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*Mentoring Beginning Teachers*



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# Mentoring in Agricultural Education



By Richard M. Joerger

Dr. Joerger is an assistant professor and director of teacher education, Utah State University, Logan.

This issue's theme is "Mentoring Beginning Teachers." Each year, Dr. William Camp provides the profession with a nationwide summary of the supply and demand for agricultural educators. In recent years there has been a greater demand than supply of well-qualified teachers!

Each year, many of our most effective teachers leave the profession for a variety of reasons. One reason teachers leave is because of the sense of isolation they experience as agricultural educators. In many cases, there is only one agricultural educator in the community or surrounding communities. Few people really understand the challenges faced by persevering agricultural educators.

One strategy for assisting agriculture teachers with their challenges is to encourage beginning and experienced agricultural educators to become involved in effective mentoring programs. Since little has been written in *The Magazine* about mentoring and how it can benefit new, developing and veteran agricultural educators, this issue will address the following questions:

- What is mentoring?

- Why should we consider mentoring?
- What are the qualities of effective mentors?
- What are the roles and responsibilities of effective mentors?
- What are the benefits received by mentees and mentors?
- Considering the apparent benefits of mentoring, how can the profession respond?

I still have vivid memories of my first year of teaching. In a few short weeks, I experienced the shift from meeting requirements for our agricultural education courses at the university to taking over the complete responsibilities of a veteran agriculture teacher! All of a sudden I was responsible for the FFA, SAE program, facilities operation and management, and getting ready for classroom and laboratory instruction.

Despite the typical feelings of isolation and loneliness, I taught for nearly a half a decade with limited assistance and guidance from any veteran agriculture or academic educators. However, I always looked forward to the annual visits of the regional and state agricultural education supervisors. Not unlike me, few of my cohorts experienced the guidance of a caring and effective veteran teacher. I always wondered what would have happened to my cohorts who left teaching after a year or two had they received more assistance and support from an effective mentor?

## What is a Mentor?

Peterson (1989) described a mentor as a loyal friend, confidant and advisor, teacher, guide, coach, role model, patron and/or encourager. Odell (1990) described a mentor as an older, more experienced person who is committed to

helping a less experienced person become prepared for many aspects of life. Inherent in these descriptions is the notion that becoming a fully competent teacher is a lifelong process that can be facilitated by a mentor in the early stages of development!

The use of properly prepared mentors in carefully designed mentorship programs has become one effective strategy for inducting new teachers into the agricultural education profession. Mentoring programs have been adopted by many business and industries with the hope of retaining contributing employees and clients.

## What is a Mentoring Program?

Properly designed mentoring programs bring together trained mentors and mentees (beginning teachers) or protégé, because: (a) beginning teachers need support and continuing staff development to succeed; (b) mentoring benefits the mentees, mentors and schools; and (c) mentoring is a successful induction strategy (Newcomb, 1988). As you read the articles in this issue, you will note that mentors, mentees and students experience the benefits of quality mentorship programs. Successful mentorship programs often lead to greater enjoyment as beginning and veteran agricultural educators and FFA advisors. Hopefully this will lead to greater satisfaction and retention of agricultural educators.

## What Can Beginning Agricultural Educators Receive from Mentors?

Considering the limited amount of time available to complete all the tasks of teaching agriculture, what support can beginning agricultural educators receive through involve-

ment in a somewhat time-consuming, quality mentorship program? A brief overview of some of the benefits received by beginning teachers follows (Warring, 1991; Ackley and Gall, 1992; DeBolt, 1992). A more detailed summary of benefits experienced by agricultural educators is detailed in articles in this issue.

## Benefits of Mentoring

- Collaborative problem solving—beginning teachers have the opportunity to talk with caring professionals about the problems they are experiencing in the classroom and laboratory, FFA, SAE programming or overall operation and management of the agricultural education program. Together they can construct meaningful solutions.
- Emotional support—mentors are often better suited to listen and offer support than the spouse, friends or family members of the beginning teacher since mentors more readily understand the challenges and joys of the agriculture teacher's position.
- Demonstration/modeling—after visiting with their mentors, beginning teachers can observe their mentors' behaviors, practices and attitudes as they teach and interact with students, colleagues and administrators. As a result, beginning teachers can systematically incorporate appropriate strategies to enhance their instruction and advisement of the FFA and SAE programs.
- Motivation and encouragement—effective mentors provide beginning agricultural educators with appropriate encouragement, recognition and motivation to persevere. Experienced teachers can often help beginning teachers more realistically view their daily challenges and opportunities.
- Provide information and suggestions—mentors can provide

beginning teachers with ideas for dealing with their four most frequently reported problems. In order, the problems are: (a) classroom discipline, (b) strategies for motivating students, (c) dealing with individual differences of students, and (d) assessing student work. Mentors can also assist beginning agricultural educators in securing teaching and FFA resources and identifying effective instructional strategies and techniques.

*"No amount of money can replace the satisfaction many mentors feel when their mentees succeed in their chosen profession!"*

## What Do Mentors Get Out of Their Involvement?

As one veteran agriculture teacher recently stated, "I'm not in it for the money!" Dedicated mentors invest a considerable amount of time with the hope of making a contribution to the success of beginning teachers.

The roles and responsibilities of a mentor (experienced agriculture instructor) when working with beginning a agriculture instructor in a formalized mentoring program include, but are not limited to:

- developing a relationship with the beginning instructor;
- counseling and moral support;
- providing coaching;
- providing assistance for student evaluation and assigning grades;
- helping with curriculum and lesson planning;
- providing feedback on teaching;

- coaching the teacher in reflection;
- helping the beginning teacher obtain student information;
- providing ideas for dealing with troublesome student problems;
- volunteering tips for advising the FFA;
- providing ideas for establishing and working with advisory committees; and
- providing strategies for working with community and business personnel to name a few (Heath-Camp, Camp and Adams, 1992).

So, what do the mentors receive for their involvement? In some cases, mentors receive a small cash honorarium, free access to university libraries or resource centers, special recognition, free tuition or other extrinsic rewards. Are mentors in it for the extrinsic rewards? Most mentors suggest that mentoring provides them a way to give something back to the profession! No amount of money can replace the satisfaction many mentors feel when their mentees succeed in their chosen profession!

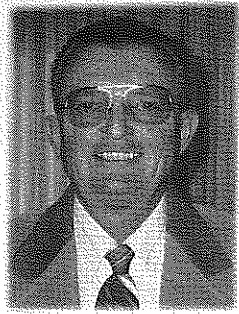
## Qualities, Skills and Abilities of Effective Mentors

If you are a beginning teacher looking for a mentor, or if you are an experienced agricultural educator wondering if you should be a mentor, consider the following descriptions of an effective mentor:

- committed to the agricultural education profession;
- excellent classroom educator;
- interested in working with a beginning agricultural educator;
- interested in reading about and completing training to enhance teaching and mentoring skills;

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# Mentoring Student Teachers



By T.W. "Jeff" Jeffery

Mr. Jeffery is an agricultural mechanics teacher, Santa Maria High School, Santa Maria, CA.

**T**he critical responsibility of training student teachers lies foremost with the cooperating teacher.

The student teaching period is very important, the last spoke on the wheel of their training. As we work with student teachers we must keep in perspective the influence we wield on them and their future as an effective agriculture teacher.

Working with student teachers as a cooperating teacher over the last 30 years has been challenging and rewarding. The agricultural education department of California Polytechnic State University, San Luis Obispo has been instrumental in my cooperating teacher training. Each student teacher is first evaluated on his/her potential in the classroom. Assigning their first class is significant; a class in which they will have some degree of success is very important. The student teaching site should be cooperative, have the facilities and equipment designated exclusively for the agriculture department and a supportive administration.

To make the student teachers feel comfortable and become a part of the teaching staff it is necessary to:

1. Have the proper teaching credential in place, fulfill district and state requirements to teach.
2. Have their own mailbox, e-mail and school fax number.
3. Have their own keys, teach them where they go and their responsibilities.
4. Be introduced to staff, principals, superintendents, secretaries, district staff, grounds, maintenance and transportation staff.
5. Introduce them to district forms, channels of procedure and phone rules.
6. Have their own rollbook that includes district calendars, grading periods, school rules and procedures.
7. Give them a "windshield" tour of the area; introduce them to farmers, business people, agriculture advisory council members, SAE programs and work experience sites.
8. Show them all areas in your agriculture department; rooms, storage, equipment and supplies.
9. Walk them through the total school; business office, counselors, nurse, principals, support services, make them aware of what part they play in the big picture.
10. Assignments—direct them to complete tasks from cooperating college or university.

To help the student teacher succeed in the classroom:

1. Assign the student teacher

his/her first class, go over curriculum and lesson plans. Have them write their own lesson plans instead of using the cooperating teacher's plans. Teach them that knowing the subject area well before stepping into the classroom leads to success.

2. Help them arrange the classroom for the first area of teaching; go over lesson plans, necessary supplies and equipment they require. Make every Monday or Tuesday record book day, do not overwhelm them with non-essential data, this will come as they advance.
3. For the first 10 days, sit and evaluate the student teacher. Do not leave. Tell students you can only assist them during an activity session. Never correct a student teacher during a lesson or in front of students, back them up.
4. Teach them discipline procedures, forms, safety, parent calls and conferences.
5. Student teachers need to make the students aware that they are concerned with their learning, feelings, ideas, hobbies and interests. They must first build confidence in themselves from students and form a common bond such as: sports, principles, ideas, feelings and actions. They need to develop likable characteristics and expressions towards students. They will return this.
6. It is very meaningful to make lessons real by relating to students' daily lives. Lessons need good anticipatory sets, stated objectives, purposes and presentations. It is very important to give students a reason why they should be doing something and get them started in the right direction.

7. Lead the class, don't do anything to the student teacher you don't want done to you including shouting, whistles, bullying, and verbal "come-backs." When you learn to relax around the students, improved learning takes place.
8. Give your student teacher strength in their beliefs. Support them and compliment them, even if you know what they are doing is not quite correct. They will build their confidence and leadership as you build your FFA students. They may not make the greatest teacher, but you had better get in there and make them the finest you can because you are all they have.
9. Cooperating teachers need to stay out of the classroom after the student teacher has taken over the class.
10. The cooperating teacher's responsibility is to help the student teacher reach success. Frustration leads to failure; you must assist them in overcoming this feeling.
11. Help them learn proper discipline protocol.
12. Have them teach a full load for 2-4 weeks to feel what it's like to be a full-time instructor. Drop lesson plans after a few weeks and have them move to a unit or weekly schedule.

Out-of-classroom responsibilities are also important:

1. Have them observe other teachers in your department and from other subject areas.
2. Help them learn to talk with parents or others; listening not criticizing. Its important not to be a "gossip." Set a good example.
3. Share ideas about education, different techniques and teaching methods to use in the classroom.
4. It's important to learn how to "work" people, but not be arro-

gant as you have to deal with many different types of people. These people are an important part of your program.

5. Responsibility of accepting a task and completing the assignment.
6. Rely and lean on the cooperative teacher as you progress, this will help you develop faster towards becoming an effective teacher in the classroom.
7. Remember that agricultural education is a team player effort whether in the classroom, with staff or community, in the office or with your state or sectional/regional agricultural education organization.
8. Show your student teacher how to do everything: SAE visits, home visits, forms, applications, (you can do one and they can do one to learn), staff responsibility form (give them a blank one to fill out on their own), budgets (general, VEA, Incentive Grant, FFA, booster club, etc.).
9. Attend meetings: department, department head, curriculum, board and scholarship.
10. Be responsible in maintaining a clean classroom or shop. Keep vehicle and equipment clean and in safe working order.
11. Forms/procedures:
  - Bus and transportation/field trips
  - Work orders
  - Use of school property forms
  - Injury/Worker's Compensation Forms
  - Discipline forms/referrals/expulsion
  - 911
12. Classified staff:
  - Importance
  - Assistance
  - Giving/gaining respect
13. Professional:
  - Sectional/Regional/State
  - Participation/officer

14. Thank You's and Conduct:
  - Sample letters
  - Thank you letters/ correspondence
15. A clean desk and work area:
  - clean every day
  - Make a "To Do" list of next day's jobs, don't feel bad if something is on the list for 10 days or more, JUST DO IT!
16. Have them start 1 1/2 hours before class. This is a helpful key to classroom management and success. Also, make sure they have time to live; an occasional Saturday, Sunday or evening off.

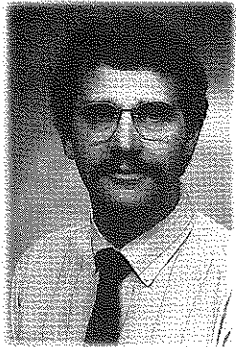
## Conclusion

Never lose sight of the reality of your obligation in training this student to develop into an effective classroom teacher. Our commitment and professionalism are essential. We must be tactful but demanding. We must include and respect them, be truthful and supportive. They are looking for guidance and encouragement, they are not our gophers. We can do this only if we put ourselves in the perspective of the student teachers. They are real people trying to learn to cope with this massive job we call agricultural education. You should give them a letter of recommendation that reflects the positive outlook of them becoming a successful teacher.

From them, we may also learn new ideas and principles of education, computer skills, distance education and other changes that will make us better teachers in and out of the classroom. As legislation changes regarding teacher credentials, we must be alert and clarify these changes so we can better serve our prospective teachers. We should join with the colleges and universities in seeing that together we successfully train these young folks in our chosen agricultural education profession.



# We Stand Upon the Shoulders of Giants!



By Gary S. Straquadine and Rebecca L. Rohm

Dr. Straquadine is an associate professor and head of the department of agricultural systems technology and education, Utah State University, Logan. Ms. Rohm is an assistant professor and director of middle school programs in the department of education, Concordia College, Seward, NE.

We stand upon the shoulders of giants—the many men and women of the teaching profession who came before us and who so gladly gave of themselves, shared their experience, strength and hope. Some have served in the official capacity of school administrator, state office of education staff member or teacher educator. But many more have come forth without judgment to offer a listening ear and careful advice about the concern of both beginning and veteran teachers. We speak of the mentoring core of education.

It is our purpose to examine this all-important mentoring relationship as it can apply to the success of any agriculture instructor. Here we speak of an experienced teacher serving as a mentor to the beginning or newly assigned teacher. This unique process, sometimes aligned through organized programs, sometimes an informal association, has been demonstrated to improve teacher effectiveness and provide greater career satisfaction (Loyd and Redick, 1991). The mentoring process is a viable method to enhance teaching, save careers, and keep the enthusiasm for teaching necessary for student success. Mentoring works if you allow it to take shape and form in building a relationship of mutual trust. One teacher works to guide another through the triumphs and tribulations of teaching.

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*“We speak of the mentoring core of education.”*

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## *A Formal and Informal Process*

Understanding the mentoring process can begin with a definition of terms. The first setting for the mentoring construct comes from the Greeks. In early mythology, a mentor was defined as the friend to whom Odysseus, when setting out for Troy, entrusted the care of his house and the education of Telemachus. The “friend,” was seen as a wise and faithful counselor or monitor. In the Biblical sense, the term “shepherding” is used to define a similar concept, for providing the care and guidance of others.

Today, educational systems across the country employ formal and informal mentoring programs.

Some, like the Alaska’s Mentor Teacher program, allow an elite corps of teachers to respond to teachers’ calls for assistance in the ever-changing applied technology work environment (Smolin, 1991). Yet, the bulk of mentoring programs occur through the informal alignment of master teacher and novice. Fortunately, the majority of these programs are successful because of the relationships that are developed and nurtured.

## *The Role of Mentoring Programs*

A number of teacher preparation models call for continued instruction, especially in the first three years of teaching (Cruikshank, 1984). Because teacher preparation programs often realize the limitation of time and reality in preparing teachers, it is therefore not unlikely that teachers in the first three years of instruction will be required to continue their learning through workshops or graduate courses. Unfortunately, the neophytes are often taken away from their home school environments to participate in activities that appear to be held separate from their realities (and problems). Yet, isolated teacher development is likely to have relatively little impact on improved practice (Sanders and Schwab, 1980). The need is for connection to the home school, the issues of the day, the curriculum offered and the nuances of the community. To bring forth the non-threatening solution of problems, based upon the weathered experiences of those who have trudged the road to teacher success, a mentoring system can and should be implemented.

It is the informal mentoring systems employed throughout the schools of America that appear to bring unsung accolades of success. The beginning teacher is often overwhelmed with managing the

learning environment, school administrators, community interactions, and personal-family issues. To balance all these variables requires an understanding of the goals, professional priorities, and guidance from those who have earned the wisdom to serve in a mentoring capacity. The learned guidance of a mentor does not come because of an administrative assignment through a specially designed program. A mentor earns this distinction.

## *Requirements of a Mentor*

Many desirable characteristics can be identified in describing a mentor. The mentoring process must begin with mutual respect. The mentoring teacher must seek to remember back to the daily struggles earlier in their teaching career and place their comments of counsel in the perspective of what the beginning teacher can realistically accomplish. Similarly, the beginning teacher needs to have a high degree of respect for the mentoring teacher, seeing this individual as someone they would choose to emulate. The beginning teacher needs to value the suggestions and recommendations offered. Without mutual respect, the best planned mentoring programs are doomed to failure.

Along these same lines, the mentoring teacher must “walk their talk.” Actions speak louder than words. An effective mentor is not one who retorts, “Do as I say, not as I do.” The mentor must show in all actions that they practice what they state. A beginning teacher’s confidence in a mentoring teacher can be easily damaged by actions contrary to spoken beliefs.

The beginning teacher needs to know the mentoring teacher will hold in confidence the fears and confusion discussed and sometimes demonstrated by the beginning teacher. Knowing that one has the open ear and closed mouth of another allows for the building of

the trust needed to progress. Mentoring teachers also need to exchange stories from their earlier days of groping around the teaching process in development of the techniques they now use successfully. Beginning teachers need to know that they are not the only ones who are scared of parent-teacher conferences, advising the FFA chapter, or preparing for the official assessment visit by a school administrator. It is important our mentoring teachers remember back to those earlier days and share these memories with the beginning teacher. This will allow the beginning teacher to see that they are not the only ones ever to have such issues in their teaching career.

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*“We stand upon the shoulders of giants—the many men and women of the teaching profession who came before us and who so gladly gave of themselves, shared their experience, strength and hope.”*

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Finally, the mentoring teacher must be willing to serve in a non-judgmental capacity. The beginning teacher can benefit best in the mentoring relationship when they realize they are not being evaluated. This is not to say that the mentoring teacher will never venture criticism of certain beliefs and actions of the beginning teacher. Instead, this input must be seen as an opportunity for the beginning teacher to receive feedback without job security fears racing to the surface.

## *Mentor Expectations of a Beginning Teacher*

A mentor must have some clear and reasonable expectations for the beginning teacher. Certainly the

obvious comes to mind—get a mentor and use your mentor. The mentor should not be seeking out beginning teachers for which to become a role model. Instead, with the encouragement and support of school administrators, the beginning teacher needs to identify a mentor, preferably in their same school, and develop a systematic communication process together (i.e. one-on-one discussions, telephone calls, e-mail). This consistent connection lessens the possibility that the beginning teacher seeks out the assistance of the mentoring teacher only in times of crisis. Get to the mentor before the crisis, as well as when teaching is going great. No mentor wants to be used simply as a dumping ground for the catastrophes of teaching.

The beginning teacher needs to swallow all that self-induced pride. A beginning teacher, regardless of teacher education program, is not as prepared to teach as a master. The mentoring teacher can most easily work with a beginning teacher that is proud of their university training, but still humble enough to learn. A beginning teacher needs open mindedness and willingness. The open mind will allow for the new ideas to sift into the teaching consciousness, as recommended by the mentor. The willingness is a call for action. All the open mindedness in the world will stand as unrealized potential without the action of willingness. Try out those new ideas in teaching, managing students, working with your community and acknowledging the role of your personal/family life.

## *Rewards of the Mentoring Process*

The beginning teacher can benefit from the mentoring process. With an open mind and willingness to try new techniques, the beginning teacher can take the suggestions of the experienced mentor as guide posts along the highway of successful teaching.

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# Mentoring From So Many...



By Billye B. Foster

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## Where Would I Be Today Without My Mentors?

**M**entors come in all shapes and sizes. Often they are not even recognized by those they help. My mentors have shaped my life through acts of kindness, support and direction. Without mentors, I would have never begun teaching, and more importantly, I never would have continued teaching.

## In the Beginning...

Ira Black, area supervisor, and Roger Arnold, teacher educator, encouraged me to become an agriculture teacher, even though I was not allowed to take it in high school. It seemed ludicrous to me that I would be allowed to enter a field from which I had been barred as a teenager. Fortunately, Mr. Black and Dr. Arnold both had more vision than I did and knew that the time was right and the need was growing for female teachers.

Bobby Winters, Max Ballard, Butch Milford and Doug Salter (all agriculture teachers in the area

where I began my career) cajoled, teased and gently led me through my first few years in a little country school. They managed to keep me informed of activities in our district and area. A phone call here, a practical joke there, even their good-hearted teasing provided me with needed information. Of course, they did seem to enjoy the teasing part. I believe all rookies feel a little bit lost and uninformed during their first year. The lucky ones have mentors. Sometimes, like mine, the mentors may not even acknowledge their good deeds—they're just doing what comes natural, helping others.

Jim Wolf, professor and advisor, reminded me that I wasn't totally ignorant and that I just might be able to complete my master's degree. Even when I was eight months pregnant and all I wanted to do was cry, he reminded me I'd been through worse and it would all work out.

Jerry Hawkins, instructor and livestock coach, took time to show me the ropes when I started a livestock judging team at the community college level. He put up with my inexperience and let me follow him around to workouts on the way to contests. He made sure I knew when and where my team and I were supposed to be. He shared many of his secrets on how to bring students along with a positive attitude. I always knew he would honestly answer my questions. Some would say this was because he did not view me as a threat to the success of his team. I believe it was because he loved helping people.

## As Time Moved On...

Ten years after my first initiation into the world of teaching, I decided to move forward to the next level—teacher educator. My experience at Oklahoma State University

further proved the need for mentors. Everyone there made me feel at home—James White's smile and Jim Key's friendliness. They were special, almost invisible mentors that touched my career and influenced the direction of my life. Sometimes people are so accustomed to helping everyone around them they don't even consider that they are mentors—it's simply just the way things are done.

Eddy Finley made me feel like I was the best in everything I tried. Consequently, if I didn't feel as if I had done my best, I worked even harder to do so. The ever gruff and impetuous Jack Pritchard made me feel like I had accomplished something simply by earning his respect. I have employed several of his techniques (such as educational games and quality stick-ups) since my time at Oklahoma State. Bill Weeks faithfully kept me informed of possible position openings until I found my niche at the University of Arizona. Bob Terry was mentor, father and inspiration rolled up into one. His capable and collected aura gave me a model toward which to aspire.

## So When Does The Need For Mentors End?

Today, Dave Cox skillfully encourages my uniqueness, while keeping me on track with routine business. Glen Miller patiently guides me through agricultural mechanics applications, and Jack Elliot lifts my spirits when things seem unreachable.

Is there an end to mentoring? Are mentors like angels arriving just when you need them? I think not. I think I have had an exceptional life, filled with many wonderful people who were willing to

share their knowledge and insight with me. So what is my responsibility as a professional and as a human being? Jerry Hawkins told me one time that the best way I could thank him would be to help someone down the line. That thought has stayed with me, in fact it may have been one of the underlying foundations of my decision to become a teacher educator.

Beginning teachers are full of life, ambition, excitement and enthusiasm. What they are lacking is experience. Who will tell them about the importance of district teachers' meetings? Who will show them the quickest way in and out of registration at the state conference? Who will explain to them the value of advisory committees, or the value of good relationships with the lunch room staff and custodians? Who will encourage and support them when their first parliamentary procedure team fails? The list could go on forever. Still, I wonder, do we realize we have a responsibility to the next generation?

Many times in life we fail to realize the impact we have on those around us. I often think what we might accomplish if we could recognize that fact and be able to react positively to all those we deal with. This December I received a Christmas card from a former student 1,200 miles behind me in Northeast Texas. Not the most outgoing student I ever had, but a good student, always in class. He was a moderate participator, friendly but somewhat distanced; a student that I would not have thought would even remember my name. His card read, "We all miss you, I hope you get a chance to teach near home soon."

That card made me stop and remember that the effect we have on those around us is staggering. In fact, it can almost be frightening. After all, what if we give bad advice? What if we say the wrong thing, react in the wrong manner, or even just present a sloppy lesson? It also made me think mentors can come in all sizes. Perhaps I

made an impression on the student, but the impression he made on me with his card was astonishing.

There is a way to resolve our mistakes. The ability to listen is a great gift. Those of us not naturally gifted in this area would be wise to develop the skill. Many times mentoring can be as simple as listening to someone's concerns. Notice I didn't say problems. Often it is just the need to share an experience with someone who has already been there, someone who might comment on a similar event. No one is an island. And there isn't much satisfaction in a job well done if no one appreciates it.

## The Gift of Time...

Perhaps the greatest gift we have to give as mentors is the gift of time. In his book, *John Randolph of Roanoke*, William Cabell Bruce quotes John Randolph as saying, "Time is at once the most valuable and the most perishable of all our possessions." If we do not accept our responsibilities toward the next generation, of what value will our time have been? As we all run through life meeting deadlines, writing articles for magazines, carrying out research efforts, preparing for classes, or getting ready for state competitive events, we must find time for those beginning teachers. We must carve out a corner in which to share with them our wisdom and folly. Because if we don't, our experiences will tarnish, fade and the reality of our accomplishments will wither away to nothingness.

There is a need for mentoring. So, what are some practical ways to mentor? The following list compiles several methods. But, of course, is not the complete and total path to effective mentoring.

- Make yourself available. Provide telephone numbers and e-mail addresses. Make it easy and non-threatening for a "greenhorn" to contact you.
- Take time to make regular contacts with the people you are

mentoring. Often its hard to make that first step towards someone we consider a pillar in our professional realm.

- Take time to send a card or make a call, to simply show interest.
- Initiate Adopt-A-Teacher programs for your district, area, state or region, maybe even your school. Involve other seasoned professionals in helping the future of our profession.
- Invite a young teacher to collaborate on a special project or activity.
- Take time to document your new charge's achievements. Write congratulatory letters to their superiors. Let them know people are watching and care that the job is done right.

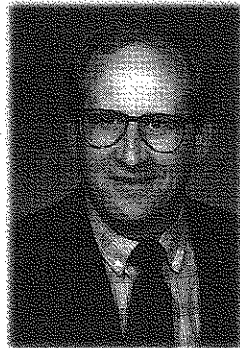
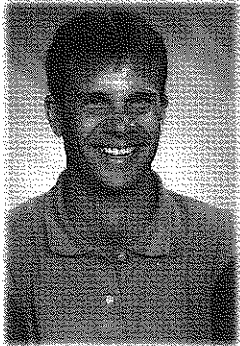
## Conclusion

Mentoring is an opportunity, a responsibility and very rewarding. As professionals we have within our reach the chance to help reinforce and direct the future of agricultural education. It is our responsibility to share the wisdom and knowledge we have acquired through our own experiences. To do so regenerates our enthusiasm and inspires others to continue the tradition.

*"Success is a matter of adjusting one's efforts to obstacles and one's abilities to a service needed by others. Most people think of it in terms of getting. Success begins in terms of giving."*

—Henry Ford

# A Mentoring Program That is Coming Into Its Own!



By Kerry Lindgren &  
Richard M. Joerger

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The Minnesota Vocational Agriculture Instructors Association (MVAIA) has maintained a perennial tradition of helping beginning agriculture teachers enter the profession. In the past, regional MVAIA directors were given the charge to assist in establishing ongoing communications between new and veteran teachers in nearby school districts.

In recent years, the association has expanded its mentoring efforts.

The annual MVAIA mentorship program is currently initiated during the summer conference with a special luncheon for all beginning teachers. The program includes a slate of agricultural educators with varying years of teaching experience who offer many ideas for a successful career. Speakers include a second-year teacher, a three- to four-year veteran, the Outstanding Young Teacher of the Year award winner, a ten-year veteran, and an instructor with more than 20 years of experience.

After the convention, the MVAIA vice president works with the regional directors and Dr. Roland Peterson from the University of Minnesota to identify and support mentors and their new teachers. The level of mentoring activities has varied. In some cases, lifelong professional and personal relationships have been established as a result of effective mentoring activities. In other cases, the results have been less noteworthy. However, regardless of the level of involvement, mentors and beginning teachers have expressed the value of the activities.

## Benefits of the MVAIA Beginning Teachers Mentoring Program

- Beginning teachers have a professional educator who they know will listen and can understand what they are experiencing.
- Beginning teachers have a local source for new ideas about teaching concerns and practices.
- A formal mentor knows something about the politics of the

local communities and schools.

- Beginning teachers obtain information regarding where and how to obtain teaching resources from the mentors.
- Beginning teachers have a local source of information and advice for advising the FFA chapter.

## Benefits to MVAIA Mentor Teachers

- Being a mentor provides experienced agriculture teachers with the opportunity to give something back to the profession.
- Mentors can see and therefore value how the mentorship can accelerate the development of the beginning teachers within the profession.
- Mentoring provides the time to build professional and personal friendships.
- Mentors receive new ideas about teaching from the beginning teachers.
- Mentors receive updated technical material for teaching from the beginning teachers.
- The mentoring process increases the mentors desire to improve as a teacher and FFA advisor.
- Mentoring provides the satisfaction of seeing young professional accept leadership roles in the agricultural education professional organization.

“An effective mentoring program is a process that leads to more satisfied agricultural educators.”

## Elements of a Mentorship Program

Not unlike other mentoring programs, the MVAIA program has room for improvement. What can be done to improve and/or re-establish your mentoring program? Consider using the following organizational elements for guiding your program (DeBolt, 1992):

- Implement effective pre-planning of the mentorship programs.
- Gain administrative support for the project.
- Effectively match mentors and beginning teachers.
- Establish and clearly communicate the roles of all participants. Provide training for the mentor teachers. Consider a special “mentoring” summer session at your association’s summer conferences to prepare your mentor teachers.
- Establish cooperation between teachers and administrators.
- Project coordinators must provide effective leadership to ensure the success of the program.
- Involve previous mentors and beginning teachers whenever possible.
- Publicize the project in the association and local communities.

- Use qualified instructors and consultants to teach, guide and evaluate.
- Maintain an active steering committee.

## Information Sources

Adopting and implementing an effective mentoring program requires a commitment by many participants. There are many excellent references and experienced colleagues and professionals who can assist in making the process a little easier and more beneficial for all. Regardless of your role in a mentoring program, consider consulting the following materials as references:

B. Heath-Camp, William G. Camp & E. Adams, *Professional Development of Beginning Vocational Teachers: Implementation System* (Berkeley, CA: National Center for Research in Vocational Education, University of California at Berkeley, 1992).

E. Newcombe, *Mentoring Programs for New Teachers* (Philadelphia, PA: Research for Better Schools, Inc. (ERIC Document Reproduction Service No. ED 375 105), 1988).

G. P. DeBolt & G. Morine-Dershimer (Eds.), *Teacher Induction and Mentoring School-Based Collaborative Programs* (Albany, NY: State University of New York, Albany, 1992).

J. W. Little & L. Nelson (Eds.), *A Leader's Guide to Mentor Training* (San Francisco, CA: Far West Laboratory for Educational Research and Development, 1990).

An effective mentoring program is a process that leads to more satisfied agricultural educators. The MVAIA has enjoyed many benefits. However, like many it is time for us to trim the sails and set a new course. Take the time to help other colleagues get involved because everybody wins!



We Stand Upon the Shoulders of Giants,  
continued from page 9

As mentors we, too, can improve our teaching. We mentor best that which we need to know. By sharing our beliefs and experiences, mentoring teachers examine their own teaching processes. Such an inventory taking will expose the valuable for keeping while discarding the unnecessary. This allows the mentoring teacher to become more aware of their own teaching process.

Mentoring is payment for those who took us to any length to improve our teaching earlier in our careers. Whether we participated in a formal mentoring process or served as a good listening ear to a struggling teacher, mentoring has affected all teachers. Some serve to give back what they learned, as a sense of duty to this profession.

To conclude, the beginning teacher has resources available that require a little organization and some effort in the commitment to professional progress. For the mentoring teacher we conclude with the words of Louis Pasteur (1822-955): “Greatest is the joy of a teacher whose students become masters.”

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C. J. Smolin, “This Corps of Teachers Answer Calls for Help Throughout Alaska,” *Vocational Education Journal* 66, 6 (1991): 32-33.



# AAAE Awards Announced

## Robert Terry Jr. Named AAEE Outstanding Young Agricultural Educator

This information was supplied by Dr. Vernon Luft, University of Nevada-Reno, committee chair for this award. Congratulations, Dr. Terry.

**D**r. Robert Terry Jr., assistant professor of agricultural education at Oklahoma State University, received the Outstanding Young Agricultural Educator Award presented at the AAEE Awards Breakfast during the American Vocational Association Conference in Cincinnati. The award is presented annually by the American Association for Agricultural Education to someone in the organization with seven years of service or less.

Among Dr. Terry's many accomplishments are teaching awards that include the prestigious Hemphill-Wells Excellence in Teaching Award at Texas Tech in 1994, the Texas Tech University Ex-Students Association New Faculty Award and the Texas A & M University Namesake Award for T-Camp in 1996. During his short career, Dr. Terry has acquired more than \$300,000 in grant funding. He has published 25 articles in refereed journals and regional and national proceedings and has written three chapters for the book, *Developing Leadership and Personal Skills*, currently in print. He has presented 22 refereed research presentations. Dr. Terry served as the co-chair of

the 1994 National Agricultural Education Research Meeting. He has served each state in which he has worked by delivering numerous presentations and workshops.

## AAEE Lifetime Membership Award Winners

Editor's Note: The following information was supplied by Dr. John Hillison of Virginia Tech, committee chair for this award. All information was taken directly from each individual's nomination. Congratulations to the winners.

### Dr. Martin B. McMillion

Martin McMillion retired October 1, 1996, from the agricultural education faculty at Virginia Tech. He received degrees from West Virginia University, Pennsylvania State University and the University of Illinois. He taught agriculture at the secondary level in West Virginia and Pennsylvania.

McMillion served as a teacher educator and faculty member at the University of Minnesota and Virginia Tech. He was editor of *The Agricultural Education Magazine* from 1973-1977. He also served on *The Magazine's* editing-managing board. In addition, Martin was a member of the editorial board for the *Journal of AATEA*.

McMillion was an active member of Alpha Tau Alpha. He served ATA as National Secretary and National Vice President. McMillion helped establish the Virginia Tech chapter of ATA and served as its advisor for many years.

McMillion's career emphasized work in curriculum, supervised agricultural experience, Young Farmers and international agriculture. He leaves a body of work that

includes numerous publications and presentations that have touched hundreds of students. He was granted emeritus status by the Virginia Tech Board of Visitors on November 11, 1996.

### Dr. Thomas A. Hoerner

Dr. Thomas A. Hoerner retired from Iowa State University in 1992, completing a distinguished career in agricultural education and agricultural engineering. He received his B.S. in 1957, M.S. in 1963 and Ph.D. in 1965 from Iowa State University.

Hoerner spent two years at Penn State University and 29 years teaching at Iowa State University. He was a national leader in agricultural mechanization teacher education. Hoerner supervised more than 30 teaching assistants, many serving in positions similar to his at universities across the country.

Hoerner was instrumental in establishing the National FFA Agricultural Mechanics Career Development Event and served as the first superintendent. He recently completed a publication highlighting the 25th anniversary of the competition. Hoerner received many awards throughout his career including: the Iowa Legislative Award for Teaching Excellence, Iowa FFA Distinguished Service Award, AMOCO Outstanding Teaching Award in the College of Agriculture, NVATA Distinguished Service to Agriculture for Region III, and the Honorary American Farmer Degree.

### Dr. Edgar A. Persons

Edgar A. Persons officially retired from his position as professor and coordinator of agricultural education at the University of Minnesota on December 31, 1996.

Persons career at the University of Minnesota spans 32 years. He

has completed 41 1/2 years in agricultural education. He received his B.S., M.A. and Ph.D. degrees from the University of Minnesota in 1953, 1965 and 1966, respectively.

Persons has made an enormous contribution to agricultural education in the state of Minnesota, in the Central Region, across the U.S.A., and in numerous countries around the world. He has led the nation in farm business management education.

Persons served as head of agricultural education at the University of Minnesota for 12 years. His leaving is a huge loss to the profession. We wish him the best in retirement. He now begins a new career as a cattle rancher in western Minnesota. Thank you, Dr. Ed, for your years of excellence and insightful leadership. You will be missed more than you will ever know.

### Dr. Jack W. Pritchard

Jack W. Pritchard retired May 31, 1996, from the Department of Agricultural Education, Communications and 4-H Youth Development, Oklahoma State University. Pritchard attained the rank of professor and was director of student teaching for 27 years. During his tenure, more than 1,000 students completed their student teaching under his supervision.

Pritchard received numerous teaching awards and made major contributions in developing leadership and methods of teaching courses. His boundless energy and enthusiasm over the years helped motivate and inspire many students to become agriculture teachers.

Beyond his university contributions, Pritchard has contributed to the community through work with rural water districts and electrical cooperatives in Oklahoma. He is an avid runner and has distinguished himself in the senior Olympics in Oklahoma and Kansas.

## Donald R. Herring Named AAEE Outstanding Agricultural Educator

Editor's Note: The following information was supplied by Dr. David Howell of the University of New Hampshire, committee chair for this award. Congratulations, Dr. Herring.

Dr. Don Herring has been a member of the Department of Agricultural Education faculty at Texas A & M University for 27 years. He has distinguished himself with excellence in teaching, research, service and community activities. The numerous honors and awards he has attained during his career underscore the tremendous impact he has had on the lives of the people with whom he works.

His faculty co-workers and students alike benefit from his talents, skills and experiences. He has dedicated his professional life to the growth and betterment of agricultural education and has made an unmistakably positive impact on our profession. He has been an active member of the American Association for Agricultural Education and has made significant contributions to the profession. Don Herring has clearly earned the Russell Guin Outstanding Agricultural Educator Award.

## Shinn, Barrick Receive AAEE Fellow Awards

Editor's Note: The following information was supplied by Dr. Dennis Scanlon of Pennsylvania State University, committee chair for this award. Congratulations, Dr. Shinn and Dr. Barrick.

### Dr. Glen C. Shinn

Dr. Shinn is professor and head of the Department of Agricultural Education at Texas A & M University

in College Station.

Shinn has shown numerous examples of professional achievements in agricultural education. He has been a role model for what teachers should be. He constantly involves students in classroom instruction, encourages understanding of the concepts behind a practice, and uses examples and "what if" statements to actively engage students. The research Shinn conducts is timely and deals with real issues, and he conducts investigations that are on-going and are used to address the needs of the profession. The service he provides to the profession extends beyond his department to the nation. He has served as president of AAEE, NAERM chair and as a committee member for the AVA Agriculture Division Policy Committee.

The leadership demonstrated by Shinn is also evident. He was rated third among 49 department heads at Clemson University. He continually encourages those who work with him to excel and work toward their goals. As AAEE president, Shinn implemented collaborative work groups of professionals on targeted, priority concerns for the profession.

### Dr. R. Kirby Barrick

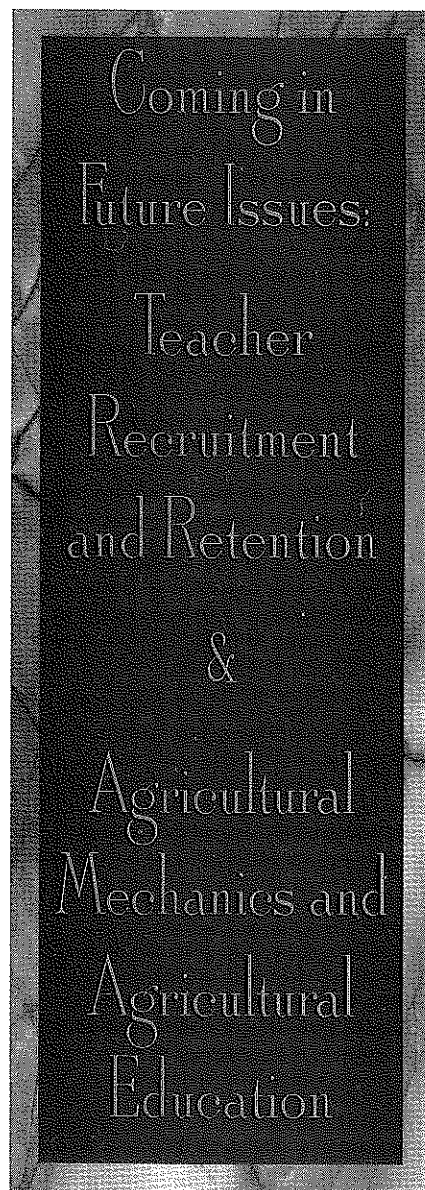
Dr. Barrick is the associate dean and director in the Office of Academic Programs and a professor in the Department of Human and Community Development at the University of Illinois.

Professional achievements in agricultural education are demonstrated by Dr. Barrick in a variety of ways. He has distinguished himself with excellence in teaching at the high school, extension system and university levels. He has earned teaching awards from AAEE, NACTA, OSU, the College and Gamma Sigma Delta. His research excellence is well documented by his awards for Outstanding Journal Articles and awards for Outstanding Young Member of AAEE.

...continued on page 16



Service to the profession has also been a vital part of Dr. Barrick's career as demonstrated by his honors from Alpha Gamma Rho, FFA, FFA Alumni and Young Farmers. His service activities have been notable across the nation for his work on the national FFA BOAC program upgrades. His leadership ability has been demonstrated in his rapid advance to college-wide administrative duties at the University of Illinois. He has served his professional organizations with his leadership skills and worked with local college and community organizations.



teachers are having problems, but, they are not even aware that they are having a problem. I would suggest that part of the profession's guarantee to beginning teachers be that veteran teachers in their district, region or area, would proactively 'look over their shoulders' and offer advice, guidance and coaching. The veteran teachers would welcome the new teacher into their district and would advise and assist them in organizing their new program.

Many times, beginning teachers take over programs only a few days during the summer before school starts, and have so many demands on their time with teacher conferences, fairs, etc., that it leaves these beginning teachers with very little time to organize. Veteran teachers, including teacher educators and state supervisors, would proactively advise and assist these young teachers to begin their career. This oversight and advice would continue on a scheduled time line throughout, at least, the first two years. I do not, at this time, have any way of paying veteran teachers for this additional duty and/or responsibility. I will not suggest sources of funds because I firmly believe that this is a responsibility of the profession and the professionals within, and therefore does not need to be funded.

Some veteran teachers say that they are available whenever a beginning teacher asks for assistance, but it has been my experience that most beginning teachers, and that is why they are beginning teachers, are not aware when they need assistance. What does a beginning teacher, without any experience, use to judge their progress or their situation? Many would also suggest that veteran teachers are most willing to offer assistance and advice when asked. Again I say, how do most young teachers recognize situations in which they need advice and assistance?



Also, some would suggest that it is the local school district's responsibility for assisting and advising beginning teachers. While I would agree with that contention, I also suggest that veteran professionals in agricultural education could provide more and better advice and assistance to beginning agriculture teachers than could any school administrator who does not have an agricultural education background.

It is my considered opinion that the profession has truly arrived as a profession, when it not only enrolls beginning teachers as members of the profession, but also offers and delivers significant advice and assistance to those beginning teachers. As veteran members of our profession, we should not wait until we are asked, assigned or paid for providing advice and assistance to our younger members. This should be an on-going program. This should also be one of the benefits that our profession's professional organizations offer their younger members. I would submit that this may be the most useful benefit any beginning agriculture teacher could derive from immediately joining our professional associations.

Agricultural education, as a discipline, was an early provider of teacher induction. Much of this program centered around activities of teacher education and state supervision. It is my experience that many of the other vocational and academic disciplines have modeled agricultural education's induction strategies. Agricultural education was a leader and an innovator in this activity. Now is the time for agricultural education to also be a leader and innovator in terms of mentoring beginning teachers. If we are successful in carrying this forward, it will only add stature to our profession.

- reflective and analytical about personal teaching;
- skilled problem solver;
- caring and wise;
- can deal with diversity of thoughts, styles, backgrounds, cultures, philosophies, etc.;
- competent in planning, organizing and managing work;
- aware of personnel and resources that can be of assistance to beginning agricultural educator;
- can work with adults;
- knowledgeable about foundations of education;
- can demonstrate a wide variety of instructional skills and knowledge of agricultural curriculum;
- possess an understanding of learning theories, human growth and development, principles of development;
- maintains high standards of professionalism and integrity;
- and/or can provide unconditional support to a beginning agricultural educator (Newton, Bergstrom, Brennan, Dunne, Gilbert, Ibarguen, Perez-Selles and Thomas, 1994).

### Considering the Apparent Benefits of Mentoring, How Can the Profession Respond?

After briefly considering the apparent benefits and activities associated with effective mentoring, what should the agricultural education profession be doing to promote wider use of mentoring programs? I believe the following suggestions can initiate some activities

that could benefit many professionals and students:

1. Further investigate the factors that cause pre-service and experienced teachers to leave and return to the agriculture teaching profession.
2. Investigate the nature and effectiveness of agricultural education mentorship programs currently being implemented.
3. Investigate the nature and effectiveness of kindergarten through adult mentoring programs of other academic disciplines.
4. Identify the mentoring process elements that contribute to and distract from the professional development of beginning agriculture teachers.
5. Provide regular instruction in pre-service and in-service courses and workshops to prepare participants for selected roles in the mentoring process.
6. Seize the opportunity to get involved!

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A. Newton, K. Bergstrom, N. Brennan, K. Dunne, C. Gilbert, N. Ibarguen, M. Perez-Selles & E. Thomas, *Mentoring: A Resource and Training Guide for Educators* (Andover, MA: The Regional Laboratory for Educational Improvement, 1994).

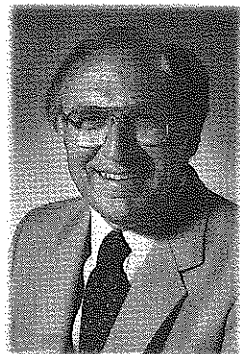
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# Mentoring... The Profession Assumes a Greater Role in Teacher Preparation



By Roland Peterson

Dr. Peterson is a professor of agricultural and extension education at the University of Minnesota, St. Paul.

## The Challenge

Preparing agriculture teachers has become a complex challenge for most teacher education programs. More university graduation requirements, demands by many universities for more efficiency in programs (class sizes of at least 15 - 20 ... clearly nothing less than 10 students per course), increases in the foundations of education course requirements, changing state licensure requirements, a constantly changing field of practice, and schools with great student diversity make planning teacher education programs a real challenge.

Today it is appropriate and necessary for agricultural education programs to continually change at the middle and senior high school levels. Consequently, teachers entering the profession must have a strong background in mathematics; in the physical and biological sciences; in the agricultural sciences which includes plant science, animal science, natural resource science and engineering technology;

plus agricultural business and economics concepts. They must also have some understanding of the humanities, social sciences, citizenship, an international perspective, and a cultural diversity perspective. Finally, prospective teachers must have a solid background in teacher preparation.

The Interstate New Teacher Support Consortium (INTSC) for teacher performance requirements are being framed in Minnesota and numerous other states which will provide the basis for licensure/certification. These standards include demonstrated competence and evidence in (1) subject matter, (2) student learning, (3) diverse learning, (4) instructional strategies, (5) learning environment, (6) communication, (7) planning instruction, (8) assessment, (9) reflection and professional development, and (10) collaboration, ethics and relationships.

This emerging criteria becomes an enormous challenge for the development of teachers, especially undergraduates. It is also becoming evident, at least in some states, that before a teacher is granted a license they will be expected to have a one-year residency. Who will monitor the residency? Who will be responsible for determining whether a graduate will be granted a license and allowed to become an agriculture teacher? It would appear the profession must begin to function in partnership with teacher education.

The role of experienced agriculture teachers in preparing new teachers has existed for decades. They have served a key role as supervising teachers during the student teaching experience. However, it is also clear that a 10-week-, a semester- or even a year-long student teaching experience may not

be a sufficient standard to determine who should be awarded the privilege of teaching as a career. Classrooms have become extremely complex. The pressures and demands on teachers continually increase. Graduation standards, integration of the curriculum, collaboration with colleagues, bringing the context of the natural and managed environmental systems (agriculture and natural resources) into the total school setting, teaching all students about agriculture and its impact on humankind, planning meaningful school-to-work experiences, developing quality experiences in the FFA—all are enormous tasks to expect from a beginning teacher.

## The Opportunity

With all of the expectations facing a beginning teacher, experienced agriculture educators must become an integral part of the process in bringing new teachers into the profession. Several years ago when Dr. George Wardlow (University of Arkansas) was a colleague at the University of Minnesota, we devised a mentoring plan which has functioned to some extent since its inception. This plan will likely have to become an integral part of the Minnesota teacher preparation program. The plan required all teachers expecting to participate in a mentoring program to complete a course on mentoring.

Mentoring was a key to this plan. If one reviews the literature on mentoring, a number of definitions or commonly accepted meanings emerge. Redmond (1990, p. 188) defined mentoring as "the act of providing wise and friendly counsel." Knox and McGovern (1988, p. 40) stated that a mentor

is "an individual who actively participates in the mentee's professional development." Clawson (1985) viewed mentoring as functioning in several roles including teacher, coach, positive role model, developer of talent, opener of doors, protector, sponsor and successful leader. Alleman (1986, p. 45) defined mentoring as "a relationship in which a person of greater rank or expertise teaches, counsels, guides and develops a novice in an organization or profession." From this review, mentoring appears to involve role modeling, encouragement and counseling.

In the mentoring plan instituted in Minnesota, an experienced agriculture teacher located close to the beginning teacher was assigned to serve as a year-long mentor for the novice teacher. Mentors were expected to have formal contact (either in person or on the phone) every week for the entire year. The mentor was also expected to observe the mentee teaching at least once each quarter. In addition, the beginning teacher was enrolled in a beginning teacher's course which met 2-3 hours every 4-6 weeks during the entire school year. The mentor was also expected to attend these sessions.

At the end of the school year, a final assessment was planned which was patterned after a typical oral exam. The mentor, the beginning teacher, the beginning teacher's principal, and the university professor formed the final assessment team. The beginning teacher was expected to review the year of practice. The major phases of the beginning teacher's work were examined. At the close of the two-hour session, the beginning teacher was asked to leave the session. The committee then spent time discussing whether the beginning teacher should be encouraged to continue as a teacher. If the recommendation was to continue, areas needing further development were outlined.

## The Outcome

Did the mentoring program work? What problems seemed to emerge? The program worked fairly well. I am confident those who experienced the final assessment found it a very rewarding but also somewhat threatening experience.

From our experience, it is evident that a successful mentoring program for beginning teachers requires (1) experienced teachers be prepared for the role of a mentor, (2) experienced teachers who make a genuine commitment to function as a mentor, (3) resources from the state to secure the experienced teachers' time plus an incentive to carry the responsibility, (4) a teacher education program plan which provides for beginning teachers and is closely tied to the mentoring program so that all efforts are coordinated (a complete mentoring program needs to have a coordinated plan), (5) experienced teachers who understand, agree with and support the philosophy of the teacher education program, and (6) a commitment from the school system, which must fully value and support the effort. It is my opinion, based on this limited experience, that a mentoring program for beginning teachers will not be successful if it is developed on a voluntary, extra-duty basis.

## The Urgency

As agricultural education programs expand at the elementary, middle and secondary levels, teacher preparation will become a greater challenge. McEwin (1992, p. 375) stated, "the problem with middle level teacher preparation programs lies not in their poor design but in their scarcity and low enrollments. Elements essential for middle level teacher preparation programs include (1) a thorough knowledge of the nature and needs of early adolescents, (2) a study of middle level curriculum and instruction, (3) a broad academic background, including concentra-

tions in at least two academic areas at the undergraduate level, (4) specialized methods and reading courses, and (5) early and continuing field experiences in good middle level schools."

This demand is clearly being reflected in additional teacher preparation requirements being written into licensure regulations. Can teacher preparation programs prepare graduates for this vast array of demands? It is likely that a year of residency or a planned mentoring system as we have attempted to design will have to be implemented to assist beginning teachers' movement into the profession. As preparation demands increase, the nurturing process of an experienced teacher appears to be essential in assisting new agriculture teachers in their professional development. The challenge is not futuristic, it is before the profession at this very moment.

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- P. L. Knox and T. V. McGovern, "Mentoring Women in Academia," *Teaching of Psychology*. 15, 1 (1988): 39-41.
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## Agricultural Education

**T**he NVATA annually recognizes agriculture teachers for excellence in teaching through four major award programs. With exception of the Ideas Unlimited winners, each of the regional winners received transportation, lodging, a cash award and complimentary registration to attend the awards program which was held at the NVATA Convention, Dec. 4-7, 1996, in Cincinnati, Ohio. Ideas Unlimited Program recipients received a travel stipend to attend the annual convention.

### NVATA Outstanding Agricultural Education Program Award

The Outstanding Agricultural Education Program Award recognizes the nation's most successful programs. It highlights how agriculture teachers integrate English, mathematics and science basics into their instruction and use new technology to teach students. It recognizes the success of local teachers in preparing students for careers and lifelong learning.

Sponsored by the Case Corporation, the 1996 regional recipients are:

Region I: Hanford High School, Hanford, California

Teachers: Leonard DeRuiter, James Lunstad, Dennis Mann, Mike Higham, Richard King, Susan Moran, Pam Brem

Region II: Grandfield High School, Grandfield, Oklahoma

Teacher: Lee Wilcox

Region III: Willmar High School, Willmar, Minnesota

Teachers: Doug Hanson, Neal Pearson, Val Aarsvold, Dave Damhof, Scott Thaden

Region IV: Preble Shawnee High School, Camden, Ohio

Teacher: Harold Niehaus

Region V: North Lenoir High School, LaGrange, North Carolina

Teachers: David Mooring, Michele Spence, Reggie Jenkins

Region VI: Frederick High School, Frederick, Maryland

Teachers: R. Douglas Hering, Edward Mayne, Teresa Stevens

### NVATA Outstanding Agricultural Education Teacher Award

This award program recognizes active NVATA members who are conducting the highest quality agricultural education programs. It rewards them for their excellence, leadership and service to the profession. Award applicants must demonstrate how they are innovators and agricultural education catalysts at all learning levels, and how they help all students prepare for careers and lifelong learning.

Sponsored by New Holland, Inc., the 1996 regional recipients are:

Region I: Ray Munir, Atwater, California

Region II: Ronnie Duckett, Hatfield, Arkansas

Region III: Linda Rist, Viborg, South Dakota

Region IV: Willard L. Haley, Eldon, Missouri

Region V: Blane Marable, Bishop, Georgia

Region VI: Paul L. Cummings, Walton, West Virginia

### NVATA Outstanding Young Member Award

College enrollment in agricultural education training programs is decreasing. Unless trained students enter and remain in the profession for several years, a shortage of qualified agriculture teachers will continue to exist. The Outstanding Young Member Award encourages young teachers to continue in the teaching profession, and recognizes innovative, aggressive young teachers who have an exceptional professional record, including participation in NVATA. Members who have completed at least three, but not more than five years of teaching are eligible to compete.

Sponsored by John Deere, the 1996 regional recipients are:

Region I: Mitch Coleman, Dayton, Oregon

Region II: Jim Allsup, Robstown, Texas

Region III: Pamela Boehlke-Koenen, Alden, Minnesota

Region IV: Tamara Belavek, Lapeer, Michigan

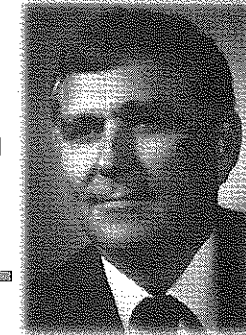
Region V: James Stewart McLamb, Cary, North Carolina

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## Agricultural Education Legislation?

By Gary E. Moore

Dr. Moore is a professor of agricultural and extension education, North Carolina State University, Raleigh, and is the historian for the American Association for Agricultural Education.

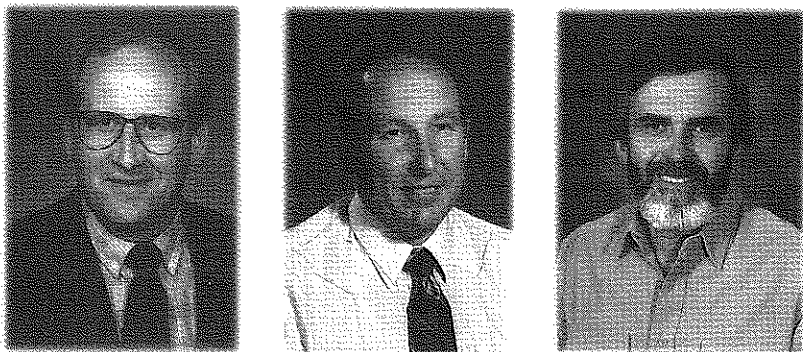


**T**he growth and development of agricultural education has been influenced by federal legislation. How much do you know about the federal legislation affecting agricultural education? The questions below have been randomly ordered to prevent chronological clues. The answers will be included in the next issue of *The Magazine*. Go to the head of the class if you know the answers.

- Which federal act was passed to establish agricultural experiment stations so that scientific investigations in agriculture could be conducted, and useful and practical information on subjects connected with agriculture could be disseminated? (Note: this act was responsible for much of the early work in public school agricultural education).
  - Morrill Act of 1862
  - Hatch Act of 1887
  - Morrill Act of 1890
  - Nelson Amendment of 1907
- Which federal act specified that federal funds could be expended on supervision by the vocational agriculture teacher of the activities related to vocational education in agriculture, of the Future Farmers of America and New Farmers of America?
  - Smith-Hughes Act of 1917
  - George-Elzy Act of 1934
  - George-Deen Act of 1936
  - George-Barden Act of 1946
- The Nelson Amendment of 1907 provided funds to land-grant colleges to:
  - Establish residential boarding schools for high school age students so they could study agriculture.
  - Develop teaching materials on agriculture for elementary school teachers.
  - Hire individuals to assist high schools in developing courses of study in agriculture.
  - Provide training for teachers of agriculture and the mechanical arts.
- The Federal Agriculture Improvement and Reform Act of 1996 (Farm Bill):
  - Gave authority for secondary and 2-year post-secondary education in agriscience and agribusiness to the Secretary of Agriculture.
  - Provided \$500,000 in competitive grants for high school agriculture programs for rural development.
  - Transferred the federal leadership for FFA from the Department of Education to the Department of Agriculture.
  - Had no provisions concerning secondary agricultural education.
- The act that first provided federal funding to states to directly support the teaching of vocational agriculture in the public schools is the:
  - Morrill Act of 1890.
  - Nelson Amendment of 1907.
  - Smith-Lever Act of 1914.
  - Smith-Hughes Act of 1917.
- The Morrill Act of 1862:
  - Created agricultural experiment stations.
  - Provided funding to start Farmer Institutes.
  - Created land-grant colleges.
  - Created the cooperative extension service.
- The federal vocational education act that changed the focus of agricultural education from preparing students for careers in farming to preparing students for a wide variety of careers in agriculture is the:
  - George-Barden Act of 1946.
  - National Defense Education Act of 1958.
  - Vocational Education Act of 1963.
  - Carl Perkins Act of 1984.
- Land-grant colleges designed primarily to serve African-Americans were established by the passage of the:
  - Hatch Act of 1887.
  - Morrill Act of 1890.
  - Nelson Amendment of 1907.
  - Smith-Lever Act of 1914.
- Public Law 740:
  - Provided a federal charter to the FFA.
  - Authorized the U.S. Postal Service to issue a commemorative stamp for the FFA.
  - Designated the National FFA Center as a national historical site.
  - All of the above were provisions of Public Law 740.
- The George-Reed Act (1929) provided additional funding to support teaching agriculture in public schools and also enabled the Federal Board for Vocational Education, for the first time, to:
  - Hire staff members who were subject matter specialists in different areas of agricultural education.
  - Collect statistics on agricultural education programs.
  - Publish Federal Board for Vocational Education bulletins.
  - Establish an extensive library of visual aids that could be loaned to agricultural teachers.

The answers to the quizzes published in the November-December 1996 issue and the January-February 1997 issue of *The Agricultural Education Magazine* are located on pages 23 and 25 of this issue.

# What Do Mentors Get Out of the Mentoring Deal?



By Richard M. Joerger,  
Fred Christiansen and  
Jim Summers

Dr. Joerger is an assistant professor and director of teacher education, Utah State University, Logan. Mr. Christiansen is an agriculture instructor, Bear River High School, Tremonton, UT, and Mr. Summers is an agriculture instructor, Westside High School, Dayton, ID.

**M**entoring requires commitment and unconditional support for the complete development of the mentee, or protégé. Joe Kelly, a senior trainer for A.O. Smith Harvestore Products, once stated, "If you help enough people get what they need, you will never need to worry about having your needs met!"

Two mentor teachers that have lived by that message are Jim Summers, a twenty-one-year veteran agricultural educator from Westside High School in Dayton, Idaho, and Fred Christiansen, a thirty-seven-year veteran agricultural educator from Bear River High School in Garland, Utah. Jim and Fred have supervised student teachers from Utah State University for

more than twenty years and thirty years, respectively. The following comments reflect their experiences as supervisors and mentors of student teachers.

*Q: Why have you served as a mentor and student teacher supervisor for so many years?*

**Jim:** It provides me the opportunity to give something back to the profession. Many of my high school, university and fellow agriculture teachers and colleagues have invested a lot of trust and time in me over the years. As a mentor, I can develop new friendships and invest in our future agricultural educators as they go through their formative teaching experiences.

*"If you help enough people get what they need, you will never need to worry about having your needs met!"*

**Fred:** I am a professional and I do what any professional does! As a student teacher mentor, I have experienced the pleasure of having a positive effect on our future agri-

culture teachers. I am very happy to share what I know and what I can do so that the profession moves forward. I enjoy helping the agricultural education staff members at Utah State University with their classes by hosting two to three class field trips each year.

*Q: What have you personally received by serving as a mentor?*

**Jim:** I receive the satisfaction of seeing a student teacher apply new technical and teaching knowledge and skills they have learned at the university. As a result, I am able to keep current with new information and ideas for upgrading my classes. Because of my involvement with the student teachers, I am also able to maintain ties with university personnel who help me obtain teaching and information resources needed throughout the year. Since I am the only agricultural educator in the building, it's nice to have student teachers who can serve as a sounding board for some of my plans and concerns!

**Fred:** When I have student teachers in the department, I have the incentive to be on my best professional behavior! Quite simply, it makes me a better teacher. I learn a lot from the student teachers as I watch them plan and perform their lessons and work with the FFA activities.

Over the years I have enjoyed attending special supervision seminars with other student teacher supervisors to learn more about other programs and supervision practices. These seminars have also allowed me to share what I have learned as a supervisor.

*Q: What have your students, departments and communities received by your involvement as a student teacher mentor?*

**Jim:** Students get to see the world through the eyes of younger people that are interested in teaching agriculture as a profession! Sometimes the students have difficulty relating to us older teachers. My students also get to see how different teachers go about teaching agriculture. The student teachers come to my program with different ties from business, industry and the university. These connections often result in new tours and the use of new resource people in my classes.

Student teachers allow many of my students to get more individualized instruction and attention, especially when we team teach laboratory-intensive units. It is difficult to get around to everyone in some of my large classes. The students can get ideas and perspectives from two instructors instead of one.

My students that have special challenges get more of my time when I have a student teacher. While the student teacher is teaching, I often sit in the back of the classroom, or within earshot distance and assist students with classroom and laboratory work and FFA activities.

Many of my student teachers have left a completed improvement project that has benefited the students and me. For example, one student teacher constructed a set of storage shelves in the laboratory. Others have developed similar projects before leaving their student teaching experience.

**Fred:** My students receive individual help from the student teachers as they prepare for FFA career development events, FFA degrees and proficiency awards. Students gain another perspective from student teachers that may have grown up and experienced agriculture in

another part of the country. For instance, a number of years back I supervised a student teacher from Rutgers University in New Jersey.

*Q: What unique challenges have you encountered as a mentor?*

**Jim:** The most challenging times have been when student teachers chose not to carry out strategies to correct the challenges they face in the classroom. I believe it is important for me to be readily available for the student teachers to bring up their concerns and challenges. However, the student teachers need to readily implement the strategies that will improve their instruction. Likewise, student teacher supervision or mentoring programs without a clear understanding of intended goals, objectives and related training create confusion and frustration. It is important for all parties to be on the same page when completing an effective program.

**Fred:** Student teachers who have difficulty cutting their close ties from the university staff during student teaching.

Each year Fred and Jim have given many of their hours to helping new teachers enter the profession with a successful student teaching experience. Student teachers request placement in their programs well ahead of their senior year due to the quality of supervision provided by these mentors. What a tribute!



The following are the answers to the questions published in the November-December 1996 issue of *The Agricultural Education Magazine*.

1. d - Sentinel. This office did not exist for the first 17 years of the FFA.
2. a - Watchdog. This office was the forerunner to the Sentinel.
3. c - Swift and Company provided pictures of George Washington and Thomas Jefferson to the FFA chapters and pictures of Booker T. Washington and H. O. Sargent to NFA Chapters.
4. d - Locally.
5. b - John Deere provided small silver plows to both FFA and NFA chapters.
6. d - Locally. The recommendation was to have a taxidermist stuff an owl.
7. c - The owl is a symbol of death to many Native Americans.
8. d - For the first ten years of the FFA, the advisor was stationed at the owl's nest.
9. b - Henry Groseclose was elected national parliamentarian of the FFA in 1936.
10. c - The NFA secretary was stationed at the boll of cotton.

Recognizing Excellence in Agricultural Education, continued from page 20

Region VI: Mark Hostuttler, Belington, West Virginia

## NVATA Ideas Unlimited Program Award

Exchanging classroom and teaching ideas keeps an agricultural education program alive and teachers up-to-date. The Ideas Unlimited Program recognizes teachers for developing and sharing their innovative instructional ideas. Sponsored by Pfizer Animal Health, the 1996 regional recipients are:

Region I: Brad King, Stevensville, Montana

Region II: Bob Wright, Idabel, Oklahoma

Region III: Dave Barnard, Superior, Nebraska

Region IV: Charles McCray, Rosendale, Missouri

Region V: Carroll M. Coomer, Knoxville, Tennessee

Region VI: Tom Hawthorne, Mt. Airy, Maryland

For more information on these winners, the awards programs and sponsors, contact: NVATA, 5632 Mt. Vernon Memorial Highway, Alexandria, VA 22309. Phone: (800) 772-0939.

## A View from the Agricultural Mechanics Laboratory Egress Opening (Shop Door)

By Jim Sorensen

Mr. Sorensen is an agriculture instructor, Kimberly High School, Kimberly, ID.

The theme for this issue is mentoring young teachers. So as an example to the young and inexperienced, I won't write on that subject. I will write about what has been on my mind lately—technology.

As I peer out of the laboratory egress opening, I am reminded that my 27th year of teaching began this year. I am also thinking about how things have changed and how fast they are changing now. I don't remember being this busy 10 or 15 years ago. I hope things are speeding up, and I'm not slowing down. Since I am rapidly approaching 50, however, I am afraid the latter may be the case. However, I can take great satisfaction in the fact that technology will save me. Or will it?

Is all this technology good? I am really beginning to wonder about what is good and what is overkill. Just because we can do it doesn't mean it is good. For example, we used to take roll by writing down the names of the students absent or tardy on a sheet of paper and sending it to the office. Now, we have scantron sheets (if I can find them) and I have to find a #2 pencil to fill in the little circle. Then, I am also expected to record the attendance in my grade book. It only takes about a minute or two a period so that's ten minutes a day and about an extra three hours a year taking roll.

That's no big deal except the office spends almost all day doing

attendance. When I did my principal internship, we had a secretary who could account for the attendance for the whole school in less than 20 minutes and have a list of kids that I needed to talk to and parents for me to call by second period every morning. This system worked great and what was really scary is that the attendance was also accurate.

You can probably sense that my blood pressure is starting to rise and this technology thing is getting under my skin. My school district, in an effort to keep up with technology, has installed a new electronically answered phone system. You know, the ones where "Rosey the Robot" answers the phone and asks you to press one, two or three. When I call someone, I don't want to dial one, two or three, I just want to talk to the person I called.

For the last 22 years, I have had a telephone that when it rang, I answered it, and I dialed up the person I wanted to talk to. No hassle. It just worked. Under our new system, instead of dialing eleven numbers to call anywhere, I must now dial at least 23 numbers, and there is no certainty that the call will go through. In fact, I had to have the principal come over and help me dial the National FFA Supply Service. Now, between the principal and myself we only have 14 to 15 years of college. It only took us 20 minutes to get the call to go through. Oh well, I guess that's the price of technology.

A feature of this new phone system is that I can't get calls during the teaching day. All incoming calls are diverted to my voice mail. I was told that the rationale behind all of this is so that my lesson isn't inter-

rupted. Believe me, I would rather be interrupted for 30 seconds than to play hours of phone tag every day after school.

Well, so much for the phone system. Today was really special in that the computer network for the entire school went down. What makes it so cool is that over here across the street, we aren't connected to the network. In fact, today is one of many days that the printer on the agriculture computer is the only one in the entire school that works. Oh well, the aggies think it is great as they can type and print their assignments. Chalk up another one for technology.

I could write on the evils of technology for an entire issue, but I will make just one final point. What really gets my goat is that computer classes can only have 12 students because they only have 12 computers. However in welding, we can have 32 students when there are only 6 arc welders and 6 gas welders. We are still using stick welders to teach the technology of the day. I once made the mistake of asking why the only technology in the school dealt with the use of a computer. I was told, "in this school, technology is computers." Is something wrong with this picture?

If you agree, you could e-mail me, but I can't remember my address. You could fax me, but I can't remember that number either. I guess you'll just have to write the editor of *The Magazine*, and then he can call me and leave a message on my voice mail. I will get that message if I can remember the code. So much for technology. Now if I could just find my #2 pencil.



Dr. Gary Moore, a professor of agricultural and extension education at North Carolina State University, has been selected as editor-elect of *The Agricultural Education Magazine*. Moore teaches courses on FFA and SAE at the undergraduate level and courses in time management, effective teaching, and foundations of agricultural and extension education at the graduate level. In addition to his teaching responsibilities, he serves as administrative secretary of the North Carolina FFA Alumni Association, is secretary of the Agricultural Education Division of the American Vocational Association, national President of Alpha Tau Alpha and Historian for the American Association for Agricultural Education.

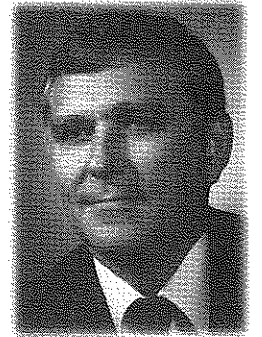
Gary plans to continue the design and layout improvements of *The Agricultural Education Magazine* started by the current editor, Dr. Lou E. Riesenbergh. The major changes will be in the addition of several new features inside *The Magazine*:

- "The Soapbox" – Members of the profession are encouraged to voice their thoughts and concerns about current issues in agricultural education. If something is on your mind, here is a place to express those thoughts; even if they might ruffle a few feathers.
- "Joe Scatterscrew Sez" – The late E. V. Walton of Texas A & M wrote a series of short stories about a fictitious agriculture teacher, Joe Scatterscrew. Each story is hilarious, but contains nuggets of wisdom concerning the job of the agriculture teacher.
- "The Spotlight" – One outstanding agricultural education program will be featured in each issue of *The Magazine*. We'll

learn the secrets of the top agricultural education programs in the nation.

- "The Profession" – Important information and news from the USDE, The Council, the NVATA and others will be featured in each issue. The current status of federal legislation affecting agricultural education, new USDE initiatives, opportunities for profession development, etc. will be featured. If one wants to know what's happening in the profession, this will be a must-read column.
- "Go to the Head of the Class" – This quiz will continue, but there will be an open invitation for others who may desire to submit a quiz.

Gary's goal for *The Agricultural Education Magazine* is to be the voice for the agricultural education profession. In addition to articles designed to help agriculture teachers improve their programs, there will be professional news, humor and frank, open discussions of issues affecting the profession.



Gary was reared in central Texas and obtained his B. S. in agricultural education from Tarleton State University (1969). He taught agriculture at the secondary level in Kansas (1969-70) and Ohio (1970-73). His M. S. (1973) and Ph.D. (1975) are from The Ohio State University. He has served in faculty positions at Alabama A & M University (1975-76), Purdue University (1976-82), Louisiana State University (1982-89) and North Carolina State University (1989-present).

Dr. Moore has received numerous awards for outstanding teaching. In June 1996, he received the Ensinger-Interstate Distinguished Teacher Award from the National Association of Colleges and Teachers of Agriculture.

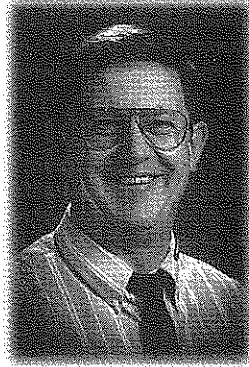


The following are the answers to the questions published in the January-February 1997 issue of *The Agricultural Education Magazine*.

1. b - Hatch Act of 1887.
2. d - George-Barden Act of 1946. (This act allowed agriculture teachers to receive travel reimbursement for FFA and NFA activities)
3. d - Provide training for teachers of agriculture and the mechanical arts.
4. a - Gave authority for secondary and 2-year post-secondary education in agriscience and agribusiness to the Secretary of Agriculture. The 1996 Farm Bill gives the USDA authority for agricultural education but no funding or personnel was provided in the bill.
5. d - Smith-Hughes Act of 1917.
6. c - Created land-grant colleges.
7. c - Vocational Education Act of 1963.
8. b - Morrill Act of 1890.
9. a - Provided a federal charter to the FFA.
10. a - Hire staff members who were subject matter specialists in different areas of agricultural education. Up until this time the agricultural education employees of the Federal Board were assigned regions of the country to supervise. After the George-Reed Act passed, new employees were hired to be in charge of research, teacher training, curriculum development, etc.

# Agriscience Teacher or Teacher?

## Earning Professional Respect from Your Peers



By William Johns III

Mr. Johns is an animal science and forestry-landscaping instructor, Dover High School, Dover, NH.

Most agriscience teachers are very busy professionals. While many teach more periods in a day than their academic counterparts, they are also advising the FFA chapter. This usually involves many hours of coaching, chaperoning and attending the numerous career development events and meetings held each year. Add to this list the opportunity/responsibility of working with parents, employers and students on SAEs, and you are going to wonder why I am suggesting that experienced agriscience teachers do more.

The suggestion to do more stems from the question, "What are you doing for the school, the students and the curriculum as part of the system as a whole?" Do other teachers, administrators and school board members know you as the one who landscapes the school, makes floral arrangements for school events, and fixes lawnmowers, or do they know you because you helped develop the new School-to-Work initiative, chaired one of the Standards Committees for the school's accreditation, or led a seminar/workshop on com-

puter proficiency?

As we promote the feats and successes of our students and urge all students to achieve their best, are we asking the same of ourselves? We ask students to go beyond the bounds of the classroom and become more involved in extracurricular activities and agriculturally related work. Are you achieving your professional best by going beyond the bounds of your classroom and becoming involved in extracurricular activities and school-related events?

How can you become involved? The answer is all around you and the time is ripe to become involved in different activities.

Federal initiatives in School-to-Work are awarding grants to schools that can demonstrate how the school and business community will cooperate in student learning. Agriscience teachers are already involved through the SAE program and can offer wonderful suggestions on making this proposal a success. Get on the team of teachers, administrators and business people and develop a program that will help the students, school and your program.

Go further in your professional development activities by becoming involved in non-agricultural events. Most schools undergo an accreditation review every ten years and look for volunteers for the steering committee or for chairing one of the major committees. Earn professional respect by doing an excellent job while you learn about the whole system.

Other items you should consider include:

- participating in your school's teacher association as an officer or committee member
- becoming a department head

or curriculum advisor

- volunteering for the school district's staff development committee
- serving on the building project committee
- initiating workshops for other teachers on student volunteers, computer programs (SAE and proficiency), peer learning (PALS), and community development projects (BOAC, Food for America)

### The Time Question

The hesitation here exists when currently active agriscience teachers/FFA advisors think about additional time away from their spouse/family. Interestingly enough, many of these activities take up little additional time because they use the skills, knowledge and resources you already possess and use in your classroom and the FFA. I believe that being involved with non-agriculturally related school activities elevates your teaching professionalism and the significance of your program.

An astute teacher educator once clarified for me, "You are an agriscience teacher, more notably you are a vocational education teacher, but above all, you are a teacher."

Being the professionals we were trained to be, agricultural educators do a wonderful job in the classroom, the laboratory, with the FFA, and with student SAEs. However, we all too often overlook the needs of the rest of the school and what our presence, knowledge and expertise can contribute.

Let us do things that show others we are teachers who are concerned with the school as a whole and all of its students, not just those who are involved in the agricultural education program.



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### Instructions to Publishers

- Complete and file one copy of this form with your postmaster on or before October 1, annually. Keep a copy of the completed form for your records.
  - Include in items 10 and 11, in cases where the stockholder or security holder is a trustee, the name of the person or corporation for the trustee is acting. Also include the names and addresses of individuals who are stockholders who own or hold 1 percent or more of total amount of bonds, mortgages, or other securities of the publishing corporation. In item 11, if none, check box. Use blank sheets if more space is required.
  - Be sure to furnish all information called for in item 15, regarding circulation. Free circulation must be shown in items 15d, e, and f.
  - If the publication had second-class authorization as a general or requester publication, this Statement of Ownership, Management, and Circulation must be published; it must be printed in any issue in October or the first printed issue after October. If the publication is not published during October.
  - In item 16, indicate date of the issue in which this Statement of Ownership will be printed.
  - Item 17 must be signed.
- Failure to file or publish a statement of ownership may lead to suspension of second-class authorization.

# Agri-Entrepreneurs Recognized

**A**s part of an effort to encourage entrepreneurship among young people, 10 students from across the country received National Agri-Entrepreneur Awards and \$1,000 during a ceremony at the 69th National FFA Convention in Kansas City, Mo. In addition to the \$1,000 winners' cash awards, each of the national winners' chapters received \$500 with which to promote entrepreneurship locally.

The awards are part of the Agri-Entrepreneurship Education Program which is designed to recognize young people for their entrepreneurial efforts and increase the amount of entrepreneurial skills being taught in high schools across the country.

Dr. Marilyn Kourilsky, vice president of the Center for Entrepreneurial Leadership Inc., says, "We believe that the jobs of the future—which are key to self sufficiency—will come from creative entrepreneurs who find new products and new ways to serve customers. The Agri-Entrepreneurship Education Program will help us focus on the challenge of fostering entrepreneurship, personal growth, and self-sufficiency in our nation's agriculture-oriented youth."

## 1996 National

### Agri-Entrepreneurs

- Kyle Bailey, 19, of Millersburg, Indiana, owns and operates Kyle Bailey Horseshoeing serving primarily gaming and show horses
- J.D. Chambers, 18, of Greensboro, North Carolina, developed a vertical hydroponic

planter and is marketing it to the educational community

- Melissa Gomes, 16, of Le Grand, California, owns and operates Big Tree Bunnies which produces breeding animals for meat and fur production
- Zachary Horn, 18, of Sullivan, Illinois, owns and operates Horn Mowing serving residential and commercial customers
- Jami Kaptein, 16, of Fallbrook, California, holds the reins for a multi-facted business which offers home animal care services, horse-back riding lessons, horse exercising and training, and a model horse collectors club and brokerage service
- Brian Phelps, 19, of Milford Center, Ohio, owns and operates Phelps Feeds, a livestock feed business offering ration planning and balancing services in addition to feed sales
- Casey Sharber, 16, of Sapulpa, Oklahoma, owns and operates a water plant business; she sells plants wholesale to three nurseries in addition to individual retail sales
- Veronica Shippy, 18, of Capitola, California, owns and operates Forget-Me-Not Flowers, which specializes in fresh arrangements, and Twigs and Things, a dry arrangement business
- Andy Tygrett, 19, of Tipton, Iowa, owns and operates Andy's Prizewinning Gladiolus, a horticultural business specializing in top-quality gladiolus
- Mandie Koch Valentine, 18, of Custer City, Oklahoma, owns and operates Blue Ribbon Pets, which specializes in mice, hamsters, gerbils, rats and other rodents

## Program Information

The Agri-Entrepreneurship Education Program is conducted by the National Council for Agricultural Education. This initiative is sponsored by and in partnership with the Center for Entrepreneurial Leadership Inc. at the Ewing Marion Kauffman Foundation, Kansas City, Missouri, as a special project of the National FFA Foundation, Inc.

The Center for Entrepreneurial Leadership Inc. is part of the Ewing Marion Kauffman Foundation in Kansas City. The Foundation's vision is self-sufficient people in healthy communities. To accomplish this vision, the Foundation develops collaborative relationships with other organizations to work toward common goals. Due to agricultural education's long standing focus on youth development and self sufficiency, the partnership is a natural.

The National Council for Agricultural Education was established in 1983 as a partnership organization to foster creative and innovative leadership for the improvement and further development of agricultural education. The Council provides leadership, coordination and support for the continuous improvement of agricultural education.



1997

## Agri-Entrepreneurship Program

Information packets for the 1997 Agri-Entrepreneurship Program were mailed to all FFA chapters in late December 1996. The packets contain the application, instructions, and program promotional materials including a colorful poster. For more information on this program, contact The Council at 703-360-8832.