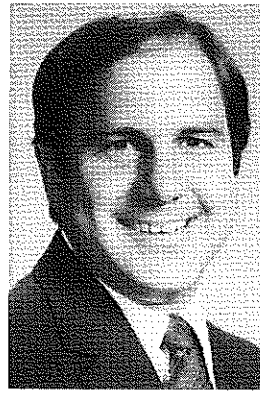
HARRY: I move we adjourn until (Harry states a date five years in the future).

CHAIRMAN: Is there a second to that motion?

DICK: I second the motion.

CHAIRMAN: You have heard the motion to adjourn until (repeats date). All those in favor of the motion signify by raising their right hand. (All raise their hands.) The motion has passed by unanimous ballot. I now adjourn this meeting until (repeats date). ■

The 1995-1996 Report — Assistantships and Fellowships In Agricultural Education



BY JOE G. HARPER

Dr. Harper is associate professor of agricultural education at Clemson University, Clemson.

The 1995-96 survey of institutions offering assistantships and fellowships in agricultural education is provided by the Publications Committee of the American Association for Agricultural Education. This survey is published annually to assist those in the profession who are seeking information about graduate studies.

Key to Understanding

The information is provided in the following order: nature of assistantships (number available); number of months available during the year; beginning months of employment; amount of work expected; monthly remuneration and other consideration such as remission of fees; whether aid is for master's, advanced graduate program, or doctoral students; source of funds; the 1995 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 Arkansas

Research assistantship (1-3); July 1; one-half time; 20 hours per week; \$767 - \$975 per month; full tuition provided; master's or doctoral; May 1; Contact: Dr. George Wardlow, Director of Graduate Studies, Department of Agricultural Education, Agriculture Building Room 301-B, University of Arkansas, Fayetteville, AR 72701, Telephone: (501) 575-2035.

Teaching Assistantship (1); September 1; one-half time; 20 hours per week; \$855 - \$1,089 per month; full tuition provided; master's or doctoral; May 1; contact same as above.

Clemson University

Graduate Teaching/Research Assistantships (3); 10 months; August through May; one-half time; \$650 - \$800 per month plus remission of out-of-state tuition and three-fourth fees; master or doctoral; SDE and/or instruction funds; May 1 or until filled; Contact: Dr. Lloyd H. Blanton, 112 Poole Agricultural Center, Clemson University, Clemson SC 29634-0356, Telephone: (803) 656-3300, FAX: (803) 656-5675.

Cornell University

Teaching Assistantship (1), 9 months; September; 15 hours/week, \$10,212 (\$537.48 bi-weekly); waiver of tuition and fees; doctoral, state funding, April 15. Contact: Agricultural Education Coordinator, Department of Education, 418 Kennedy Hall, Cornell University, Ithaca NY 14853, Telephone: (607) 255-2198.

Research Assistantship (1); 9 months; September 1; 15 hours/week; \$9,075 for 9 months (\$477.22 bi-weekly); waiver of tuition and fees; master's and doctoral; Hatch Act and other research funds; May 15; contact same as above.

University of Georgia

Graduate assistantship (1-3) in Occupational Studies; 9 months; beginning September 15; 10-11 hours per week; tuition and nearly all fees waived; M.Ed., Ed.S. and Ed.D. (doctoral students preferred); academic year compensation varies from \$7,740 (M.Ed.) to \$8,260 (Ed.D.); College of Education; applications due February 15 or until filled; Contact: Dr. M. J. Iverson, Agricultural Education Program, Department of Occupational Studies, 624 Aderhold Hall, The University of Georgia, Athens, GA 30602-7162, Telephone: (706) 542-1204, FAX: (706) 542-4054, E-Mail: MIV@SON@UGA.CC.UGA.EDU.

University of Illinois

Graduate Teaching Assistantship (1); 12 months; August; 50% time (20 hours per week); \$1,000 per month doctoral; in and out-of-state tuition and nearly all fees waived; April 1 or until filled; Contact: Dr. Ed Osborne, Chair, Agricultural Education Program, University of Illinois, 328 Mumford Hall, 1301 W. Gregory Dr., Urbana, IL 61801, Telephone: (217) 333-3165.

Graduate Research Assistantships (2); 9 months; August; 25% time (10 hours per week); \$400 per month master's; in and out-of-state tuition and nearly all fees waived; April 1 or until filled; contact same as above.

Iowa State University

Research Assistantships (2); 12 months; August; one-half time; \$1,200 per month; out-of-state tuition waived; fee reduction; doctoral only.

Research Assistantships (2); 9 months; August; one-half time; \$1,000 per month; out-of-state tuition waived; fee reduction; master's or doctoral.

Applications due March 1; Contact: Dr. Richard Carter, Head, Department of Agricultural Education and Studies, Iowa State University, Ames, IA 50011, Telephone: (515) 294-6950.

Louisiana State University

Research assistantships (1-3); 12 months; August; later; 20 hours per week (one-half time); \$875 per month; out-of-state fees waived; February 1 or until filled; Dr. Betty C. Harrison, Director, School of

Vocational Education, 142 Old Forestry Building, Louisiana State University, Baton Rouge, LA 70803, Telephone: (504) 388-5748, FAX: (504) 388-5755.

Michigan State University

Graduate Teaching/Research/Extension Assistantships (3) - Academic year; half-time \$12,000. Out-of-state tuition waived, six credits per semester fee waived. M. S. or Ph.D. contact: Dr. Jake Wamhoff, Chairperson, Department of Agricultural and Extension Education, 408 Agriculture Hall, Michigan State University, East Lansing MI 48840, Phone: (517) 355-6580.

University of Minnesota

Research assistantships (2-5); 9-12 months; July or September 15; 10-20 hours; \$956 - \$1,172 per month (50%); tuition reduced by two times % time appointed; master's or doctoral students; University; April 15; Contact: Dr. Edgar Persons, Head, Agricultural Education and Extension, 320 Vocational and Technical Education Building, University of Minnesota, 1954 Buford Avenue, St. Paul, MN 55108, Telephone: (612) 624-3748.

Graduate School Fellowships in Vocational Education (2); 9 months; September 15; \$1,500 - \$2,000; one time payment; master's or doctoral students of outstanding potential; Graduate School; April 15; Contact: Director of Graduate Studies, Department of Vocational and Technical Education Building, University of Minnesota, 1954 Buford Avenue, St. Paul, MN 55108, Telephone: (612) 624-2258.

Mississippi State University

Teaching and Service Assistantships (3); 9-12 months; July or August; Doctoral \$1,000; Masters \$600; March 1; Contact: Walter N. Taylor, Head, Department of Agricultural Education and Experimental Statistics, Box 9731, Mississippi State University, Mississippi State MS 39762-9731, Telephone: (601) 325-3326.

University of Missouri - Columbia

Research Assistantships (2); 9-12 months; July and September 1; 20 hours/week; \$750 per month; fees waived; doctoral; May 1, Contact: Robert J. Birkenholz, Agricultural Education, 121 Gentry Hall, University of Missouri-Columbia, Columbia, MO 65211.

Teaching Assistantships (1); 9 months; August 20; 20 hours/week; \$750 per month; fees waived; doctoral; May 1, contact same as above.

Montana State University

Graduate Teaching Assistantships (2); 9 months from August 15 through June 15; 12 hours/week; \$500 to \$700 per month plus tuition fee waiver; master's candidate; grant budget appointment and/or department budget appointment; April 1 or until filled; Contact: C. Van Shelhamer, Associate Professor, Department of Agricultural and Technology Education, Montana State University, Bozeman, MT 69717-0374; Telephone: (406) 994-3201.

University of Nebraska

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

Graduate Project Assistant (1); 9-12 months; July 1; 20 hours per week; \$500 - \$700 per month plus remission of tuition; master's or doctoral candidate; grant budget appointment and/or department budget appointment; April 1 or until filled; contact same as above.

University of New Hampshire

Equal Access Grant to encourage females to become agriculture teachers. Approximately four (4) fellowships for females for two years and possible summer funding beginning August 30 with 4 hours/week of work expected. Students receive in-state tuition and mandatory fees based on financial need. Total value \$4,442/year. Provides teacher certification as a part of the master's program. Source of funds - Federal Equal Access grant for State of New Hampshire Preservice Teachers of Agricultural Education. Deadline is February 15, 1995; Contact: Dr. David L. Howell, Adult and Occupational Education Program, College of Life Sciences and Agriculture, 316 James Hall, 56 College Road, University of New Hampshire, Durham, NH 03824-3589; Telephone: (603) 862-1760; E-mail: dlh@christa.unh.edu.

New Mexico State University

Graduate Teaching Assistantships (2); 9 months; August 1; 20 hours/week; \$9,100 per year; February 15 for fall appointments; December 1 for spring appointments; Contact: Dr. Tom Dormody, Acting Department Head, Agricultural and Extension Education, Box 30003, Dept. 3501, Las Cruces, NM 88003-8003, Telephone: (505) 656-4511.

North Carolina A & T State University

Graduate and Research Assistantships (1-3); 9 - 10 months; August 15; 20 hours per week; \$580-620 per month; Contact: Dr. A. P. Bell, Department of Agricultural Education and Extension, North Carolina A & T State University, Greensboro, NC 27411, Telephone: (910) 334-7711.

The Ohio State University

Teaching Associateships (2); 12 months; July or later; one-half time; \$1,030 per month; in- and out-of-state fees waived; doctoral; February 1; Contact: Dr. Kirby Barrick, Chair, Department of Agricultural Education, The Ohio State University, Agricultural Administration Building, 2120 Fyffe Road, Columbus, OH 43210-1067, Telephone: (614) 292-6321.

Teaching Associateships (1-2); 12 months; July or later; one-half time; \$865 - \$950 per month; in- and out-of-state fees waived; master's; February 1; contact same as above.

Research Associateships (4-6); 9-12 months; July or later; one-half time; \$865 - \$1,030 per month; master's or doctoral; February 1; contact same as above.

Administrative Associateships (2-3), emphasis in Extension Education; contact same as above.

Teaching Associateship (1); 12 months; July or later; one-half time; \$1,030 per month; in- and out-of-state fees waived; doctoral; March 1; Contact: Dr. Joe Gliem, Department of Agricultural Engineering, 590 Woody Hayes Drive, Columbus, OH 43210, Telephone: (614) 292-9356.

Research Associateships (3-6); 9-12 months; July or later; one-half time; \$750-\$845 per month; in- and out-of-state fees waived; master's or doctoral; February 1; Contact: Dr. Ray Ryan, Center on Education and Training for Employment, 1960 Kenny Road, Columbus, OH 43210, Telephone: (614) 292-4353.

Graduate Associateships (1-2) in Rural Sociology; doctoral; 12 month; starting at \$1,030 per month; contact same as above.

Oklahoma State University

Teaching assistantship (1); 9 months; starting September 1; 20 hours per week; remuneration; beginning at \$880 per month and possible increase second year; out-of-state fees waived; partial fee waiver scholarships and competitive college fellowships available; application deadline August 1; Duties would include: teaching undergraduate professional courses, working with state vocational technical staff, assisting with undergraduate student advisement.

Research assistantship (1); 12 months; starting September 1; 20 hours per week; remuneration; beginning at \$880 per month and possible increase second year; out-of-state fees waived; partial fee waiver scholarships and competitive college fellowships available; application deadline August 1; Duties would include: assistance in writing RFPs, computer programming, conducting literature searches, developing literature reviews for staff research, and assisting with a research design course.

Persons interested or requiring additional information concerning these assistantships should contact: Dr. Robert Terry, Professor and Head, Department of Agricultural Education, 448 Agriculture Hall, Oklahoma State University, Stillwater, OK 74078, Telephone: (405) 744-5129.

The Pennsylvania State University

Teaching and Research Assistantships in Agricultural and Extension Education (15); 12 months; starting August 20; 20 hours/week; \$4,800 per semester; remission of fees; out-of-state; master's and doctoral; applications are due February 1; Contact: Dr. Katherine Fennelly, Head, Department of Agricultural and Extension Education, 323 Agricultural Administration Building, University Park, PA; Telephone: (814) 865-1688.

Purdue University

Teaching Assistantships (1); 10 months; August; one-half time; \$864 per month; tuition and fee waiver; doctoral or master's; February 1; Contact: Dr. Jerry L. Peters, Head, Agricultural Education, 1442

Liberal Arts and Education Building, Purdue University, West Lafayette IN 47907-1300 Telephone: (317) 494-7290.

Research Assistantships (2-4); 10-12 months; August; one-half time; \$864 per month; tuition and fee waiver; doctoral or master's; February 1; contact same as above.

Texas A&M University

Assistantships: teaching (4), non-teaching research (2); 9-12 months; generally July 1, September 1, or January 15; 20 hours/week; \$1,000 per month for doctoral; \$600 - \$450 per month for master's; out-of-state tuition waived for teaching or research assistantships; public and private; April 1 for September appointment. Contact: Dr. Don R. Herring, Graduate Coordinator, Department of Agricultural Education, College of Agriculture and Life Sciences, Texas A&M University, College Station, TX 77843-2114, Telephone: (409) 845-2951.

Fellowships: doctoral (2), master's (2); 12 months; generally September 1 or January 15; 20 hours/week; \$900 - \$1,000 per month for doctoral; \$600 - \$650 per month for master's; public and private; April 1 for September appointment. Contact same as above.

East Texas State University

Graduate Assistantships (1-3); 9-12 months; or later; 20 hours/week; \$6,250 for 9 months or \$8,300 for 12 months; waive out-of-state tuition. Master's candidate in Agricultural Education, Horticulture, and/or Animal Science; Contact: Dr. Larry J. Klingbeil, Department of Agricultural Sciences, East Texas State University, Commerce, TX 75429, Telephone: (903) 886-5379, FAX: (903) 886-5990.

Southwest Texas State University

Graduate Scholarships in Agricultural Education (2); 12 months; September 1; 12 semester hours enrollment required; \$3,000 per semester. No summer session; waived out-of-state tuition; application deadline April 1; Contact: Dr. Bob Davis, Chairman or Dr. Lon Shell, Graduate Advisor, Department of Agriculture, Southwest Texas State University, 601 University Avenue, San Marcos, TX 78666-4616, Telephone: (512) 245-2130, FAX: (512) 245-3338.

Texas Tech University

Assistantships: teaching (2-4), research (2-4); 12 months; generally September 1; 20 hours per week; \$700 - \$800 per month; waive non-research tuition and certain fees; master's/doctoral; state and private funding; April 1 for September appointment. Contact: Dr. Paul Vaughn, Chairman, Department of Agricultural Education and Communications, College of Agricultural Sciences and Natural Resources, Texas Tech University, P.O. Box 42131, Lubbock, TX 79409-42131, Telephone: (806) 742-2816.

Virginia Polytechnic Institute and State University

Graduate Teaching Assistant (1); 9 months; August 15; 20 hours per week; \$1,000 - \$1,200 per month. Graduate Assistants (2); 12 months; July 1; 20 hours per week; and 10 hours per week; \$1,000 - \$1,200 per month; and \$500 - \$600 per month; one Groseclose Fellowship available for summer which pays \$2,000 for a 30-day internship at the National FFA Archives; master's or advanced degree student; March 1; Tuition paid as part of most assistantships. Contact: Dr. John Hillison, Agricultural and Extension Education, 284 Litton Reaves, Virginia Polytechnic Institute and State University, Blacksburg VA 24061-0343, Telephone: (703) 231-8187, FAX: (703) 231-3824, Internet: HILLISON@VTVM1.CC.EDU.

University of Wisconsin - River Falls

Graduate assistantships (1-2); 9 months; September; 15-20 hours per week; \$580 - \$620 per month; remission of out-of-state fees; master's; state funding; March 1; Contact: Dr. Richard A. Jensen, Chair, Department of Agricultural Education, University of Wisconsin - River Falls, River Falls, WI 54022, Telephone: (715) 425-3555.

Perception, Reality or Idealism

(continued from page 15)

Miller, L. E., Crunkilton, J. R., Lee, J. S., & Dlamini, M. P. (1986). *College Administrators' Image of Their Agricultural Teacher Education Program: A National Study*. Proceedings of the 36th Annual Southern Region Agricultural Educational Research Meeting.

National Commission on Excellence in Education. (1983). *A National At Risk: The Imperative for Education*. U.S. Department of Education, Washington, D.C.

The Holmes Group. (1986). *Tomorrow's Teachers*. East Lansing, MI.

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 No

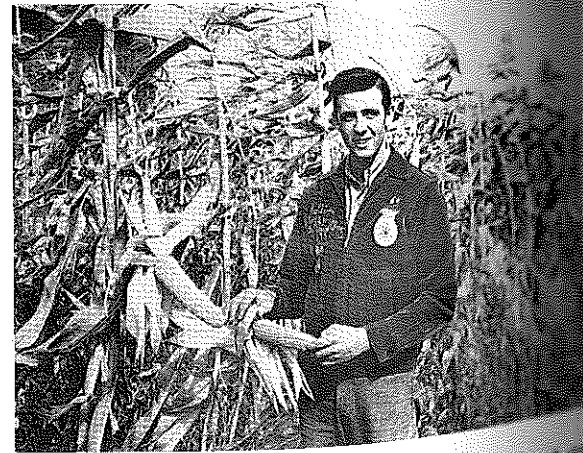
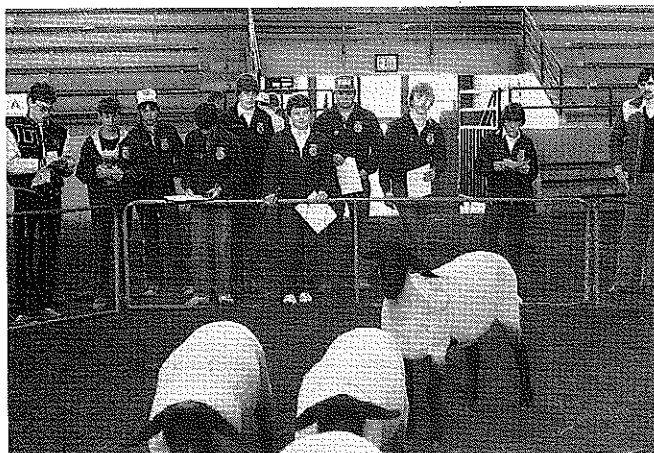
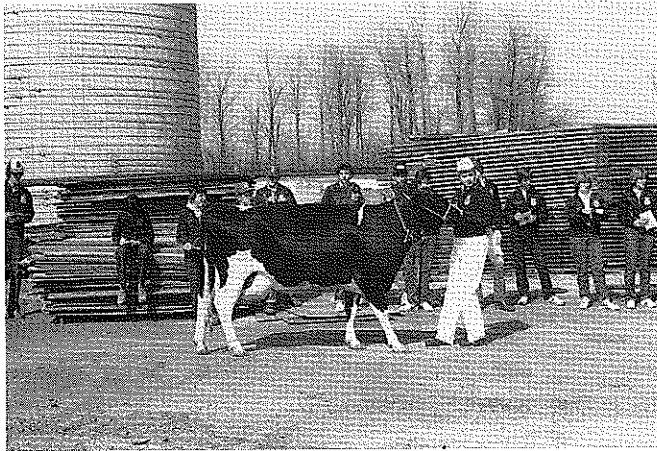
18. Publication of information on the organization and its operations:
 Yes (specify page number)
 No

19. Publication of information on the organization and its operations:
 Yes (specify page number)
 No

20. Publication of information on the organization and its operations:
 Yes (specify page number)
 No

13. Publication Name	14. Issue Date for Circulation Data Below	
The Agricultural Education Magazine	September 1994	
15. Extent and Nature of Circulation	Average No. Copies Each Issue During Preceding 12 Months	Actual No. Copies of Single Issue Published Nearest to Filing Date
a. Total No. Copies (Net Press Run)	4400	4200
b. Paid and/or Requested Circulation (1) Sales Through Dealers and Carriers, Street Vendors, and Counter Sales (Not Mailed)		
(2) Paid or Requested Mail Subscriptions (Include Advertisers' Proof Copies/Exchange Copies)	4015	3887
c. Total Paid and/or Requested Circulation (Sum of 15b(1) and 15b(2))	4015	3887
d. Free Distribution by Mail (Samples, Complimentary, and Other Free)	58	57
e. Free Distribution Outside the Mail (Carriers or Other Means)		
f. Total Free Distribution (Sum of 15d and 15e)	58	57
g. Total Distribution (Sum of 15c and 15f)	4073	3944
h. Copies Not Distributed (1) Office Use, Leftovers, Spoiled (2) Return from News Agents	327	256
i. Total (Sum of 15g, 15h(1), and 15h(2))	4400	4200
Percent Paid and/or Requested Circulation (15c / 15g x 100)	98%	98%
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17. Signature and Title of Editor, Publisher, Business Manager, or Owner <i>Suzanne Drive</i> 10/1/94		
I certify that the information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including multiple damages and civil penalties).		
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PS Form 3526, October 1994 (Revised)		

We've Come a Long Way— or Have We?



As we look back to where we have been, we find that many times change is not as rapid as we anticipate. One thing, however, is certain — we have been there!

(Pictures courtesy of David E. K...