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*The Agricultural*  
**EDUCATION**  
M A G A Z I N E

## Home Schooling

An interview with Mark Grillo

## The College Tech Prep Story

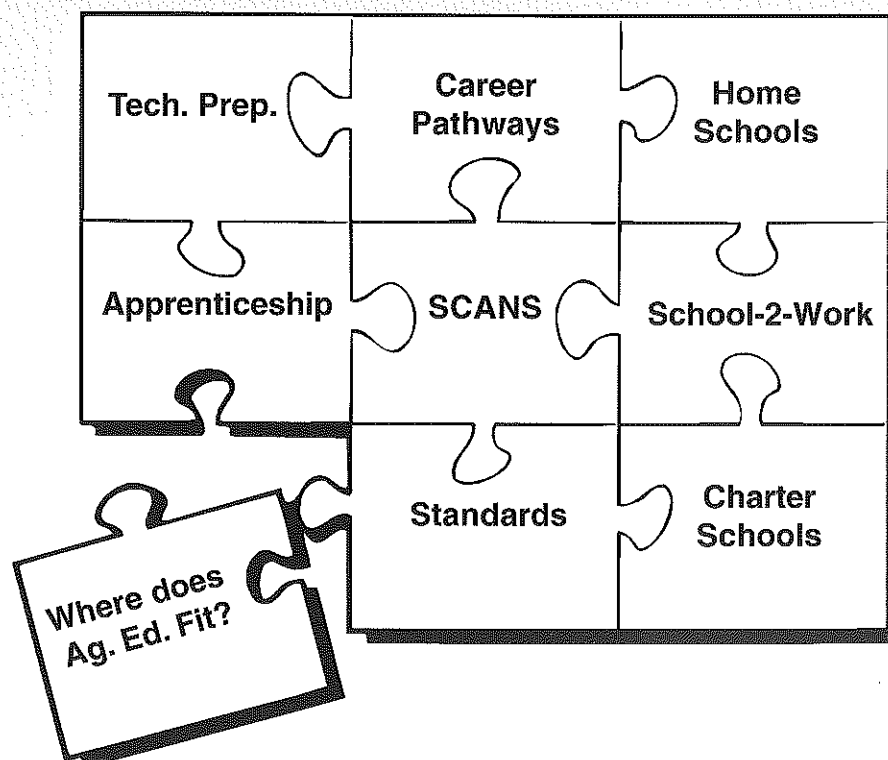
## C. Cayce Scarborough

A Leader in Agricultural Education

## The Perkins Act

## Collaboration

What is it?



# Relevance, Responsive, Reliable

## The 3R's of Agricultural Education!

By Marshall Stewart

"In this issue, it is hoped that the mystery of these buzzwords will be removed as we seek first to understand and then to be understood."

The May issue of *The Agricultural Education Magazine* focuses on BUZZWORDS. In education, there are new buzzwords being developed almost daily. Words and phrases like integration, homeschools, School-To-Work, and Career Pathways are being invented, defined, re-defined and re-configured faster than one person can possibly process. This blitz of words and the trends or fads they represent present agricultural education with the dilemma of trying to keep up and figure out how those words, trends or fads impact agricultural education. Quite often, agricultural educators cannot determine the impact of these words since they cannot figure out what they mean. In this issue, it is hoped that the mystery of these buzzwords will be removed as we "seek first to understand and then to be understood."

Seldom if ever, has the agricultural education community taken the time to focus on these broad trends and issues to understand their impact on agricultural education. Furthermore, it is the belief of this writer that agricultural education, as a community, has spent too much time focused on "reacting" to what someone, somewhere else has done to us rather than determining our preferred future. A prime example that many of you may have heard referred to is School-To-Work. As School-To-Work has been developed and implemented across the nation, it has often been stated that agricultural education has been doing School-To-Work for over 70 years. Obviously, the question arises that if we were doing it all along, then where were we when it was being invented? Quiet frankly, we do not have much credibility after the fact. If we were doing School-To-Work all along, then we should not have been absent while it was being created. Hopefully, this issue will raise our collective awareness of many of those issues being developed

and implemented so that collectively we can be proactive. For too long agricultural education has been guilty of jumping in someone else's ship—it's time for us to get into the "ship-building" business (i.e. influencing public policy as related to agriculture and education).

The question is how do we get into the ship-building business? Or, how do we position the agricultural education community as a player in shaping the future of education? We might consider the following formula:

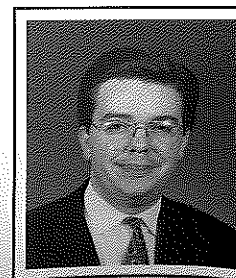
**Relevance** - Our local, state, and national programs must be relevant (having meaning, be essential) to students, parents, agribusiness, school leaders, policy-makers and stakeholder/customers.

**Responsive** - Our local, state and national programs must be responsive (meeting needs) for our stakeholders/customers; needs they identify are ones which agricultural education leaders must bring to the forefront.

**Reliable** - Our local, state and national programs must be reliable (consistent high quality) as perceived by our customers/stakeholders; the general public is "hungry" for examples of excellence in education—we can lead the way.

This is an exciting time to be involved in agricultural education. We have a great opportunity to lead the nation in educational excellence and to be significant players in setting the future direction of education in our nation. Let's be relevant, responsive, and reliable! Let's be ship-builders!

Marshall Stewart is on the faculty at North Carolina State University and is the Agricultural Education Coordinator for the State of North Carolina.



The Agricultural Education Magazine

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# Agricultural Education

## School-to-Work: *The Minnesota Model*

By Joel Larson & Woody Cox

The foundation of agricultural education programs in Minnesota and across the nation has been the relationship of the classroom activities, supervised agricultural experience (SAE), and FFA. The success that has been achieved in agricultural education is directly related to the relationship between each of these areas.

School-To-Work is a national education reform initiative intended to make a major impact on how people learn. School-To-Work is not about implementing a new program, rather it is about developing an educational system that assists individuals in achieving success and makes them economic players. The Minnesota School-To-Work initiatives include the following: 1) School-Based Learning, 2) Work-Based Learning, 3) Connecting Activities, and 4) Service Learning.

Minnesota has taken these four areas and developed School-To-Work parallels with areas of agricultural education. Agricultural education is really a model of success in implementing School-To-Work (STW) in a community. The following is a snapshot of some of the STW activities related to agricultural education that are being implemented in Minnesota.

### School-Based Learning = Classroom Instruction

The foundation of successful agricultural education programs is a strong curriculum that meets the needs of the community. The program must emphasize career exploration, agribusiness concepts, and agriscience. The agricultural educa-

tion program must be attractive to a broad spectrum of students: to both male and female; to farm, rural, and urban; and to post-secondary bound or the at-risk. By offering curricula that meets science requirements and college entrance requirements, many of the agricultural education programs in Minnesota have seen tremendous growth in the number of students that they serve.

### Standards

In Minnesota, legislative graduation standards are being implemented based on basic standards and high standards. The high standards identify nine content areas called the Profile of Learning. These include Read, Review, and Listen; Write and Speak; Arts; Math Applications; Scientific Applications; Inquiry; People and Cultures; Decision-Making; Resource Management; and World Languages. Within each of these profile areas are specific standards that are to be offered within the school curriculum attempted by students. At present there are 64 performance package areas for students. Students will be required to meet "Standard" in 24 performance standard areas prior to graduation. The exciting opportunity is that students will be able to meet a standard in math, science, or areas within the agricultural education curriculum. Each package must be approved locally and serves as an opportunity for students to meet standards in academic areas in our agricultural education programs. The School-To-Work effort in Minnesota is tied directly to the implementation of the graduation standards. As the standards are implemented and imbedded into our school curriculum,

more students will look toward applied methods of learning the concepts of the academic world.

### Grants

Another method being used in Minnesota is the Agricultural Education School-To-Work Improvement Grants. Through this program we have been able to offer grants of up to \$5,000 per individual district for new and innovative curriculum. During this past year, the state office has received more than 70 grant applications and has funded 50 improvement grants. We have \$250,00 appropriated for improvement grants in the next fiscal year. These grants look to the involvement of the community, the impact on school curriculum, and the impact of new programs and technology. Some of the grants funded included: expanding summer programs, new program development, Global Position Systems, and other curriculum improvements. This grant program has been a tremendous success. It has made our teachers look outside of their classroom into the rest of the school curriculum, and to identify the partners in their community. Together these groups have helped in identifying the direction of the curriculum for the agricultural education program. This is exciting!

### Work Based Experience = Supervised Agriculture Experience (SAE)

School-To-Work embraces the value and importance of work-based learning. The components include Career Exploration, Job Shadowing, Mentoring, Internship, and Youth Apprenticeship. Again, if we look at a strong first-year curriculum in

agricultural education, we find an excellent career exploration curriculum based on the industry opportunities in agriculture, agribusiness, science and research, education, and natural resources. We have an opportunity to expand on our strengths by encouraging students to develop SAE opportunities in shadowing, with a mentor or an internship.

I see two areas where agricultural education can take a true leadership role. First, we need to expand our work-based learning experiences for students not currently enrolled in agricultural classes to participate in summer agricultural education programs. By expanding work experience opportunities in the summer, we can and will serve many students who do not have the time or schedules that will allow them to complete an internship during the school year. Many of these young people are excellent students with an academic focus. These students need to complete a work experience internship to assist them in developing a clearer vision of their career path.

Second, the majority of our students today are focusing on working for others. Entrepreneurship, teaching students to be self-employed businesspersons, is a valuable component of our curriculum that we have downplayed in recent years. We must give students the vision of how entrepreneurial efforts are managed and developed. Sounds like SAE doesn't it? Again, let's use SAE as an opportunity to develop skills related to work-based learning. The FFA proficiency awards program and the degree programs provide an excellent way for students to document and assess their career progress. Minnesota has established funding for development of entrepreneurship and internship programs.

### Connecting Activities = FFA/PAS and Occupational Information

FFA and PAS can at many times be "the tail that wags the dog." Yet, FFA and PAS provide the opportunity for students to explore career areas in an extremely detailed manner. Students need learning experiences that are relevant, fun, and are hands on. As the FFA mission states, "FFA provides opportunities for Personal Growth, Premier Leadership, and Career Success." Sounds just like the vision of School-To-Work in Minnesota. FFA and PAS provide opportunities for students to make a positive difference in their schools and communities.

A School-To-Work Student Organization Foundation was established in 1997 by the Minnesota Legislature with the goal of providing coordination and resources to stimulate growth with the 11 organizations that were formerly called vocational student organizations. The student organizations will be provided funding from the new public/private Foundation. The Foundation will develop performance criteria to be used in awarding grants to the student organizations.

The Minnesota Career Information System has also added 35 new agricultural occupations to their system. Minnesota is presently working on a new Internet system for education and employment knowledge that will connect various data resources. Agricultural education occupations and educational programs are an important component of this new system. The electronic resource will help all learners find pertinent information on job opportunities and career and educational planning. The new system will be operational by June 1999.

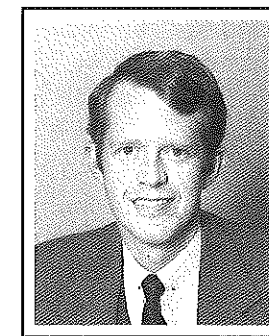
### Service Learning = Community Service, FFA Style

In Minnesota, many of our FFA chapters conduct Corn Drives for Camp Courage. Camp Courage is a camp designed to meet the needs of physically handicapped people. The corn drive concept started in 1952, when chapters gleaned fields collecting corn and donating the proceeds to the camp. To date, Minnesota FFA has raised millions of dollars for Camp Courage. The corn drives are an institution in some communities looked upon as a way for youth to assist the needs of the community. Other service activities relate to safety programs, Project PALS, food shelf programs, and many more services that make their communities a better place to live and raise a family. Connections of service learning and agricultural education programs will continue to be developed as the School-To-Work System is implemented.

The Agricultural Education Program and School-To-Work System are mirror images. Each is designed to meet the needs of the community, school, and each learner. Each is designed to help learners grow as a person, develop real world skills and leadership, and give each learner the tools they will need to make a positive impact in their community.

Joel Larson is a Minnesota Agricultural Education Supervisor. (no photo)

Woody Cox is a Team Leader for Minnesota School-To-Work.





## Agricultural Education Opportunities with Home Schoolers

By Marty Frick and Jeff Brennan

Home schooling is America's fastest growing educational movement. Experts estimate that 1.5 million U.S. children are currently being educated at home, with a growth rate estimated at 15% annually (Orsi, 1998). This statistic is similar to the total public school enrollment for the state of Georgia. There are more home school students nationwide than there are public school students in Wyoming, Vermont, Delaware, North Dakota, Alaska, South Dakota, Rhode Island, Montana, and Hawaii — combined.

Home schooling was the primary means of educating children in America from the founding of our country in the early 1600's until the late 1800's. Some famous agriculturists and national leaders were educated at home. Famous American home schoolers include George Washington, Thomas Jefferson, Abraham Lincoln, Booker T. Washington, and Mark Twain.

In the early 1980s, the general public had never heard of home schooling. Today, home schooling is a term common to most educators. Still, our society knows little about home schoolers' activities, their backgrounds, or achievements.

### Philosophy of Home Schoolers

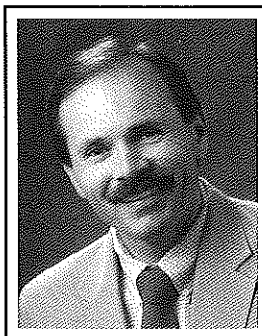
Home schooling families have varying reasons for schooling their children at home. Just as their reasons vary, so do their philosophies. Their decisions to home educate are often personal to their family, and deeply felt. Home schooling, much like farming, is not simply a means to educate, as farming is not simply a

means to make a living. Home schooling is a way of life. It involves all family members and all family activities. No past time or entertainment is entered into without the thought of, "What can our family learn from this experience?" "How does this experience meet our family's educational needs?" Often people think of schooling only in the realm of academics. Home school families seek to provide high quality academics, as well as areas of learning that round out a holistic education. These areas include, but are not limited to social skills, values, spirituality, life development skills, independent living, and many others. Parents of all children want their children to learn these skills. Home schoolers believe these are best taught within the context of the family.

### Home Schools, FFA, and Agricultural Education

The relationship between home schoolers and the FFA is different from state to state and from school district to school district. However, it is important to recognize the constitutional provisions of the National FFA organization as it relates to home

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schooler participation and involvement in the FFA.

Article V, Section B of the National FFA Constitution provides guidelines for active FFA membership (National FFA, 1997). The constitution states that a student must be enrolled in a secondary agricultural education program that includes grades 7 through 12. Item 1 of Article V, Section B states:

1. While in school that a student shall be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.

This part of the constitution has direct implications for home schooling families wanting to be part of the FFA. Two plans of action can be followed in order to comply with the FFA constitutional provisions for active membership. The recommended and definitive way of meeting the guise of Item 1 is to allow home schoolers to attend formal agricultural education courses for part of the school day. An alternative is for the home schooler to follow a planned course of study under the direction of a certified agricultural education instructor. The planned course of study must be approved by the school

Jeff Brennan is a Home School Parent and Technical Service Representative for American Cyanamid, Inc.



as an independent study.

As agricultural educators work with home schoolers, we must remember that FFA is not a club, but an integral part of instruction. Supervised Agricultural Experience programs must be included in either option for a home schooler to receive the full benefit of an agricultural education experience. The National FFA Constitution does well to provide us with guidelines for working with home schoolers; however, state agricultural education specialists should address the conditions for active FFA membership within their association.

### Summary

Home educators would benefit greatly from materials and organized activities offered through agricultural education. Curriculum materials on specific agricultural subjects and other instructional materials are valuable tools to the home educator. These materials can be used to integrate into an existing classroom program, which can be combined with hands-on projects. Organized activities experienced as a member of FFA are valued by the home educator to link the classroom with hands-on activities. Using the guidelines noted in this article, agricultural education can be an integral part in providing quality materials and organized activities to both rural and urban home schools.

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## Private Schools and Agricultural Education in North Carolina

By Benjie Forrest

Agricultural education was formally established in the public schools by Congress in 1917 via the Smith-Hughes Act. Because of this Act and a 1950 federal charter granted by Congress to the National FFA Organization making FFA integral to agricultural education, the agricultural education program in North Carolina had been totally focused through the public school arena. This concept was completely changed on September 19, 1996, when the Pungo Christian Academy, located only minutes away from the Pamlico Sound on the eastern fringes of Beaufort County, was formally granted an FFA charter by officials from the North Carolina FFA Association. This charter signing was the result of many people working together who believed that the customer base for students wanting to take agricultural education courses in North Carolina should be broadened to include the private school clientele.

Two individuals who pushed this concept from the very beginning were Danny and Lynn Clayton, a husband and wife team who are both residents of the Pungo Christian Academy community. They saw a tremendous need for their private school to offer courses in agricultural education and leadership training through the FFA. The North Carolina FFA Board of Directors was petitioned and voted to grant PCA a charter. The new FFA policy language which makes this possible is as follows:

### FFA Membership

Private schools that wish to charter an FFA chapter must meet the following requirements:



Danny & Lynn Clayton

- A.) Systematic instruction in agricultural education must be provided.
- B.) A chapter constitution in keeping with the state FFA constitution has been created.
- C.) FFA officers must be elected and installed.
- D.) A current program of activities must be in effect.
- E.) State and National dues are submitted in a timely manner.
- F.) A request for a charter is submitted to the State FFA Coordinator.

Immediately after the passage of this policy language, Pungo Christian Academy Headmaster, Alice Keeney, with the cooperation of the Pungo Christian Academy School Board, advertised for the position of agricultural education teacher and hired Mr. Gary Lewis. Mr. Lewis immediately began working to establish an Agricultural Production and Management Curriculum and in putting together an FFA Program of Activities. Students of the school were quickly identified

("Private Schools" continued on page 11)

# Career Pathways: Unlocking The Door To The Future

By Don Sligar and Gregory W. Thompson

decide on a future career." This is only one of the many reasons why Career Pathways provide a solution for students and schools. Implementing Career Pathways is not only a process to help students reach their personal goals, but it also is a strategy for changing educational systems to meet the needs of the 21st Century. Oregon has been transitioning its system for nearly a decade. This transition incorporates the concept of Career Pathways as a capstone element of the K-12 system.

## The Oregon Model

Oregon set its course for improved student performance in 1991 when the legislature passed the Oregon Educational Act for the 21st Century. The Act calls for raising student achievement by:

- Raising expectations for students;
- Focusing curriculum and instruction on higher standards built on a foundation of academics;
- Holding students accountable for achieving the standards through state and local assessments;
- Using the community as a learning resource;
- Forging new working partnerships among schools, parents, employers, and communities.

The Oregon model for Career Pathways has received attention nationwide, and many states have duplicated this Career Pathways Model. Since its inception, the model has undergone minor revisions. Oregon's Career Pathways are now called Certificate of Advanced Mastery (CAM) Endorsement Areas (throughout this article Career Pathways and Endorsement Areas will be used interchangeably).

The Oregon educational system is

based on student success measures called the Certificate of Initial Mastery (CIM) and the Certificate of Advanced Mastery (CAM). These certificates are awarded to students upon the attainment of grade level standards. Assessment of benchmarked standards provides a tool to measure the success of students and schools during a process of continuous improvement.

Students who achieve the grade 10 performance standards in academic content areas will receive a Certificate of Initial Mastery (CIM). The certificate provides a focus on the obtainment of foundation academic skills to provide the base for higher level learning and applied skill development. Students who achieve grade 12 performance standards in academic content areas, achieve career-related learning standards, participate in a career-related-learning experience, and participate and learn in an Endorsement Area will receive a Certificate of Advanced Mastery (CAM).

What will setting higher standards mean? Teachers will be more focused on what they expect of students and how their classroom curriculum, instruction, and assessment will work together to help students achieve the expected results. Academic standards focus students, teachers, and parents on a common goal.

Students exceeding the CAM requirements in specific areas will be eligible for an optional Credential. The Credential is being developed as a partnership between the secondary schools and "next step" opportunities such as community colleges, the military, apprenticeship programs, business and industry, and universities. The Credential is currently a work in progress and models are emerging. It provides the opportunity to connect K-12 education and further preparation.

## Career Related Learning

The Certificate of Advanced Mastery and its associated Endorsement Areas provide the "key to unlock the door to a student's future." Endorsement Areas (Career Pathways) are clusters of career opportunities, studies and experiences that are grouped according to people's similar interests and strengths. Each Endorsement Area will include a variety of career choices that require different levels of education and training. Oregon has recognized six endorsement areas. A seventh area is reserved for schools that wish to identify and develop instruction for an emerging field.

## CAM Endorsement Areas (the Oregon Model)

- Arts and Communication
- Business and Management
- Health Services
- Human Resources
- Industrial and Engineering Systems
- Natural Resource Systems
- Other

## Benefits to Students

Each Endorsement Area includes a variety of occupations that require different levels of training and education. By selecting an Endorsement Area, all students can prepare for the future, regardless of their interests, abilities, talents, or desired levels of education. Endorsement Areas help all students develop a plan, an area of focus, and see the relevance to real applications.

When students focus on their future, they are apt to be more motivated to do well in school and make the connection (Why do I have to learn this?) between their courses and their future.

A choice of a career path is not a permanent commitment, but the exploration of possible career oppor-

tunities in each path in relationship to their abilities, talents, and interests.

Endorsement Areas set high standards for students to prepare them for the challenges they will face after high school. These areas provide the context to meet Oregon's challenging academic and career-related learning standards.

The implementation of change in Oregon's public school system has not been in isolation. Students must be prepared for entrance into the workplace as well as higher education. Oregon has developed a standards based admission system for its universities known as the Proficiency-based Admission Standards System (PASS). Learning opportunities in the CIM and the CAM Endorsement Areas have been aligned with the PASS requirements to help students prepare for their future. Career pathways allow students to participate and learn in an environment that will enable them to pursue their personal goals.

## Benefits to Schools

Endorsement Areas (Career Pathways) provide a way for schools to organize instruction. Historically, high schools have tended to organize the institution around content discipline areas such as science, math, language arts, social sciences, and vocational education. Traditional educational systems do little to encourage interaction among the content areas let alone between academic instruction and vocational programs or teachers. Organizing schools around the career pathway concept allows teachers to escape their "little boxes" and interact with others. A system that avoids the potential for isolation can achieve change at a quicker rate. This organizational structure encourages contextual and project-oriented learning and teaching opportunities shared and delivered by more than

one faculty member. Career Pathways are the tools to help reorganize the public education into a system that more closely resembles how students will function as tomorrow's citizens.

## Current Status

Career Pathways development cannot be an isolated activity of the vocational education system. If Career Pathways are to be significant they must be incorporated into the change process of the entire education system. Oregon's Endorsement Areas have focused on two primary issues: 1) student achievement requirements, and 2) the school's instruction program that provides the opportunity to learn.

The process of establishing Career Pathways has not been an instant development. Oregon's timeline for full implementation of the CAM is the 2004-05 school year. Selected "lighthouse schools" will begin a phased-in delivery beginning in the year 2000.

Career Pathway development is only a piece of the entire systems change. Career Pathways can only be successful if schools develop a systems framework for success that incorporates the basic components such as:

- Integrated instruction and assessment
- Connections with post-secondary opportunities
- Career-related learning (School to Work)
- Community involvement and business partnerships
- Comprehensive Counseling and Career Development

Information provided by business/industry representatives (since the early 1990's) was the guiding force in identifying a "contextual framework" for each Endorsement Area. The contextual framework further defines

the instructional areas and opportunities that schools must provide for students to participate and learn in an Endorsement Area. The contextual framework will guide curriculum development, contextual teaching, and learning activities in an Endorsement Area.

### Agricultural Education

So, where do agricultural education programs fit into the changes that are currently impacting public school systems? Will there be a future for agricultural education in public schools? What components of agricultural education are essential for success in educational reform?

Agricultural education has modeled the Career Pathways concept for many years. The challenge today is helping others understand the relationship to educational reform. Agricultural education must adapt its terminology, procedures, and process to fit with the new terminology and the public school system. Agricultural education must market its Career Pathway success stories and help the educational system recognize the relationship. Others can learn from what agricultural education has developed!

### Areas of Emphasis

Students may learn in an Area of Emphasis while participating in an Endorsement Area. The Area of Emphasis is a focused area of study under a CAM Endorsement Area. Using the "systems" concept, each Area of Emphasis should strive to deliver instruction with a relationship to the effect on the other areas. This concept demonstrates the potential for the Endorsement Area to develop skills related to ecosystem management. Examples of areas for the Natural Resource Systems Endorsement Area include:

- Agriculture
- Aquatic and Marine Management
- Energy Management
- Fish and Wildlife Resource Management
- Forestry and Forest Products
- Geology and Mineral Industries
- Horticulture
- Recreation and Cultural Resource Management
- Urban Environmental Management

As an example, the Natural Resource Systems Endorsement Area and Area of Emphasis instructional deliveries should integrate academic and career-related learning standards and experiences with the following contextual framework topics related to food and natural resource systems:

- Public Policies, Issues, and Regulations
- Natural Resource Scientific Principles
- Natural Resource Management
- Production and Processing
- Business Management
- Equipment and Technology
- Natural Resource Career Development
- Teamwork/Human Relations Stewardship

Success in agriculture requires more knowledge and skills than ever before. Our students' future successes in the agricultural industry depend on student performance today. Consequently, schools and educational delivery systems must change to meet the needs of the 21<sup>st</sup> Century. Agricultural education programs must also change to meet the needs of a rampantly changing industry. Just as school reform is measuring student performance against high standards, agricultural education must offer

students the tools necessary to meet new industry standards. Oregon Agricultural Science and Technology teachers believe that their programs are aligned with the CIM/CAM standards. Over 50% of the Agricultural Science and Technology programs in Oregon offer some type of science credit for students enrolled in Agricultural Science and Technology classes (Thompson and Balschweid, 1998).

The pressures agricultural educators are receiving are not "cry wolf" pressures. The systemic changes occurring in education are dictating a need for positive change. These changes are real, necessary, and are placing demands on our programs and on us as educators. They are not being issued because of failures in agricultural education, but because the world we live in and the world we are preparing our students for is changing rapidly and dramatically. "It is impossible to change without improving...It is impossible to improve without changing. ...for nothing - absolutely nothing - has happened in education until it happens to a student" (Carrol, 1994).

### Summary

One can follow the developments and implementation strategies related to Oregon's Certificate of Advanced Mastery using the CAM InfoNet. CAM InfoNet is an interactive web server that focuses on CAM developments. CAM InfoNet is located at <http://bbs.nclack.k12.or.us>. This site contains information concerning each of the Endorsement Areas as well as promising School-to-Work practices.

Oregon's development of Career Pathways has not been an event requiring instant change for schools, but rather it has been a journey toward the future. It is based on a continual improvement model and therefore does not reach a "final draft" stage. Oregon is continually

transitioning the education system toward the future. Career Pathways provide the opportunity for Oregon to meet the emerging needs of the 21<sup>st</sup> Century while contributing to changing an entire educational system.

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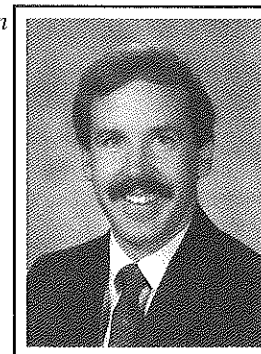
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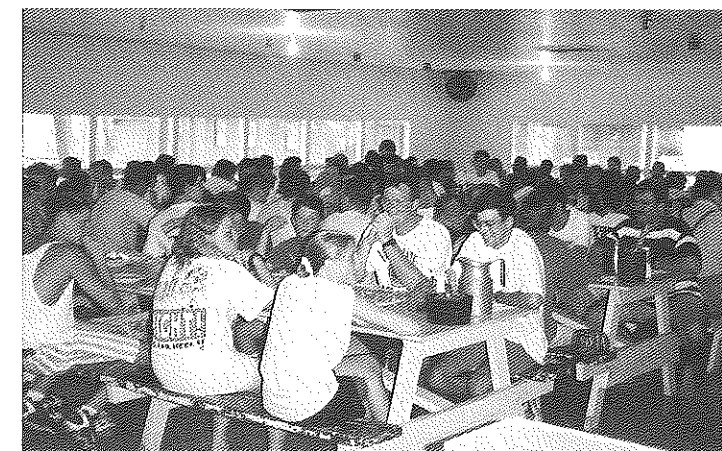
*Don Sligar is a Natural Resource Systems Specialist at Oregon Department of Education. (no photo).*

*Gregory W. Thompson, is an Assistant Professor in Agricultural Education at Oregon State University.*



### Private Schools

(continued from page 7)



Private school FFA members participate in a variety of FFA activities such as summer camp.

as to their interest in agriculture and 14 students were placed in the newly formed agricultural program. Students were charged a special fee for agricultural courses, which included their state and national FFA dues. As a result, all of the students who are enrolled in agricultural education at PCA are FFA members. The success of the program during its first year has led to an astounding increase in agricultural enrollment for the second year. The school has reported that nearly 50 students have enrolled in their agricultural classes. Mr. Lewis said, "It is absolutely unbelievable at the amount of interest we have here for agriculture and the FFA. My biggest problem now is to find the space that is needed to teach all of them. I even have some of the parents eager to become members of the FFA Alumni Association."

Other private schools in North Carolina have learned of the success of the agricultural education program at PCA and have included the program in their school curriculum as well. Hobgood Academy located in Halifax County is the most recent example of this. This school hired

Ms. Kim Cannon as its agricultural education teacher at the beginning of the year. With local television covering the event, the newly formed program had its formal FFA Charter signing presentation in March. All of the agricultural students enrolled in the program must be members of the FFA and therefore were privileged to place their names on the FFA charter representing the first FFA members at Hobgood Academy. Interest has grown to the point that Ms. Cannon will see an increase in the number of courses involving agriculture at her school for next year. "I truly am excited," she said. "The students are the ones who sell the program. I already have many of them who have indicated that they want to continue their agricultural education experience beyond high school."

*Benjie Forrest is the Eastern Region Agricultural Education Coordinator in North Carolina.*



# 'Perkins & Plows'

By Bret Lovejoy

Agricultural educators have often asked me what they get out of the Carl D. Perkins Vocational and Applied Technology Act, and my answer is always the same — a whole lot!

The Perkins Act is the latest in a long series of federal education laws that have provided assistance to vocational education since 1917. In fact, the first legislation that was signed into law that year, the Smith-Hughes Act, largely provided funding to agricultural education programs. Over the years, less emphasis was placed on specific program funding directed through the federal legislation in favor of broad program improvement funding. But there's no doubt that over the years, and even today, agricultural education programs have received a great deal of funding through the Perkins Act.

I have visited several schools that boast of a new hydroponics facility, the latest machinery or a new teacher that was hired to enable the school to offer the best agricultural education possible. Many of these program improvements have been paid for with Perkins Act funds.

Even in cases where Perkins Act funds may go into other vocational discipline areas within a school or district, that investment helps the agricultural program by freeing up other monies. In many cases, the only funds available for new initiatives come from the federal level through the Perkins Act.

The Perkins Act provides about \$1.2 billion per year to our programs. In the overall scheme of things, this

money only amounts to about five to ten percent of total vocational spending, depending on your local and state school budgets. Yet that small percentage from the federal level is often the difference between having a high quality vocational program and one that just gets by. Without the federal leadership in providing funding to the states for vocational education, states would have little incentive to continue their investment.

I can't tell you how many vocational educators have told me that without the Perkins Act funding, their state or locality would have cut vocational spending. The Perkins Act may provide just a little funding, but it provides a whole lot of leadership. When it does not provide that leadership, cuts are inevitable.

Let me illustrate this point with an example. When congress reauthorized the Perkins Act in 1984 and again in 1990, they drastically reduced the amount of funds available for state level administration and leadership. What resulted in many states was a drastic reduction in the state vocational department staffing levels, thus reducing the services available to local programs. Many professional development activities and curriculum design functions, among others, were hurt. Many of you also know that state level supervisors for agricultural education and other subject disciplines were cut, outsourced, or eliminated.

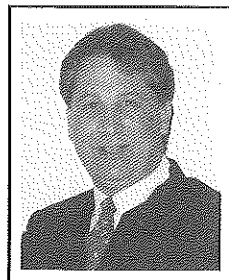
If you still have these positions in your state, that's great, but don't think for one minute that they are lifetime positions. Funding for vocational education is always in danger and that has a direct impact on the vocational classroom, including agricultural

education. It also has a direct impact on students. Perkins Act funds help support the vocational student organizations, including FFA. While the Vocational Student Organizations might survive without this funding, it would be much more difficult for them to accomplish their worthwhile mission, or reach as many students. Some schools and some states would not provide additional support for Vocational Student Organizations if it were not for the Perkins Act.

The Perkins Act is currently being debated in Congress in a "reauthorization" process. The House of Representatives has proposed to cut state level funding to the nub, thereby creating the likelihood that further state staff positions and services would be eliminated. The American Vocational Association is fighting to prevent this from happening. We have been tireless advocates for adequate funding that will enable all our programs to improve and change with the changing requirements of work. Unless agricultural educators see the benefit of vocational funding and get involved to preserve it, all our programs will suffer.

The Perkins Act, Tech. Prep. and School-to-Work are much more than "buzz words." They are the lifeblood of vocational and agricultural education in this nation.

Bret Lovejoy is Executive Director of American Vocational Association.



# Charter Schools

By James Knight and Ralph Armstrong

## Yea or Nay

The National Commission on Excellence in Education released the now famous, or infamous, report on the status of education in 1983. "A Nation at Risk" (1983) was the result of the commission's efforts to look at schooling in America. The report generated national attention thrusting public education into the spotlight and putting it on the front pages of newspapers all over the country.

Since that time, the country has developed one reform effort after another in an attempt to respond to the public outcry for the perceived lack of quality in public schools. Such movements as "Back to the Basics," "Outcomes Based Education," "Coalition of Effective Schools," and "Classrooms of the Future" were spawned.

During the past few years, the idea of creating a competitive environment for the reward and recognition of schools has come into vogue. Essentially this movement is driven by the concept of a "free market system." It is believed by some that by allowing people to choose where they send their students to school, the process itself will reward the "good" schools and cull out the "poor" ones. This notion is at the heart of school vouchers, private schools, and charter schools.

### Charter School Movement

While there were some initial efforts in the 1980's around the country to test the charter school concept, it was really launched in 1991, when Minnesota passed the nation's first charter law. Since that time, an additional 28 states and the District of Columbia have enacted charter laws. Growing from one

charter school in 1991, the country now has over 800 such schools. (Nathan, 1998). Since 1991, the evolution of the charter idea has generally been driven by some basic tenets. "The charter idea:

- ◆ allows the creation of new public schools or the conversion of existing ones;
- ◆ stipulates that the schools be nonsectarian and prohibits admissions tests;
- ◆ requires that the schools be responsible for improved student achievement over a period of three to five years or be closed;
- ◆ waives most state rules and regulations, along with local contract provisions, in exchange for explicit responsibility for results;
- ◆ permits several public bodies—such as state and local school boards, universities, and city governments—to authorize creation of charter schools;
- ◆ permits educators and families to select these schools, rather than being assigned to them; and
- ◆ requires that average per-pupil funding follow students to the schools, along with other appropriate funds such as Title I and special and compensatory education funds" (Nathan, 1998)

In several states, 2% to 3% of all students attend charter schools. The charter concept appears to have broad political backing with governors and legislators. President Clinton has recommended creation of at least 3000 charter schools within the next five years (Nathan, 1998).

### Charter Schools and Agricultural Education

Love them or hate them, it appears that the charter school experiment is here to stay. Agricultural education is a candidate to be a participant in the charter school movement. Several charter schools with an agricultural emphasis already exist. Ultimately, primarily the quality of the curriculum offered and the level of competence of the instructors involved will influence the success or lack thereof for agriculturally based charter schools. On the positive side, the charter school movement offers a level of autonomy for programs previously not possible. The exploration of new methods and approaches to teaching/learning has the potential to offer benefits for all kinds of programs. Charter schools are generally smaller in size and make it possible to offer greater personal attention. In addition, school boundaries are not limiting factors to enrollments.

On the other hand, because of their size, and often-limited resources, charter schools will be hard pressed to provide the necessary facilities and equipment needed to operate such programs. Further, there are some unanswered questions regarding such issues as accreditation. An additional concern for established agricultural education programs, as well as all regular programs, is the real potential for charter schools to "draw" students away from those programs. This concern like many around charter schools will only be fully answered as the movement matures.

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("Charter Schools" continued on page 15)

# Telling the College Tech. Prep. Story Through Agricultural Education

By June St. Clair Atkinson

One of the major advantages of completing the college tech prep course of study is that it gives students options.

Each year, North Carolina agricultural education teachers influence 37,000 students who enroll in agricultural education. These teachers have many opportunities to build student career decision making and goal setting skills. What should agricultural education teachers be telling students about college tech prep as it relates to career decision making?

Unlike college prep courses of study, college tech prep is a relatively new course of study in our nation. It originated in the mid 80's when policy makers and others started to recognize the importance that all high school graduates should have a rigorous academic and technical course of study. Here are some suggestions for helping students enrolled in agricultural education to understand the college tech prep course of study.

1. College tech prep is about completing a rigorous course of study that combines academic and vocational/technical education courses. In order to be a tech prep completer in North Carolina Public Schools, a student must complete the following courses: English - 4 courses; Mathematics - 3 courses including Algebra I, Geometry, Algebra II, or Algebra I, Technical Math I, Technical Math II; Science - 3 courses; Social Studies - 3 courses; Health and Physical Education - 1 course; Career/Technical - 4 units of technical credit, one being a completer credit. Agricultural and Natural Resources Technology is one of 11 Career Pathways in which a student may elect courses to complete the four technical requirements. For example, a student may choose the following agricultural courses to complete the technical component of

a college tech prep completer: Agriscience Applications, Environmental and Natural Resource Studies I, Environmental and Natural Resource Studies II, Horticulture I.

2. College tech prep is about giving students options. Students are prepared to enter the workforce, continue their education at a community college, and /or perhaps a four-year university. With college tech prep, students have many more options than those students who complete just the general requirements for graduation. Research has shown that many students combine college prep and college tech prep course of study. These students are also prepared to enter a four-year university, assuming that all other college admission requirements are met. Still, other students may enroll in a college transfer program at a community college for the first two years, and then transfer to a four-year university. Either way, students have choices.

3. College tech prep is about helping students learn about their options. In previous decades, students could watch the parents on the farm to know about farming. Today, the work world is so complex. It is much more difficult for students to learn about job options just by observing their parents. Students have many more career choices which involve the blending of academic and technical skills. By enrolling in a college tech prep course of study, students can begin decision-making about careers they are interested in pursuing. In the long run, this helps students become better decision-makers about what career options

they have. Many opportunities exist in agricultural education classes to teach students about the work that takes place in agricultural careers.

4. College tech prep is about having relevant, work-based learning experiences. Agricultural education paved the way for others to incorporate relevant work-based learning experiences into the curriculum. Through supervised agricultural experiences (SAE), many students have been able to connect what is learned in the classroom to what occurs in the world of work. Now, work-based learning experiences available to students have expanded to job shadowing, internships, career major internships, cooperative education, and registered apprenticeships. Through college tech prep, all students should have at least one work-based learning experience. That experience brings relevance to subject matter being taught in our schools. It helps students to answer the questions, "Why do I have to learn this?" and "When will I ever use it?"

5. College tech prep is about improving educational opportunities for students. North Carolina schools have traditionally offered vocational/technical education and academic subjects. Typically, students choose courses that would allow them to continue their education or get a job after graduation. Today, our work place demands more from its workers; therefore, schooling cannot continue to be an either/or situation. Students must be prepared for work and further learning. Preparation for a job or a career is necessary but not sufficient. Likewise, many high school general education graduation

requirements are necessary but not sufficient. The future labor market demands that students have both academic and technical skills. College tech prep gives students choices through the involvement of business and industry in our programs. Our students can be prepared for the world of work and further education opportunities that they will face when they leave our schools. As an agricultural education teacher, do your part in career counseling and development to make sure your students are those who make wise choices regarding their high school course of study.

June St. Clair Atkinson is the Director of the Division of Instructional Services, Public Schools of North Carolina, Raleigh, North Carolina.



## Charter Schools

(continued from page 13)

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Ralph Armstrong is a student in Agricultural Education at the University of Arizona, Tucson, Arizona (no photo).

James Knight is Associate Professor of Agricultural Education at the University of Arizona, Tucson, Arizona.



Editors Note: Normally the Students Sound Off section appears in this space. However, we were not able to find students who wanted to sound off about the topics in this issue!



# Developing Standards for Agriscience Education

By Russell Stinson and Karen C. Hutchison

**The call for higher standards for all students offered an opportunity to re-focus what was happening in our agriscience programs.**

Delaware, as with most states, has been involved with education reform efforts. The focus of our state's reform has been, and continues to be, the development of high state standards in all curricular areas. The first areas to be addressed were Science, Mathematics, Social Studies, and English Language Arts. The next areas to develop standards were World Languages, Visual and Performing Arts, Agriscience, and Business, Finance and Marketing. Agriscience was the first vocational area to be addressed due to the importance of agriculture in Delaware and the direct connection between science and agriculture. Since the science standards were being developed, many believed that having agriscience standards would provide an opportunity for integration activities to be explored.

The need to address changes to the agriscience curriculum was important for other reasons. In the past, what courses were taught and how students enrolled in agricultural classes was often decided on a haphazard basis. Schools, or in most cases the agriscience teacher, determined what courses would be taught. The decision was not always based on sound information. Many times the decision was based on no more than the teacher wanting to teach a particular class because of personal interest. Even if the course title sounded relevant, the program objectives may have been based on outdated information. Inservice workshops were developed according to teacher interest or perceived need, not information validated by the business community. Many students were

scheduled into agriscience classes because they had no other class in which they were interested, were discipline problems in other classes, or thought that the agriscience course would be an easy credit. The call for higher standards for all students offered an opportunity to re-focus what was happening in our agriscience programs.

There were other reasons for addressing changes to the agriscience curriculum. Many agriscience programs were still operating as if the opportunities for students were still on the farm, while in reality most students were not planning to seek farm employment. Some colleges and universities did not want high school agriscience students because they felt that they often did not have the courses needed for admission or that they were not prepared for the rigorous college courses if they were accepted. Also, the demand from the business community was for more highly educated employees, whether or not they went on to college. All of these factors pointed to the need to examine the current agriscience standards and make needed changes.

The procedure for developing the agriscience standards was a two-year process that included a variety of people with varying interest in and knowledge of agriscience education. Through a nomination process, representatives from business, industry, secondary and post-secondary education, government, commodity groups, agricultural organizations, students, and parent organizations were selected to form a commission. It was co-chaired by an agriscience classroom teacher and an

agribusiness person. This process in itself helped to provide us with new partners who also have helped us in our statewide "Reinventing Agriculture Education" for the Year 2020 initiative. Our new partners have continued to help us with inservice activities, student projects, and classroom activities.

The work of the Commission resulted in the development of a rationale for the need of standards, a mission statement and goals for agriscience education. Standards were also set for six focus areas in agriculture: 1) plant science, 2) animal science, 3) agribusiness, 4) agriscience power and systems technology, 5) natural resources, and 6) food science technology. General standards were also developed for middle school programs. One of the most gratifying results of the Commission work was an affirmation by our business and industry partners regarding the importance of SAE's, the FFA, and classroom instruction in agriscience programs. It was these partners who stressed that it was the presence of all three components that made our programs more effective than others.

It has taken the hard work of many people over the last two years to develop and review numerous drafts before the final version of the agriscience standards was adopted by the Delaware State Board of Education. It will continue to take many people, especially key teachers willing to accept leadership roles, to assure the implementation of the new agriscience standards in all classrooms. Our new partners will also be important to the process of implementing the new standards.

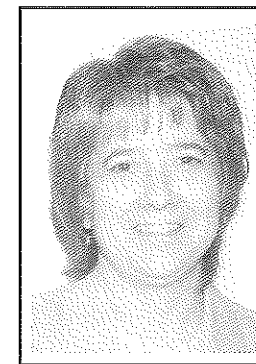
We are now at the implementation stage, which has been the most difficult part of the reform to date. We are now at the stage where the people the most responsible for implementing the standards, our

teachers, are directly involved. Now teachers are beginning to understand exactly what the new standards mean to them in their classrooms. Many have embraced the change, recognizing that the change is needed. Others, who measure success by just having enough students to keep a job, have not accepted the changes as willingly. We are currently focusing all inservice efforts on providing teachers with the information and assistance they need to implement the standards into their individual programs. The success of the agriscience programs in implementing the new standards will depend on how the teachers as a community accept and work with change, as well as the effectiveness of the inservice training.

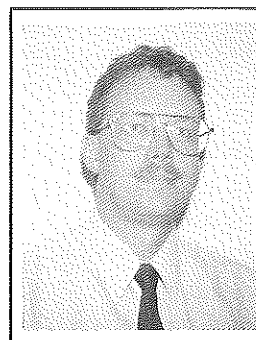
The process of developing the new agriscience standards has been interesting and exciting. We have already experienced success, such as an increased awareness of agriscience education by many, and the addition of many new and enthusiastic partners. However, it is still too early to determine the success of this reform on student achievement. That will come with time as the standards are implemented and an assessment process is put into place. It is the hope of all who have given time to develop our agriscience standards that the reform will be successful, since that will assure that our students will be better prepared as they continue their education or enter the work world.

\*Contact Karen Hutchison at (302) 739-4681 or by e-mail at khutchison@state.de.us or Russell Stinson at (302) 739-4681 or by e-mail at rstinson@state.de.us for more information or a copy of the Delaware Standards document.

*Karen Hutchison is an Education Associate of Agriscience curriculum at the State of Delaware Department of Education.*



*Russell Stinson is an agriscience teacher and teacher co-chair for the Agriscience Framework Commission for the State of Delaware Department of Education.*



**Answers to...Go to the Head of the Class:**

1. D. The thinking was if students couldn't read, they would not be able to read their Bibles. Thus the Old Deluder Satan, would easily lead them astray.
2. D. The great majority of colleges prior to the passage of the Morrill Act emphasized the humanities and classics. College graduates received the Bachelor of Arts degree. The establishment of colleges where agriculture and mechanical arts were to be emphasized was a major change. The BS degree did not exist until later in the 1800s.
3. A
4. A
5. C
6. A
7. D
8. A
9. B
10. D

By Dean Folkers and Lynne M. Borden

**C**ollaborate! Collaborate! Collaborate! Communities are frequently asked to address local concerns through collaborative efforts. Collaborations are created to address issues ranging from, school to work to family violence. Although these issues are diverse, the process of collaboration remains essentially the same for each. Collaborations offer communities a way to effectively address complex issues—but the process can be confusing.

In society today, the term "collaboration" is sometimes mistakenly used to mean "coalition" or "partnership." A collaboration brings individuals and organizations together in an atmosphere of support to constructively "explore their differences and search for solutions that go beyond their own limited vision of what is possible"

(Gray, 1989, p.5). While collaboration offers a process for addressing complex issues, individuals are often unprepared for the planning, preparation, implementation and more importantly the rewards gained from the process.

The process of collaboration is critical to educational reform and without an effective, well-planned method of collaboration—tech prep, School-To-Work and integration will all suffer.

Understanding the collaborative process requires knowledge of the different levels of group functioning. Each level has a specific purpose, structure, and process. Identifying the purpose, structure, and process for a group provides a framework for reaching the group's goals. Hogue et al., (1995) suggest that there are five

levels of group functioning ranging from networking to collaboration.

A group working in collaboration needs to carefully evaluate their goals to determine the specific purpose, structure and process needed for success. Once a group determines that collaborating is the best method to address the problem or issue, they begin the process of establishing a collaborative effort. This requires an understanding of the process and the factors that influence it (Hogue et al., 1995). The Process Factors focus on the "how to" aspect of the collaborative process and deal with skills needed

collaboration:  
what  
is it  
really?

to build effective community based collaborations.

#### Process Factors include:

**Sustainability** – the collaboration has a plan for continued focus on the desired outcomes, sustaining membership and resources. This involves membership guidelines relating to terms of office and replacement of members.

**Research and Evaluation** – the collaboration has focused on its outcomes, identified impacts and conducted a needs assessment to establish its goals. Additionally, data is continually collected to establish that goals have been met.

**Leadership** – the leadership

facilitates and supports team building and capitalizes on diversity and individual, group and organizational strengths.

**Community Development** – this community is mobilized to address important issues. There is a communication system and formal information channels that permit the exploration of issues, goals and objectives.

**Understanding Community** – the collaboration understands the community, including its people, cultures, values, habits and traditions.

In addition to the Process Factors there are also Contextual Factors. These can be best understood as the characteristic of the community within which the collaboration exists. These are the external factors that influence the collaborative process. Collaborations may be able to influence these factors, but the collabora-

tion does not have control over these factors. The Contextual Factors include:

**Political Climate** – the history and environment surrounding leadership, power and decision making is positive. Political climate may be within the community as a whole, systems within the community or networks of people.

**Resources** – the collaboration has access to needed resources. Resources refer to four types of capital: environmental, in-kind, financial, and human.

**Catalysts** – the collaboration was started because of an existing situation or crisis. A comprehensive approach

is required to effectively address the situation or crisis.

**Policies/Laws/Regulations** – the collaboration has changed policies, laws, and/or regulations that allow the collaboration to function effectively and efficiently.

**History of Working Together/Customs** – the community has a history of working cooperatively and solving problems versus a more competitive environment.

**Connectedness** – members of this collaboration are connected and have established informal and formal communication network at all levels.

Collaborative efforts have a clearly defined purpose with identifiable goals and benchmarks and can be identified by their sustained commitment, focused mission, shared vision, developed organizational identity, and the control and leadership exhibited by the group members (Vaughn 1994). The collaboration group builds an interdependent system for addressing a specific issue and builds a high level of trust for communication.

Collaboration is an excellent method for addressing issues such as Tech Prep, School-to-Work, Integration and all of the other educational reform efforts. An understanding of collaboration can become one of the most powerful tools for a teacher, community or school leader to use. Using collaboration it can be said that, "the whole is greater than the sum of its parts."

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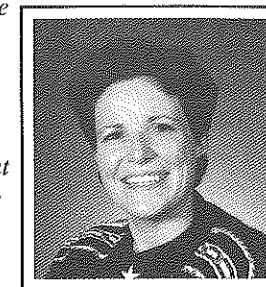
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#### Scatterscrew

(continued from back cover)

"Nope. Couldn't without incriminating myself. I tried to lighten up on the syrup, but old man Catlow told me it wasn't chocolatey enough and I had to stand right there and pour in more of that there Ex-Fax syrup."

"That was awful."

"I don't know but what some good come of it. Lots of people that had never met got acquainted in the courthouse and standing in lines here and there. Some that hadn't spoke in twenty years got reacquainted. It's hard to bear a grudge against a man and him setting right there next to you."

Myrt shook her head speechlessly while Joe relit his cigar. "Several couples got engaged that people said never would, out riding in cars and such. The barriers got kinda broke down between them, so to speak."

Myrt could not suppress a grin and Joe, encouraged, went on. "It sure worked a hardship on me, though. We hand milked them 60 cows and both milk hands was accustomed to sneaking in and drinkin' down a dipper of that there chocolate syrup every day. Me and old man Catlow had to milk them whole 60 cows by ourselves and then he got hoggish and swigged down some of that chocolate milk hisself. Then I had to milk by myself. I couldn't hardly finish by the time their bags was filled up again.

"I learned something from that. Be honest. And don't trust your roommate on anything. I finally told old man Catlow when all that milking wore down my judgment."

He shook his head ruefully. "The way that man spoke to me was a disgrace, and him a Deacon, too. I made up my mind right then if I ever joined the church it was going to be the different one from what old man Catlow belonged to. I tell you it was awful the way that man talked to me!"

Joe scowled and began to whet his pocketknife on the side of his shoe before he spoke again.

"Myrt, I guess you think that experience was sorta bad. Well, I reckon it was, but I learnt something from it. I missed a whole semester of school on account of having to sneak out of town and hide out with my kinfolk over at Center. It was all on account of listening to the wrong man. To this day I just throw Mr. Holt's bulletins in the wastebasket. The way I figger it, a man may get a bad idea and I don't believe in trying out anything new.

"Anything comes along, the way I figger it, a man's better off not to take a chance. Then smart college profs will soon be a-sendin' out a lot of poop. If all the ag teachers was as smart as I am, they wouldn't pay no attention to nothing new.

"A man's liable to make a mistake if he opens his mind. Put it in file 13, I say!"

# Home Schooling: An Agricultural Education Teacher's Experience

By Alfred J. Mannebach based on an  
Interview with Mark R. Grillo

An increasing number of parents are choosing to educate their children at home. To find out why, Dr. Mannebach interviewed Mark Grillo, a Connecticut agricultural education teacher who opted to educate his children at home. Following are questions asked and answers provided by Mr. Grillo.

Q. Why did you get involved with the home schooling of your children?

A. From the start, we thought that we could add value to our children's education. I am a certified agricultural education teacher and my wife, Vicki, was a family and consumer sciences teacher. By the time we had our first child, Noah, we both had teaching experience in the public schools. Shortly thereafter, Vicki resigned her teaching position and stayed home to rear the children.

Q. What kind of experience have you had teaching your children at home?

A. We have taught our son, Noah, 12, and our daughter, Faith, 9, at home for the early elementary years. Noah is now enrolled as a seventh grader and Faith as a fourth grader in the public schools. Both have made the transition very smoothly.

Q. What did you know about home schooling before you decided to teach your children that way?

A. Both of us are practical in our

approach to teaching. As an agricultural educator, I see the whole earth as the classroom. With home schooling we are not dealing with the constraints of getting to and from school, the facility, the classroom, the twenty or more other kids, the bell, the schedules, and the non-instructional time. If we want to study about marine life, we can go to the ocean. If we want to study insects or how plants grow, we can read about it and then take a field trip and go see what is happening in the real world. We have taught a lot of things through agriculture—poems, literature, math, science, history. It all can be taught through agriculture.

Q. What was your main purpose for teaching your children at home?

A. Our main goal in teaching the children at home was not to create someone who was brighter or more advanced than other children. What we tried to do was to give our children a broader scope and perspective than what was possible in a traditional schooling situation. We wanted to instill in our children a sincere thirst for learning and keep them excited about learning. We wanted them to experience the rich, natural, and every day experiences which many times are filtered or squeezed out of classroom instruction merely by the dynamics of the conventional classroom. The physical world can teach us so much. Why do we keep trying to buffer people from learning the laws of nature, the natural consequences of actions or in-actions, and keep them from having the opportunity to learn to use their common sense?

Q. How did you get started with home schooling?

A. We initially thought that we would send our children to public schools. However, about that time, Vicki began reading and

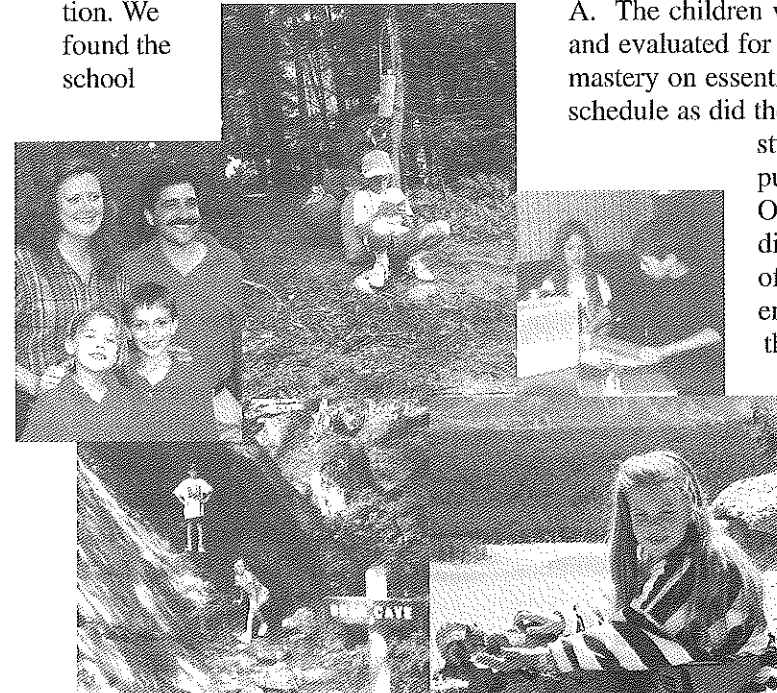
hearing more about home schooling. As she did more and more research, she could see some of the advantages of teaching the children at home. Home schooling is not a new phenomenon. It has been an integral part of American education for many years. In the early 1900's it was prominent, especially in isolated rural areas. There has been a recent resurgence in the early 1990's; sometimes because of the dissatisfaction people had with public education, other times for religious or other reasons. I want to make it clear, we did not decide to educate our children at home because we had an ax to grind with the public schools or because we wanted to cloister our children for religious purposes. We made the decision to educate our children at home to break down the artificial barriers to learning and to capitalize on the natural curiosity which children exhibit in their formative stages of development.

Q. Some educators are worried that a home schooled child will lack socialization skills. What do you think?

A. We believe that socialization is never neutral, it is either positive or negative. Home is neither better nor worse than school as a learning environment; it is different. When we send all five-year-olds to a given environment to learn we call it socialization. But what about exposure to other ages of children, teenagers, and adults? Children can learn from people in these various age groups as well as being constricted to learning only with or from their peers. Both of our children were involved in group activities and social events; including soccer, swimming, skating, and church activities. We made sure that they had the opportunity to interact with a wide range of people of different ages.

Q. Are there any requirements to educate your children at home?

A. The requirements for home schooling vary from state to state and town to town. In Connecticut, no paperwork was required until the age of seven. A simple one-page form completed the requirement. As educators, we went to the local school district and initiated discussion with the administration. We found the school



Mark Grillo and Family

personnel to be very supportive and helpful. The superintendent and curriculum director put us in contact with the classroom level teacher who provided us with the school's curriculum, texts, and other relevant teaching material.

Q. What is the schedule for a typical day of home schooling?

A. We treated schooling as a serious business. Every day, as often as was possible, a daily lesson was planned. We probably took a more structured approach to learning than what was required. For us, home schooling was a much more efficient process than that in the public schools. We could accomplish a lot in a two-hour session. In addition to the

prepared lesson, the children were encouraged to read, explore, and question. When the formal lesson time was over, school was not dismissed. Any experience of the day could become an opportunity to teach an important concept or for the children to learn new things.

Q. How did you know how the children were progressing? Did the children take tests?

A. The children were tested and evaluated for progress and mastery on essentially the same schedule as did their peer

students in the public school.

One of the most difficult aspects of the experience for us was that much of

the instruction was verbal, visual, or reading. If we were to do it over again, we would have the children do much more writing

than we required.

Q. What kind of activities did you have the children do?

A. We followed the general outline of the curriculum provided by the local school. In addition, we made lessons out of a lot of home projects. Baking cookies can be easily turned into a math lesson. Preparing the garden for planting can teach persistence and basic science. Harvesting ripe tomatoes can easily be made into a relevant language arts or poetry lesson. The children are three years apart, so each learned his or her own material, yet were exposed to each other's work and assignments. In addition, commercial

worksheets and other educational games and materials were used.

Q. So, what do you see as the primary reasons for teaching children at home?

A. For us, the primary benefits of home schooling seemed to be a broader scope of education, the nurturing of a greater thirst for learning, being more connected to the family, a better student to teacher ratio, and making learning fun and more connected to real life experiences, thus making learning and education more meaningful to the students. The world is the classroom, not an artificial setting of homogeneous individuals in a confined setting.

Q. What are some of the disadvantages or negative factors?

A. Some pitfalls of home schooling are that the parents may get careless or lazy about preparation, use television as an excuse for not teaching, proceeding with housework or cleaning, or spending time on the phone with friends during instructional time. Home schooling must be viewed as a position of responsibility. It is an expensive proposition when the time spent is counted and the opportunity cost is calculated. Parents of home schooled youngsters have a right to curriculum materials because of taxes paid. I do not encourage all families to home school. Successful home schooling demands strict organizational skills and the ability to set and attain relevant instructional objectives. It takes a special type of person with a special commitment to be a home schooling teacher.

Q. What implications do you see home schooling trends having for agricultural education?

A. One unfortunate result of increased participation in home schooling is that it robs the public schools of students and families

("Home Schooling" continued on page 23)



## Dr. C. Cayce Scarborough: A Leader In Agricultural Education

By Kirk A. Swortzel

"Idea - a visible representation of a conception; an image recalled by memory; a formulated thought or opinion; what exists in the mind as a representation." (Webster's Ninth New Collegiate Dictionary, 1985).

People would say that property, wealth, or position would be accurate descriptors of an individual. Not true for Dr. Cayce Scarborough. Ideas are what describe Dr. Scarborough and his contributions to the agricultural education profession (Iverson, 1981). Anyone who had known or worked with Dr. Scarborough knows he always had ideas. In fact, he continues to have ideas today on a number of topics and issues, including agricultural education. Iverson (1981) compiled Dr. Scarborough's written ideas from his professional career in agricultural education into a collection of articles titled *Cayce's Commentary on Agricultural Education*. This collection contains every article Dr. Scarborough wrote for *The Agricultural Education Magazine* from 1942 until his retirement in 1979. Because Dr. Scarborough was Editor of *The Agricultural Education Magazine* from 1965 - 1968, he had an opportunity each month to share his ideas for agricultural education.

Dr. Scarborough was born in 1912 into a farm family of five boys and two girls in Barbour County, Alabama. He was raised in a family of teachers with all of his brothers and sisters becoming teachers, some of who later on became principals and

superintendents with whom he worked with as a teacher and state supervisor. After graduating from high school at the age of 16 during the Depression, Dr. Scarborough attended college at Troy State Normal School (now Troy State University) for one year before becoming teacher, coach, and principal for 120 students at Dixie Junior High School. He remained in that position for four years before attending Auburn University (then Alabama Polytechnic Institute) and earning his degree in Vocational Education (Major: Vocational Agriculture) in 1935. After graduation, he was a vocational agriculture teacher for two years in Lineville, AL and then moved to Beauregard High School in Opelika, AL to become a supervising teacher. On January 1, 1940, Dr. Scarborough was promoted to the position of Southwest District Supervisor for Vocational Agriculture with the Alabama State Department of Education, a position he held for three years. He joined the teacher education faculty in 1943 at Auburn University for one year before serving his country as a naval officer during World War II from 1944-1946. He returned to the faculty at Auburn University in 1946 for two years before pursuing graduate work at the University of Illinois, where he earned his doctoral degree in 1950 under Dr. H. M. Hamlin. Dr. Scarborough joined the faculty at North Carolina State University in 1949, where he served as Head of Agricultural Education for 24 years before his retirement in 1973. He then returned at Auburn University and joined the faculty in the Department of Vocational and Adult Education to provide leadership to the doctoral program before retiring again in 1979.

Dr. Scarborough's greatest contribution to the agricultural education profession was his role as editor of *The Agricultural Education Magazine* with his column "Theory

and Practice." The column contained short items, ideas from other publications or people, ideas that were unique or different, or very informal ideas that he would pass on to the readers. He made the column informal and readable so local agricultural education teachers would read it. During the three years he was editor, Dr. Scarborough tried to make *The Agricultural Education Magazine* more teacher oriented and encouraged the growth and development of the local agricultural education program. Dr. Scarborough also published a number of articles dealing with supervised experience programs, young farmer instruction, and planning local programs.

During a 17 year period at North Carolina State University, he helped guide approximately 125 students in completing either a master's thesis or a doctoral dissertation. Dr. Scarborough was a key person in the development of the Doctorate of Occupational Education at North Carolina State University. He authors two books, *Southern Hog Growing* and *Fruit Farming*, both of which are published in Spanish as well as English.

Dr. Scarborough has credited a lot of people for guiding him and influencing him in the agricultural education profession. Among the heroes in Dr. Scarborough's Agricultural Education Hall of Fame are his first agriculture teacher, C. R. Lee; Dr. H. M. Hamlin, his doctoral advisor at the University of Illinois; and Prof. Chestnut, who started the agricultural education program at Auburn University. Dr. Scarborough also mentioned the names Carsie Hammonds, Harry Sanders and Dr. W. F. Stewart in our conversation as having an influence on him.

Dr. Scarborough was active in the profession, holding a number of leadership positions. He is a past president and founder of the

American Association of Teacher Educators in Agriculture (AATEA), which is now the American Association for Agricultural Education (AAAE). He is also a past president of the North Carolina Vocational Association, North Carolina Adult Education Association, American Association of University Professors (North Carolina State University Unit), Southern Agricultural Education Regional Conference, and Southern Agricultural Education Research Meeting. He received the Distinguished Service Award from AATEA in 1970 and was the Distinguished Lecturer in 1964. In 1980, the American Vocational Association presented Dr. Scarborough with the Outstanding Service Award.

Since retirement, Dr. Scarborough has maintained an active life, serving on a number of boards in the Auburn area such as the Central Alabama Home Health Service and the Lee-Russell Council on Aging, and doing work for the church and the Kiwanis Club. In fact, on the day I was to meet with Dr. Scarborough, he had just finished delivering lunches to elderly people and shut-ins, something he does every Tuesday morning.

In 1989, Dr. Scarborough help found and organize the Auburn University Academy of Lifelong Learners (AUALL), a program for learning in retirement (Owens, 1997). He was the first president of AUALL and continues to be an active participant. Because AUALL has been successful, he has assisted in the formation of many other such programs in the Southeast, for which he was given a recognition award. From 1990 to 1996, Dr. Scarborough wrote a weekly column for the *Opelika-Auburn News* called "Older and Wiser," furthering his concern that older people needed to continue living productive and fulfilling lives.

Cayce Scarborough has made a lasting impression on a number of

people. Today, he still gets letters from former students he taught in high school and college thanking him for influencing their lives. I had the opportunity to read one of those letters during our visit. Dr. Scarborough credits the local agricultural program having a lot to do with students being successful and moving up the ladder to new position in their career field. A number of teacher educators have commented on the influence Cayce Scarborough gave them after they entered the profession. In fact, at our recent meeting in Las Vegas, Glen Shinn at Texas A&M University commented how Dr. Scarborough mentored him at national meetings.

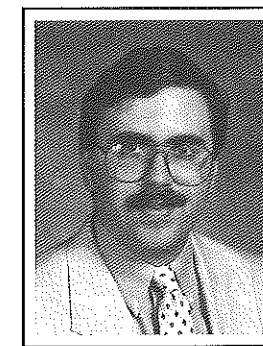
I am grateful I had the opportunity to meet and talk with Dr. Scarborough. When I accepted the position at Auburn University, many people mentioned Dr. Scarborough to me and told me I would have to meet him. He still is an advocate of the local agricultural education programs and firmly believes that without strong local programs agricultural education will not survive. Dr. Cayce Scarborough has had a major impact on agricultural education and remains one of the true leaders of agricultural education.

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Owens, F. (1997). Saluting our founders: Cayce Scarborough. *The AUALL Quarterly*, 4(1), 7.

Kirk A. Swortzel is an Assistant Professor of Agribusiness Education in the Department of Vocational and Adult Education at Auburn University.



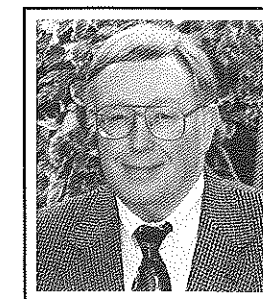
#### Home Schooling

(continued from page 21)

who are serious about education. However, home school families can learn from agricultural education by using agriculture as a pleasant medium by which to teach various disciplines. Agricultural educators can learn from teachers of the home schooled to teach lessons beyond the classroom, tailor assignments to individual students needs, and not lose sight of the importance of hand-on education.

Thanks, Mark, for this insightful interview. Your responses have cleared up many questions that I had about home schooling. Regardless of what public schools offer, there is no substitute for quality parenting. Thank you for your insight and contributions.

Alfred Mannebach is Professor of Education at the University of Connecticut.



# webmaster@agedmag.edu

By Matt Raven

## sites on the web

There are a number of Web sites that focus on public education and related issues. This month's webmaster@agedmag.edu showcases six Web sites that provide a wealth of information regarding educational initiatives that have implications for agricultural education (e.g. School-to-Work, Tech Prep, Technology Planning). Four additional Web sites that are not related to the theme of this issue were also reviewed. As usual, each Web site

review provides the location, a description, and a rating of 1 to 5 bookmarks (with 5 being the best). Be sure to e-mail me (raven@ra.msstate.edu) the URL of a Web site that you feel should be included in a future installment. Please place Ag Ed Web Site in the subject header. Here are this issue's sites:

### **United States Department of Education (<http://www.ed.gov>)**

The official Web site for the U.S. Department of Education is well done and very informative. The site provides educators with educational research, statistics, funding opportunities, programs, services, publications, and products. The front end of the site is organized into two dynamic sections. The first section is Education Headlines which highlights the most recent news regarding public education. The second section provides links to the most requested items on their Web site. This site is a must on your bookmarks if you are a classroom teacher. ☆☆☆☆☆

### **United States Department of Education School-to-Work (<http://www.stw.ed.gov>)**

This is a sub-site of the USDE Web site. The School-to-Work Web site is an excellent resource for information related to the School-to-Work Opportunities Act of 1994. The site is well-organized and easy to use. Full text documents related to school-to-work are available on the site and a search engine makes it easy to locate documents of interest. A great place to start for locating information regarding school-to-work. ☆☆☆☆☆

### **National Center for Technology Planning (<http://www.nctp.com>)**

The National Center for Technology Planning (NCTP) is a clearinghouse for the exchange of information related to technology planning. This information

includes school district technology plans, technology planning aids (checklists, brochures, sample planning forms, PR announcement forms); and/or reports on topics related to technology planning. Included on the site is a full text version of the "Guidebook for Developing an Effective Instructional Technology Plan." Agricultural education teachers need to be involved in their schools' technology plan - this is a good place to start in the planning process. This site would benefit from better organization, which would make it easier to navigate and locate needed information. ☆☆☆ 1/2

### **The Educational Resources Information Center (<http://www.aspensys.com/eric>)**

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature. The ERIC Web site allows users to search the ERIC database online, provides access to their publications catalog, and link to the National Library of Education. The site is easy to use and navigate. If you need to find a citation that is related to education this is the place to start. ☆☆☆☆☆

### **American Vocational Association Online (<http://www.avaonline.org>)**

The official Web site for the American Vocational Association provides information and links to information relevant to school-to-work. Additional information includes a calendar describing upcoming events and conventions. Get travel and hotel information for the AVA Convention in New Orleans and also register online. It would be nice if the site provided links to other sites related to vocational education. ☆☆☆☆☆

### **National Center for Research in Vocational Education (NCRVE) (<http://vocserve.berkeley.edu>)**

NCRVE is the nation's largest center for research and development in work-related education. The NCRVE Web site provides a plethora of information relevant to education preparing individuals for employment and lifelong learning. The site loads quickly and is easy to navigate. Many of the reports are available in their full-text versions. This site is an excellent source of information for teachers involved in preparing students for life after graduation. ☆☆☆☆☆

### **USDA Cooperative State Research Education and Extension Service (CSREES) (<http://www.reeusda.gov>)**

CSREES links the research and education programs of the USDA and works to improve economic, environmental, and social conditions in the United States and globally. These conditions include improved agricultural and other economic enterprises; management of natural resources; more responsible and more productive individuals, families and communities; and a stable and affordable national food supply. The Web site provides information regarding CSREES programs, funding opportunities, success stories, and links to CSREES partners (e.g. land-grant universities, state Extension services). A well designed site that is very usable. ☆☆☆☆☆

### **Food and Fiber Systems Literacy ([http://www.okstate.edu/OSU\\_Ag/agedcm4h/academic/FFS](http://www.okstate.edu/OSU_Ag/agedcm4h/academic/FFS))**

The Food and Fiber Systems (FFS) Literacy Web site is designed to educate individuals ABOUT agriculture. The FFS Web site compiles elementary agricultural education instructional materials from many different sources. The compiled materials have been coded to national academic standards and organized around the categories of health, history, science, agriculture, and economics. The instructional materials are available in their entirety in the form of PDF files. The site should provide an alternative to their frames oriented design. Additionally, the site cannot be viewed with a text-based browser. ☆☆☆☆☆

### **The NetVet Veterinary Resources (<http://netvet.wustl.edu>)**

The NetVet and Electronic Zoo Web site is maintained at Washington University's Division of Comparative Medicine. NetVet and the Electronic Zoo provide numerous links to veterinary and animal related resources on the Web. If you need information on animals from insects to whales this is a great place to start. The site is well organized and easy to navigate with appropriate search engines. The only drawback is a large number of graphics that tends to increase the download time of the site. This site is still a must for your bookmarks. ☆☆☆☆☆

### **Federal Information Exchange, Inc. (<http://nscf.fie.com>)**

Federal Information Exchange, Inc. (FIE) is a diversified information services company providing a full range of database services, software development and technical support to the government, private sector and academic communities. Their Web site provides instant access to federal agency information on research programs, contact information, educational programs and services, equipment grants, procurement notices, minority opportunities and more. Visit this site at least once to register for their free FEDIX Opportunity Alert! Email service. Another must entry for your bookmarks. ☆☆☆☆☆



## WHAT DO YOU KNOW ABOUT Educational Reform Movements?

By Gary Moore

Over the years there have been a variety of reports, court rulings, legislative action and movements that have lead to reform in education. Go to the Head of the Class if you can answer these "educational reform" related questions.

1. The first public school law in the New World was enacted in 1647 in Massachusetts. This law required towns with 50 families to have a teacher who taught reading and writing. Towns with 100 families had to establish a grammar school. This law is commonly known as the:
  - A. Educational Act of 1647
  - B. Public School Act
  - C. Reading, Riting and Rithmetic Act
  - D. Old Deluder Satan Act
2. At the time the Morrill Act of 1862 was passed establishing land-grant colleges, there were 397 colleges in the United States. How many of these colleges had a scientific orientation?
  - A. Over 300
  - B. About half of them
  - C. About 100
  - D. Less than 20
3. In an effort to provide uniformity and standardization to what was taught in high schools, the Committee of Ten conducted a nationwide study in 1892. Their report resulted in a more standardized and rigid curriculum in high school that was primarily college preparatory. Who sponsored the work of the Committee of Ten?
  - A. National Education Association
  - B. National Association of Land Grant Colleges
  - C. National Academy of Sciences
  - D. U.S. Government
4. In 1918 the Commission on Reorganization of Secondary Education identify the following objectives for secondary education: 1. Health, 2. Command of the fundamental processes, 3. Worthy home membership, 4. Vocation, 5. Citizenship, 6. Worthy use of leisure time, and 7. Ethical Character. These objectives were known as the:
  - A. Seven Cardinal Principals
  - B. Educational Manifesto
  - C. Wilson Doctrine
  - D. Balanced Education Code
5. During the late 1960's and early 1970's a major reform effort was lead by Ken Hoyt to get job information and occupational skills integrated into the entire educational system. The movement was titled:
  - A. Occupational Education
  - B. School-to-Work
  - C. Career Education
  - D. Technical Education
6. In 1983 the National Commission on Excellence in Education issued a report which resulted in most states increasing high school graduation requirements. What was the name of the report?
  - A. A Nation at Risk
  - B. Cultural Literacy
  - C. Goals 2000
  - D. Educating For Democracy
7. A study of agricultural education conducted by the National Research Council in 1988 resulted in the publication of:
  - A. Reinventing Agricultural Education for the Year 2020
  - B. No Longer Cows, Sows, and Plows
  - C. In the Promise of Better Days Through Ways
  - D. Understanding Agriculture New Directions for Education
8. The current W. K. Kellogg Foundation agricultural education initiative is called:
  - A. Reinventing Agricultural Education for the Year 2020
  - B. No Longer Cows, Sows and Plows
  - C. In the Promise of Better Days Through Ways
  - D. Understanding Agriculture New Directions for Education
9. SCANS is a report by:
  - A. The National Science Foundations calling for all of education to focus instruction more on the environment.
  - B. The Secretary of Labor identifying skills students need to succeed in work in the year 2000.
  - C. The National Council for Agricultural Education establishing skill standards for various agricultural occupations.
  - D. E. D. Hirsch listing 5,000 facts that a culturally literate person should know.
10. In 1994, the \_\_\_\_\_ was passed by an overwhelming, bipartisan majority of Congress and signed into law. The Act calls for locally driven education reform that will provide young people with more rigorous academic instruction enhanced by work-based experiences.
  - A. Carl Perkins Act
  - B. Career Pathways Act
  - C. Job Ready Act
  - D. School-to-Work Opportunities Act

## 'Why Do I Need To Join AVA? Give Me Three Good Reasons!'

You may not believe this, but some people have actually asked me this question. Now I am sure that you are not one of those, but please allow me to respond to those who may want to know.

The easiest way to answer this question is to say, "The American Vocation Association (AVA) helps us do together what we cannot do apart". Now one might ask, just exactly how can AVA help us do what we cannot do apart? The answer is found in the following key points:

A) Legislative Affairs – At the federal level, the primary voice for vocational-technical is AVA. Now, one might ask, "Why should that be important to me, I don't ever get to see any of that federal money in my program?" That may be true, but chances are you are affected in one of the following ways:

1) Federal funds are used to leverage state and local funds. The state and local funds used to support your program may be available because of federal funding matching request or because the federal funds were used by someone else thereby freeing up funds for you.

2) Federal funds are often used to support state leadership staff in agricultural education. Over 50% of the state leadership staff in the nation are partially funded by federal dollars. These state leaders often provide leadership for your state-level inservice, curriculum development and/or student organization activities.

3) Federal funds are utilized for curriculum development activities. Whether it be at a State Education Agency or through a curriculum center, the federal involvement does have an impact on agricultural education programs.

B) Personal and Professional Growth – AVA provides excellent opportunities for you to communicate, network, learn and grow as a professional educator. Every member is constantly updated through various publications, newsletters, and other briefings about the newest trends and issues facing workforce development education. AVA also offers numerous professional development workshops and seminars throughout the nation to increase your effectiveness as a professional educator. Finally, AVA offers your personal member benefits such as liability insurance and group life insurance coverage packages.

C) Public Relations/Marketing – AVA is working aggressively on several initiatives to improve the image of workforce development education programs. Major corporate partners like Xerox, McDonalds, IBM, etc. are working with AVA to improve the image of vocational-technical education programs. These initiatives can and will have an impact on the perceptions that policy-makers, parents, and other significant stakeholders have of our programs.

D) Influence/Voice – Through AVA, agricultural educators can have a significant impact on the future national direction of workforce development education and public education policy. The AVA is governed by a 21 member Board of Directors. Agricultural Education has a seat on that Board and through that position we can have a significant influence on the future of AVA,

vocational education, and public school education.

Well as you can see, you have been given "four" good reasons to join. Yes, you got more than you asked for! And now it is up to you to decide what to do. Hopefully you will decide to join and/or remain a part of the AVA family. One other outcome we hope comes from this article, is a connection with AVA through you AVA Agricultural Education Division Vice President Marshall Stewart. If you have suggestions, concerns, questions, recommendations for AVA, federal vocational education policy, service, national agricultural education policy, etc.; please let me hear from you. I can be reached at:

Marshall Stewart  
North Carolina State University  
Box 7607  
Raleigh, NC 27695-7607  
Phone: 919-515-4206  
Fax: 919-515-9060  
Email:

marshall\_stewart@ncsu.edu

If I don't hear from you, I cannot take action for you. I look forward to hearing from you.

*Marshall Stewart is Vice-President of the Agricultural Education Division of the American Vocational Association.*





# Joe Scatterscrew Confesses

By E.V. Walton

Joe Scatterscrew sighed happily and propped his feet up on the porch railing.

"You know, Myrt, they's a whole lot to be said for Sundays. I don't know how a man would keep time divided up if Sunday wasn't a sort of natural dividing point." He thoughtfully added, "Besides, it helps a man to get some rest."

Myrt nodded absently before she answered irrelevantly. "Joe, are you going to have time to take the kids to the dentist tomorrow? You know how Horace always acts up when I take him."

Joe scratched his head and consulted his diary. "Well, yeah. If it's after 4:00, I can. He knows better than to act up with me. You oughta be more firm with that boy, and that's a fact."

"Thank goodness you can spare a little time for your own kids once in a while. Now don't forget it like you did the last time. Do you have a field trip tomorrow?"

Joe consulted in his diary again.

"Yeah, but I'll be through by 4:00. Gotta go out to Mr. Beamer's Grade-A Dairy and advise him on some mastitis problem. You know, Myrt, if it just wasn't for the honor of the thing, I'd as soon be in the penitentiary as to run a dairy. It's just too confining. I worked in one once. Three whole months and kept my nose to the grindstone the whole dadburn time."

Myrt looked surprised. "You never told me that before. When was it?"

"It was when I was in college, while I was a freshman. The pay was good is about all that could be said for that job."

"Did you quit—after three months?"

Joe began to pare his toenails.

"Well, you might say that. It was involuntary on my part." "You mean

you were fired?"

"I never did like that word. No, they wasn't a thing said about me being fired, as such. Mr. Wile Catlow, who owned the dairy, did make a suggestion, in a way."

"What was it?"

"He told me to make some sudden tracks and he wanted all of them to have the heels pointed toward the dairy. That sort of hurt my feelings and I just up and quit."

Myrt picked up her sewing basket. "Well, why would he say a thing like that?"

Joe pasted a loose part of his cigar down before he answered. "It was all over that National Contest I won." "Whaaaat?"

"Yep. Won a National Contest on the best slogan for Ex-Fax, the Chocolate Laxative."

"Well, I never...."

"Forget just how it went now. Something like 'Chocolate Sweet and Chocolate Brown,' that's all I remember of it. Sure surprised me when I won it."

"Well, I kept being surprised. What was the award?" Joe grinned ruefully. "A lifetime supply of Ex-Fax. A whole twenty pound case of it!"

Myrt giggled but said nothing.

Joe looked at her reprovingly before he continued.

"Time was hard and money was scarce. I had charge of making up the chocolate milk at the dairy. Old man Catlow give me five dollars ever week or so to buy the chocolate syrup we mixed with the milk. I sure made a bad mistake. Orris Holt was my roommate and that low-lifed son-of-a-gun talked me into pocketing the five dollars and dissolving all the Ex-Fax up into chocolate syrup to mix with the milk. Right then and there I learnt that honesty was the best policy. And I ain't never trusted that Orris Holt since. I don't care if he is a big

professor at the state university. Besides, he borrowed that \$5.00 the night before and he ain't never paid back but \$2.00 of it."

Myrt managed to close her mouth and gasp.

"You mean you...you...mixed that twenty pounds of that laxative Ex-Fax into the milk and it went out for sale?"

"I sure did. Man! That was a mistake! I never should of listened to that Orris Holt!"

"Well, goodness sakes alive! What in the world happened? Twenty pounds of Ex-Fax!"

Joe looked at her. "What do you think happened? Five cases of chocolate milk went to the school. Old Mrs. Frabey, the English teacher, resigned the next day and left town. She was a right smart chocolate milk drinker. She tried to declaim Macbeth that afternoon."

"How terrible!"

"Worse than that—they had to shut school down. Especially the grammar school. Two first grade teachers quit."

Myrt gazed at Joe in open-mouthed horror. He relit his cigar stub and continued.

"It affected the government, too. They was trying old man Clytus Jackson for killing Luke Mordic. The jury got served some of that chocolate milk and they had to keep a-recessing so much and the District Judge jumped up and ran out right in the middle of the trial. Well, old man Clytus' lawyers got a mistrial declared and he finally come scott clean. Guilty as a dog, too!"

He shook his head morosely.

"Speaking of scott clean, I reckon the merchants cleaned up. Old man Daniels' grocery ordered a whole car load of toilet paper. It was too late for some, though."

"Well, did you ever let on?"

(*"Scatterscrew" continued on page 19*)