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It's Not Your Father's SAE Anymore

Supervised Experience: *an integral part of agricultural education*

**By Elizabeth Morgan
Ray Chelewski
Aaron Buzza
Debbra Martin**

From the beginning, agricultural education has relied on three distinct components: classroom and laboratory instruction, FFA, and supervised experience. These three pieces together, we are taught in teacher education courses, provide students with the best possible learning environment.

Real work is supported by in-class instruction, with the student organization creating links, building networks, and providing awards and recognition. Agricultural education should be the poster child for the School to Work movement. This issue of the Agricultural Education magazine focuses on that component, the supervised experience, that educators tend to neglect the most.

In 1988, *Understanding Agriculture: New Directions in Education* expanded the definitions of agriculture and agricultural education. As a result, the experiences available to our students should have expanded as well. As described in Michigan agriscience teacher Mike Prelesnik's article, we've gone beyond placement and entrepreneurship to recognize exploratory and research-based experiences.

This expansion places increased demands on our already busy schedules, and adds responsibilities in areas where we may not feel qualified to supervise. The result is that some of us may not be offering our students the supervised experience opportunities they deserve.

Our agriscience program in Presque Isle is based on a simple truth: the more community-based our program is, and the more community members we involve, the more complete the program is that we have to offer our students. We also believe in facilitating our students' choices and decisions, rather than working to

make them fit a preconceived mold. We encourage them to explore their options and to select experiences which truly interest them when deciding on an SAE. It is we who must adapt to our students as they mature and change, as much as they must adjust to us.

Of course, all this means we have to relinquish some control — to give others more responsibility. We rely on members of the agricultural community to help us in supervising students' experiences. What does this do for our program? Our students get the support of more qualified individuals, and we learn along with our students. We create links with the classroom by having these individuals come in as guest speakers and with the FFA by having students complete proficiency applications. We as teachers don't get bogged down by our supervisory responsibilities. Most important though, are the worlds of opportunities that the flexibility opens for our students. If we encourage students to expand their perspective on experiences, and to not feel constrained to seek traditional experiences, we can better meet their needs and prepare them for the future.

Supervised experience has always been an integral part of agricultural education. We need to ensure that it continues to be a relevant, challenging, and effective part of our educational systems. By expanding our horizons, maintaining quality, and providing as many experiential environments as possible, we can ensure that our students will have quality SAE experiences.

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Here, by the Owl?

By Jennifer Willits and Keith Schiebel

In his book entitled *The 7 Habits of Highly Effective People*, author Stephen Covey describes an experience that he had one Sunday morning on a New York subway.

"People were sitting quietly—some reading newspapers, some lost in thought, some resting with their eyes closed. It was a calm, peaceful scene.

"Then suddenly, a man and his children entered the subway car. The children were so loud and rambunctious that instantly the whole climate changed.

"The man sat down next to me and closed his eyes, apparently oblivious to the situation. The children were yelling back and forth, throwing things, even grabbing peoples' papers. It was very disturbing. And yet, the man setting next to me did nothing.

"It was difficult not to feel irritated. I could not believe that he could be as insensitive as to let his children run wild like that and do nothing about it, taking no responsibility at all. It was easy to see that everyone else on the subway felt irritated, too. So finally, with what I felt was unusual patience and restraint, I turned to him and said, 'Sir, your children are really disturbing a lot of people. I wonder if you couldn't control them a little more?'

"The man lifted his gaze, as if to come to a consciousness of the situation for the first time and said softly, 'Oh, you're right. I guess I should do something about it. We just came from the hospital where their mother died an hour ago. I don't know what to think, and I guess they don't know how to handle it either.'

.....In that instant, everything changed."

A person's reaction to a set of circumstances is known as a paradigm. When new information is learned or discovered about a situation, we have a shift in the way we look at the situation, or a shift in paradigm. A paradigm shift results in our seeing, thinking, feeling, and acting differently.

As agriculture teachers, our assessments of most teaching situations are usually based upon our own experiences. We often draw immediate, and sometimes inaccurate, conclusions of a situation. Too often, our conclusions are biased and do not represent a true picture of the real situation.

Over the past 20 years, teaching agriculture has changed dramatically. Just as our agricultural curriculum has changed, so have the ethical expectations for teachers of agricultural education. As role models, we leave a lasting image of ourselves with our students, parents, and colleagues. Our own ethical behavior and morality dramatically impact the lives of our students.

Recently, we had an opportunity to examine our profession. It became apparent that we, as a professional group of educators, must take a long, hard look at our profession. The practices we engage in as teachers, and the image we portray, should be evaluated. Not from the position of an agriculture teacher, but from a different point of view.

While we realize it is socially unacceptable to physically harm a student, there are times in which our judgment is unclear, leading us to make questionable decisions. It is during these times that we must step outside our programs, and view the situation from another point of view. In the fast-paced world of the '90's where educational accountability is at a premium, our actions and judgments must continually be evaluated. Not just by the administration, but by our

students, their parents, our colleagues, and ourselves.

As FFA advisors, we often pride ourselves on the type of leadership skills we instill in our FFA members, but do we model this behavior? Even our attitudes toward our work and the way we dress become part of how our students perceive us. The fact of the matter is that each individual is responsible for the type of program he/she conducts, but we are all affected by the actions of all agricultural educators.

The first step to creating a better program is to develop an ability to self-evaluate objectively. Secondly, we must create our desired program. Determine what is important to your agriculture program and where it might be in the future. Veteran teachers should be the example for all teachers. Finally, we must personally strive to achieve our goals. We must take control of our own programs rather than listing excuses for why we don't achieve.

The image of the owl represents the universal principles of fairness, integrity, honesty, dignity, service, and excellence. While no one would argue the ethical value of these principles, our practices as agriculture teachers must always be in line with the principles that we represent. None of us are perfect, yet all of us must strive to deliver the best program within our ability. As teachers and advisors, we must take on a sense of pride in our position, here by the owl.

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SAE: Putting Agricultural Education into Context

By William G. Camp

Those of us who spend our entire careers in teaching eventually begin to recognize "new" ideas as reincarnations of similar ideas from the past but with different names. One of the latest innovations in education is being called *contextual teaching and learning*, which means focusing teaching around real-world applications or settings so that the student has a framework in which to apply the learning. (What a novel idea!). The US Department of Education recently announced that it would spend up to \$6 million over the next three years for projects that demonstrate the preparation of teachers to deliver contextual teaching and learning.

Educators have known for thousands of years that students learn best when they do something, not just hear about it. Many years ago, vocational agriculture teachers developed what they called the Supervised Farming Program. That approach was contextual teaching and learning in its purest form.

Today, we have students from a much wider range of backgrounds. We can no longer hold onto a system just because it worked so well in a different time for a different audience. Yet, we must not discard the basic concept of out-of-class supervised experiences. We must adapt to the changing times. The following might provide some ideas you can use.

Agricultural Exploration

From all that we know about how adolescents develop, most teenagers are not yet ready to make firm decisions about their future careers. We should set up an organized program that helps them learn more

about the working world. We can arrange for job shadowing programs where students rotate among a series of local workplace sites. We might set up a limited number of formal internships. Interviews of business people and case studies of local agricultural businesses are excellent learning activities.

Agricultural Research

One idea that seems to be emerging is to use our laboratories in innovative ways to provide a real-world context for student learning. Students could propose research projects. We might even find local businesses and individuals that would be interested in funding specific projects. Genuine, applied research would provide an ideal setting to encourage academic teachers to work collaboratively with agriculture teachers on joint instructional activities.

Agricultural Laboratory Production

Another good idea that has emerged is to use school-based entrepreneurship to provide a context for teaching and learning. We should use our greenhouse, forestry lab, land lab, or even the school grounds to produce marketable products to sell. Certainly, the teacher could more easily make all of the decisions, but putting the students in a decision-making role would make the greenhouse or other laboratory more of a center for student learning and less of a teacher-run business designed to generate instructional revenue. It is easy to envision similar approaches in land labs, garden plots, orchards, and so forth.

Agricultural Entrepreneurship

From the beginning, agriculture teachers have encouraged entrepre-

neurship. Those few students who have access to farms can raise livestock or produce crops. Other students can set small ag-related business operations on their own. Two thirds of all new small businesses established in this country fail within the first five years. Entrepreneurship training could go a long way in alleviating that in our economy. Not everybody is cut out to be an entrepreneur, but for those students who could pursue such aggressive paths, we would continue to provide opportunities in Agricultural Entrepreneurship.

Agricultural Placement

Most of our students have jobs. Teachers with placement programs capitalize on that fact and try to help them find jobs that relate to what they are learning in school. We then provide job-related instruction in our classes. Students will be more interested in learning if they can see how their classwork relates to their jobs. By coordinating the in-school and out-of-school experiences closely enough, we can justify giving them academic credit for job preparation.

What is in a Name?

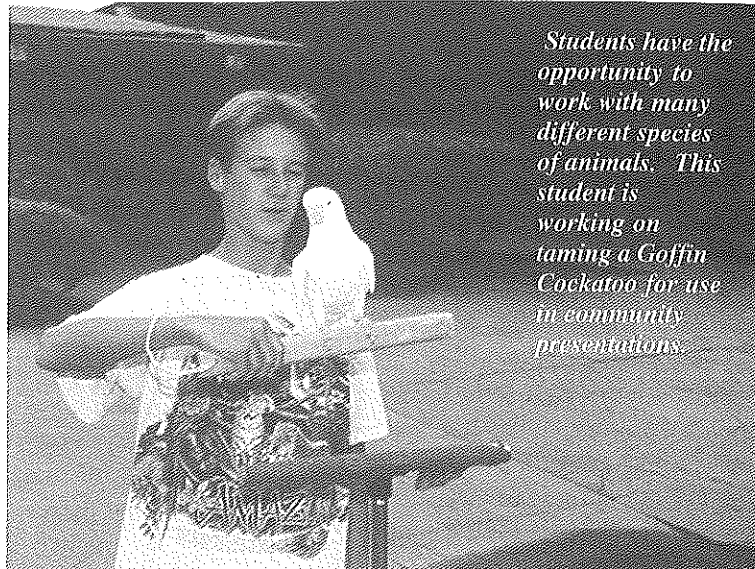
If we were to sit down and try to dream up an ideal tool for putting Agricultural Education into context for making our curriculum real to our students and relevant to their lives — we probably could not imagine anything better than what our best teachers are already doing. Yet, we must continually update, rethink, and revalidate our concept of SAE. We can never rest in the ongoing effort of putting Agricultural Education into context for the changing lives of our students.

William G. Camp is a Professor in Agricultural Education at Virginia Tech., Blacksburg, VA.

Agricultural Internships

By Kevin Sherman

In many cases, students who will enter fields directly or indirectly related to the agricultural industry will end up working for someone other than themselves or their families. Many of these organizations/companies will look for well educated/skilled workers, who have a strong foundation based on positive work ethics. Also many students, especially from urban and suburban areas, will need practical hands-on training which is based on the introduction and basics of agricultural education. Once basic instruction is gained, these students can then use that knowledge to understand the needs of the agricultural industry and see if an occupation in this area is what they desire. One way to address these needs is to provide Supervised Agricultural Experience (SAE) programs on campus, under the direction of an agricultural instructor, that are directly related to the course curriculum. This especially allows younger students to learn from advanced students and be closely supervised by both the agricultural teacher as well as professionals in the community.



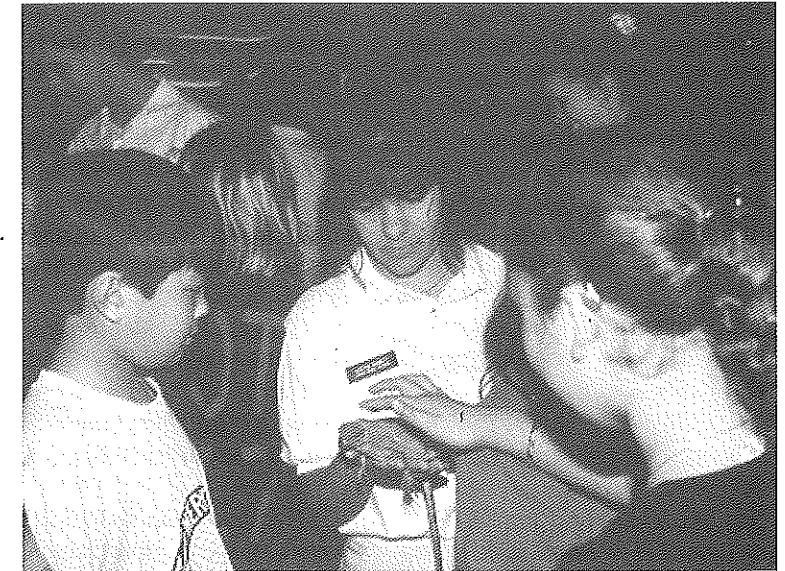
Students have the opportunity to work with many different species of animals. This student is working on taming a Goffin Cockatoo for use in community presentations.

One such program, which was developed based on the concepts above, was a program in the San Jose Unified School District in San Jose, California. The students attending schools in this district lived in primarily urban and suburban areas from all social and ethnic backgrounds. For the most part, these were "city kids". The program was centered around the State curriculum standards in agricultural and animal science and allowed students to go beyond the scope of traditional agricultural animal instruction for their SAE projects. These projects were located on campus and were owned by the instructor, the program, and/or industry representatives. In a few cases, animals were placed at the high school through the United States Fish and Wildlife Service and the California Department of Fish and Game as a shelter for confiscated species. Students enrolled in their second through fourth years of the animal science (Applied Zoological) program could have projects off campus, but they must also have a project which was located on campus and was part of the class that they were enrolled in. Animal projects which were part of this program ranged from livestock (sheep, goats, poultry, waterfowl), and domesticated pets (rodents, rabbits), to exotic animals (a wallaby, parrots, Bengal cats, reptiles). It was an important part of the program to make sure that all students had animals to work with that they were interested in and were not afraid of. Many of these students knew more about exotic animals than traditional farm animals since they had grown up in the city and had been educated through the medium of television. Thus, snakes and parrots were more familiar than cattle and pigs. In all, the animals which were part of the program allowed students to apply the knowledge of animal husbandry to the animal species that they were interested in and were willing to spend the required time with.

As mentioned earlier, the students did not own the animals that they cared for. These students were in a position which allowed them to be closely supervised both by upper-class students and the instructor in a practical work setting, called an On-Campus Internship. Through the payment of a grade and additional credits for graduation, these students worked with animals that they did not own but had to care for based on the goals, objectives and mission of the agricultural program. This allowed younger students to begin developing work ethics and to apply these ethics to a situation where they had to work with other students and follow a chain of command. Besides the FFA Leadership, a group of students also applied to be project leaders. These leaders or managers had three classifications: Directors, Curators, and Project Managers. The Project Managers were in charge of grading each student's project every day when school met. They also were there to support the needs of the students as they met their responsibilities. The Curators also graded student projects as well as supported the Project Managers who were under them. It was also the curator's job to see that information on project needs were channeled to the Director. The Directors were in charge of the overall animal program areas, including animal care, health, maintenance, leadership management, and tours and public education programs. Students worked together to solve problems. If students were to have a problem with what was being done in the program, then they follow the chain of command. Thus, they started with the Project Manager, then progressed to the

Curator of their area, then to the Director, and, in the end if they still had a problem, then they went to the instructor. This process of leadership added to the existing traditional leadership program and allowed more students to be leaders in the

Elementary and middle school students have the opportunity to work with animals during the yearly camps.



Students are involved in taking animals out to the local schools in the district and teaching younger students about animal care and management. These same students are also involved in giving school tours on campus.

On Campus

These students are preparing for the Open Llama Show at the Local County Fair. Besides showing, these students spend ten days at the fair teaching the public about the animals in the program and helping put on the County Llama Show.



Chapter. It also allowed students to practice both work and social skills before they entered the workplace. Many students had the opportunity to see what it was like to be a manager and, many times, a vocational teacher. During the last six years that this plan was in effect, very few problems have taken place with students supervising students. In fact, the students involved in the program work much better as a group since they have had to learn to work together to maintain a collection of over 300 animals.

Students were involved in taking care of their projects every day of the year. On school days, each individual would take care of his or her assigned animals. On school holidays and weekends, students were required, through a process of rotation, to come to school and take care of the program's animals. This rotation gave students the ability to take care of their assigned animals as well as the other species of animals in the program. On the days when school was not in session, these students would meet with the Directors in charge (each director had keys to the facilities and access to the alarms) in order to make sure that animals were taken care of. On rare occasions when the instructor is not available, they also had the authority to make sure that a veterinarian was called to look at a sick animal. The program had four veterinarians who donated their time to manage different animal areas. These individuals would also rotate through the month teaching hands-on classes to the students using the program's animals after school. The students who worked with the veterinarians acted as their technicians. Overall, the program was conducted by the students under the direction of the instructor, who served as the CEO of the program.

In addition to taking care of the animals in the program, students had opportunities to participate in many different activities and events. The following is a sample of some of the many types of activities in which the students were involved. Not all students were involved in every event.

The Animal Training Team: These students would be involved in taking their animals and educating the public at school assemblies, open houses, youth meetings and special events such as the county fair and a local park.

Industry Activities: Students were involved in several industry activities that took place during the year. They would attend national stock shows, industry meetings and specialty shows, as well as help out at exotic animal sales.

Tours: Once a month during the school year the facility would be open to anyone who would like to visit the facilities. Students would be involved in both leading and educating the visitors.

Summer Camp: During three weeks of the summer, students serve as counselors and lead a camp of children from 3rd to 8th grade. The agricultural students would be involved in the education, hands-on work with animals, as well as with crafts that were related to the animals they were working with.

Industry Field Trips: Students would have the opportunity to go on several field trips through out the year. These would include farms and ranches, zoos, colleges, and other events that students showed interest in.

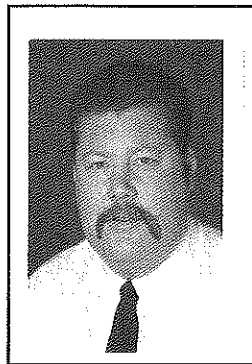
The program has provided many benefits to the students, the community and to outside groups. Some of these include

- Building partnerships with different animal industries.
- Working with different sponsors who provided either supplies or services to the program.
- Having animals over a long period of time so that students could experience both geriatric and neonatal situations.
- Allowing students to see what it is like to work and be responsible for something which they do not own.
- Having experiences with animals which their parents or the law would not allow.

- Really finding out if they want to go into an animal related occupation. In some cases, students made decisions not to go towards a animal science degree because they found out how hard it really was to take care of animals every day (especially those which wanted to become veterinarians).
- Allowing students to see what it was like to be a manager. In some cases, these same students were so encouraged by their experiences that they decided to pursue careers in agricultural education. Over that last five years, two students are already enrolled in agricultural education and, as of next year, three additional students will begin college coursework in agricultural education.

The main focus of the program was for the students to have as real as possible experience in the care and management of animals in many different situations. This allowed the students to look at several different career areas upon completion of the four year program. It also allowed advanced students to use the on-campus internships which they had and use that experience to gain animal-related employment in the later years of their high school career. Overall students who had not grown up around animals had the opportunity to learn about the care and management of animals and to see how important the proper care of animals are to the success of agriculture in today's society.

Kevin S. Sherman is on leave from San Jose Unified School District in California and is a Graduate Research Associate for Oklahoma State University in Agricultural Education.



Remember Those Records

By Del Chase and Donald Thorn

"I don't care how much you learn, how much money you make, time you spend, or the effort you put towards your Supervised Agriculture Experience Program, it is not worth much at all if you do not have the records to prove it!"

Many times we have explained this concept to our students when detailing the importance of record keeping. Record keeping is the most important, and typically the most neglected part of an SAE. Through years of trial and error, we have developed eight steps to follow when striving for success with the record keeping component of the SAE:

Corporate Into Curriculum Early

In planning our course of study, the record keeping unit is placed early in the school year for the Ag I classes. It is extremely important that they understand record keeping and the different components of a record book. The first couple of weeks are spent with the freshman students going page by page in the book. The students are taught the fundamentals and shown, page by page, what and where information is entered. Sample entries are used to solidify the principles taught during lecture. Their information is then entered into the record book.

Educate Parents

Record keeping is no different than any other part of education, parental support is very necessary. To help facilitate this aspect we have established a record book night for our Ag I students and their parents. Each student receives credit towards their SAE for bringing their parents in for the training session. During this session the value and purpose of supervised experience programs is covered. We then walk the group through the record book page by

page. Having the parents familiar with the book has decreased the amount of frustration encountered by the students

Dedicate One Day Per Month

Most students will do no more than what is expected of them. We have found out the hard way that if we do not provide some classroom time for updating records they are soon forgotten. We have allocated at least one day per month for a record book workday. The books are taken for a grade at the end of the day. We try to avoid having the same workday for all ag classes to make the job less time consuming for us.

Use Technology

Two years ago the Agriculture department implemented a record keeping system developed by T-BIRD TECHNOLOGY. We have nine workstations where students maintain their record book and FFA applications. Most Ag III-IV students are able to close out their books and complete the American degree application in a matter of two to three hours. The added technology has definitely increased the motivation of our students.

Relate To "Real Life"

The record book we use has been designed like an agricultural accounting package. As we teach the record-keeping unit, we strive to show the students how each section is used. As we close out the books, the students are shown how to analyze the information and make management decisions from real data. Making the record book fit into the real world lends more meaning and purpose than just another assignment.

Reward For Excellence

Each year at our annual parent/member banquet, awards are given to the best record book in each of the four classes. The books are then sent to the state convention where they

compete with other students' from across the state. Many of our students work extra hard to make sure their book has a chance of competing in the record keeping contest.

Involve The Advisory Council

We hold an SAE tour in the spring of each year. The advisory council and ag education students tour each member's program. Students explain their programs and answer questions from the advisory council. This tour is scheduled before award selection for the banquet. Our advisory council selects the outstanding record books along with all awards presented at our banquet

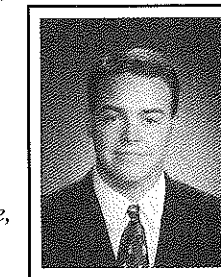
Focus On Record Books During Student Visits

During our supervisory visits, the students are required to have their record books available for review. This one-on-one training helps the students better understand the book, and helps keep them up-to-date. We also have a large calendar posted where the students can schedule their next visit.

Conclusion

We do not claim to have all the answers to a successful record keeping program, but have found that using the above eight steps has made the record keeping component of our program more manageable. Above all, record keeping is a unit that takes a lot of effort by the instructor to maintain. If you demand good record keeping to help the students keep their books accurate, your program will reap the benefits.

Don Thorn and Del Chase (no photo) are agricultural education instructors at McClave High School in McClave, Co.



Developing Supervised Agricultural Experience Programs for ALL Agriscience Students

By Mike Prelesnik

Agriscience Education across the United States is changing everyday. Changes in curriculum, the National FFA Organization, school structure, classes, and other areas are all having an impact on agriscience education. This means that the Supervised Agricultural Experience (SAE) program must change to meet the needs of students. Teachers must also help with the continued adoption of these changes in their schools.

The original SAE developed in 1908 by Rufus Stimson was known as the "home-project plan" (Flowers and Moore, 1993). These production projects met the requirements of the later adopted Smith-Hughes Act of 1917 that all students enrolled in agriculture education must have "directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year" (Moore, 1996). In other words, these students were required to work on a production farm as part of their agriculture education program. Later in the 1960's placement SAEs were added. Students could now work on a farm or work at some type of agriculture business to meet the requirements of having an SAE. Although these traditional types of SAE were appropriate in the past and continue to serve some students today, they were not fitting the needs of every student enrolled in agriculture education. As a result, the SAE program underwent dramatic changes in 1992 as more experiences are now considered SAEs such as research or career exploration. The new expanded model for SAEs now includes not only

entrepreneurship and placement, but also exploratory SAE activities and agriscience research (experimental). The new Local Program Success Initiative has also developed new guidelines for SAE programs. Agriscience teachers need to utilize all of the different types of SAEs to meet the needs of the students entering their classrooms. In many states such as Michigan, a large percentage of agriscience education students do not come from a farm background, but they do have the desire to develop a non-traditional SAE project.

We as advisors need to encourage all of our students to develop strong SAE programs. Whether it is working on the student's home farm or career shadowing the local veterinarian, the benefits of the experience will be tremendous. Hands-on projects carried out in SAE programs are the type of activities that help students develop the skills that they will need in life. In any career path that the students eventually choose, they will need skills such as record keeping; the ability to retrieve, interpret, condense, and present data; the ability to document information; and communication skills (Zerby, 1996). These are all skills and abilities that are difficult to learn in the traditional classroom. Other benefits of a successful SAE program can include scholarships, more involvement in career development events, and earning FFA awards.

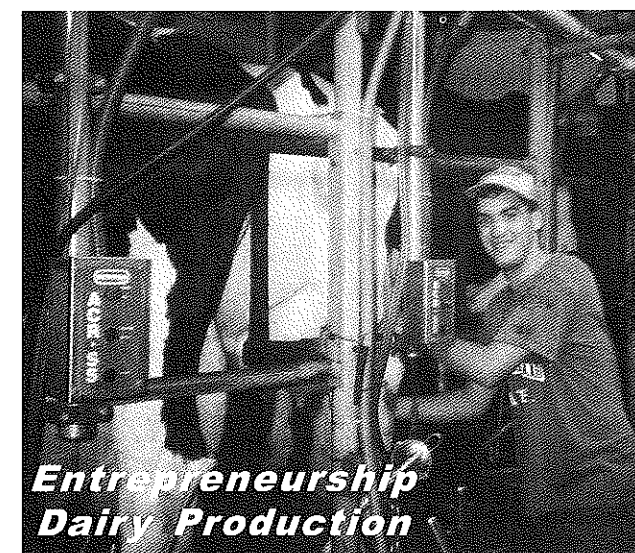
Everyone agrees that SAE programs are beneficial to the students,

but it is sometimes challenging to come up with an SAE that fits everyone and one that can be documented. When I was student teaching at Laingsburg High School in Michigan during the 1996-97 school year, finding an SAE for everyone was tricky. Although this was a small, rural community, very few of the 40 freshmen enrolled in the agriscience education courses were from a farm background. To ease the students into the SAE program, a cooperative project was developed for the students enrolled in the freshmen agriscience classes. The two classes worked together to raise 150 chickens for the Michigan FFA Poultry Improvement Project. Each class selected officers and formed a poultry corporation. The students were then responsible for setting up the poultry growth lab, taking care of the birds for the entire time period, developing a feeding schedule, selecting the five best birds for the competition, and marketing the birds. Each student in the class developed a poultry report with information about the SAE such as financial records, feed efficiencies, supplementary practices, etc. This



activity worked very well to introduce the students to the concept of SAE during the fall semester. In the second semester of the school year, students were required to plan and begin their own individual SAE. Students seemed to better understand the new concept of what an SAE was after the first semester's activities. After all, how many other classes at the school require them to carry out projects for extended periods of time outside of school time for class credit? No classes that I am aware of require these extra activities.

More advisors need to encourage their students to pursue all the av-

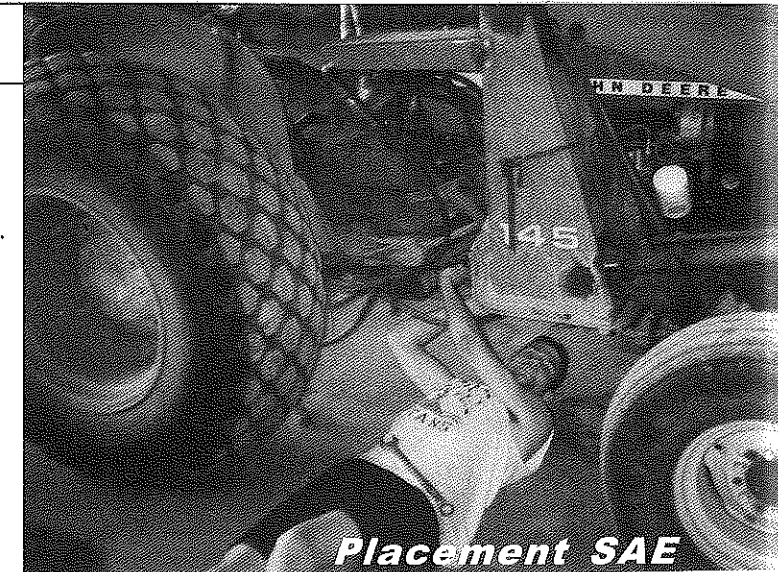


enues of nontraditional SAEs. Students can conduct career exploration and job shadowing to complete an exploratory SAE. Students could conduct research in the school greenhouse or animal facility to fulfill the requirements of an agriscience-research SAE. One problem that may face the student is record keeping. How can the student keep a record of these non-traditional SAEs? Students should consider written reports, videotaping, and writing newspaper articles. Another option is to have the students display their information and data on a display board that could be presented at an

SAE fair or in front of an agriscience class (Dwyer, 1993). It is crucial that students in nontraditional SAEs keep and present records of their activities. This will help them later complete degree applications, proficiency awards, and scholarship applications.

The agriscience teacher may struggle to evaluate this new type of SAE program or determine what is and what is not an SAE. What constitutes an SAE? A new National FFA program entitled Local Program Success developed criteria that define what an SAE should be (Sommers, 1996). For a student program to qualify as an SAE it must: 1) be documented, 2) be curriculum based, 3) be student managed, 4) be planned and comprehensive, and 5) create opportunities for

recognition. Projects that meet these criteria should be considered SAEs by the agriscience teacher. The individual agriscience teacher will have to decide how he/she will evaluate the plans and records for the various SAEs. A suggestion is that the teacher explain the minimum requirements in specific areas to receive a passing grade. The teacher could also consider a pass/fail grading system. Although it requires some extra work and planning for the teacher, encouraging students to develop strong SAEs will ultimately benefit the students, the agriscience program, and the teacher.

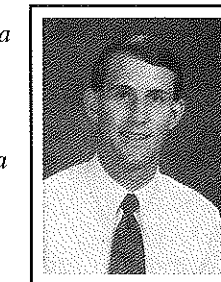


SAE programs have tremendous benefits to all students enrolled in agriscience education. The experiences and skills developed by students cannot be taught in the classroom. I hope that all teachers promote all types of SAE programs and encourage all students to develop an SAE. You will not regret it!

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A Marriage Made In...?

By Ron Biondo

The Green Industry Apprenticeship Program in Illinois "...is a budding partnership between the horticulture industry's leaders & educators."

What makes a couple fall in love and decide to marry? There is mutual respect, cooperation, joy, and often they want to tell the world about their good fortune. I want to tell you about a wonderful marriage. In Illinois, we have the good fortune of a budding partnership between the horticulture industry's leaders and educators.

I have seen many efforts to form effective partnerships fizzle for different reasons. I have experienced efforts that failed because neither side really understood the other's needs and goals. A few began as directives from the highest ranking bosses. They only cared about the positive public relations, never got involved, and left a leadership void. Still others failed because the interested parties could not maintain enthusiasm or because their daily job demands sapped their energy. Education and industry were "dating", but the relationships did not last. There was no love, no cooperation, and no understanding. Then I became involved with the Green Industry Apprenticeship Program.

The Background

The catalyst for the Green Industry Apprenticeship Program is Peter Orum. As a leader in the industry, he is fully aware of the shortage of interested and educated

youth entering the job. Mr. Orum is also a product of the European Apprenticeship Program. He wanted to create a similar program in the US, but found it was difficult to implement in our current educational system.

Mr. Orum found a receptive ear in Glenn Poser, the Principal of Sonoma High School. After many informal conversations, the two initiated a meeting with the Illinois Nurseryman's Association (INA), Community College, and the Illinois State Board of Education (ISBE) in 1996. The plan was to discuss the idea of establishing a statewide apprenticeship program for students interested in the nursery industry. The idea was received with enthusiasm.

In 1998, the Illinois Landscape Contractors Association (ILCA) was invited to join the effort. Now association members from either the INA or the ILCA can benefit from the apprenticeship program.

The Program

The Green Industry Apprenticeship Program is a five-year endeavor. It is designed to develop qualified workers for the green industry by providing students at the high school level with academic and experiential learning opportunities. It provides financial and educational incentives to students, and financial incentives to businesses. It begins with the junior year of high school, and continues through three years of post-secondary education at a community college. Interested students must apply to be in the program during their sophomore year.

The first two years of the program introduce the students to the industry. The intent is for students to learn the basic skills necessary for a successful nursery or landscape career. More importantly, it gives them a chance to decide if they like the industry.

If a student decides to continue to

participate in the program during their college years, they will work at an INA or ILCA member's business while taking Agriculture or Horticulture classes at a community college. Apprentices are required to work for pay a minimum of 1,000 hours per year. Due to the seasonal nature of the work, community colleges and host companies may have to provide flexible schedules for the apprentices. Three years are required for the apprentices to get the full benefit of both the work experience and the coursework.

Marketing Strategies

The Green Industry Apprenticeship Program attracted its first student participants in the fall of 1997. Since then, a greater effort has been made to market the program to schools and businesses throughout Illinois. An Illinois State Board of Education grant has resulted in quality promotional materials. Twelve thousand four-color, trifold brochures were printed. A video and presentation folder were sent to every Agriculture/Horticulture teacher in the state within a 50-mile radius of an INA member nursery and to INA members.

The Rewards

The goal of the Green Industry Apprenticeship Program is to provide students with the educational and vocational training they need to flourish in today's business world, to provide business owners with responsible and well-trained employees, and to ensure the continued success of the Green Industry in Illinois. All parties win in this program.

Happily Ever After?

We are still in the honeymoon stage and unsure that this marriage of industry and education will survive. However, I feel that the future of the Green Industry Apprenticeship Program is based on commitment,

motivation, and cooperation. I don't see how it can fail.

For more information on the program, contact Kristen Ball at the INA Office, (888) 525-3900, or check out the Green Industry Apprenticeship Program subpages on the INA website, www.ina-online.org

Ron Biondo is an agricultural education field advisor in Illinois.



The Index for volume 70 will be in the September-October 1998 issue.

Student Teachers

(continued from page 19)

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Does Adult Agricultural

(continued from page 27)

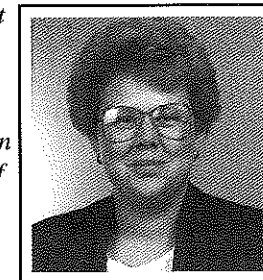
program planners to adverse participant reaction to the education process and resulted in immediate delivery modifications. Educators could have also been informed about changes in participants' learning. Participants would have been the direct beneficiaries of this information, making the program even more valuable.

The evaluation shortcoming of the YAYCEP program are similar to those in other adult education programs. Careful attention should be given to all six steps in the program planning process to insure the development and delivery of relevant, effective adult agricultural education programs.

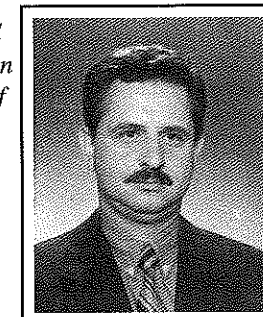
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Ahmet Mufit Engiz is a graduate student in the Department of Agricultural Leadership, Education and Communication at University of Nebraska-Lincoln, Lincoln, NE



- Answers to...
- Go to the Head of the Class:
1. A. Both North Carolina and Tennessee have camping programs that date back to the 1927-1929 era.
 2. D. The N.Y.A. was a federal program that operated in the 1940s.
 3. B. The camp is known as the Georgia FFA-FHA Camp.
 4. A.
 5. C.
 6. B.
 7. C. The national camp eventually become the national FFA center.
 8. A
 9. D.
 10. C, A, B



SAE: Students' Soundoff

North Carolina

I think that supervised agricultural experience programs are one of the most important parts of agricultural education. Through SAE's, students are able to focus on the particular areas of agriculture that interest them the most and become very knowledgeable in that area. SAE's teach students practical skills such as record keeping and money and time management that they will use in any field of business as well as technical skills that they can use to obtain a job in their chosen agricultural field. I also believe that SAE's are one of the least utilized areas of agricultural education. SAE program represents the most basic confirmation of learning in that they give students a chance to put the knowledge they have learned in the classroom to practical use. I believe many teachers and students miss this very basic benefit. SAE's ensure that learning continues, not only by putting knowledge to work but also by helping students to earn money to help pay for higher education.

Bartlett-Yancy High School
Sabrina Kimrey

North Carolina

A supervised agricultural experience is not about the field of study or about the supervision, but about the experience. Any situation that provides experience that can later be used to assist an individual in an agricultural undertaking is a worthy SAE. The huge number of ag-related occupations and opportunities is the reason for such a broad explanation of a supervised agricultural experience. Because of this, a student's choices for a SAE are wide open and very diverse. Time spent experiencing any area from communication to production along with the proper effort and record keeping, teachers, students, the real world of agriculture. In fact, it is my belief that a strong SAE program is the best hands-on experience that the FFA has to offer. However, most importantly, a well-managed, enjoyable SAE program gives students an opportunity to learn how to be successful before they have to make final school to career transition.

East Rowan High School
Aaron Messer

North Carolina

To me supervised agricultural experiences are excellent ways to learn more about certain areas of agriculture. There are so many different areas that any one person can choose to go into. For me SAE's were an opportunity to learn new skills in areas that I was interested in. In the Greenhouse Management area I learned how to take care of plants as well as fruits and vegetables. The area of Agricultural Communications gave me the opportunity to write and publish monthly chapter newsletters and create a slide show using Power Point for our annual awards banquet. Agriculture Processing placed me in a local grocery store working in the produce department. All of these experiences were unique and challenged me to learn new aspects of agriculture.

South Lenoir High School
Becky Hines

North Carolina

A Supervised Agricultural Experience program is an essential part of a successful agricultural experience program. In the classroom/laboratory, one has the opportunity to learn about agriculture as well as leadership. Through the FFA, one can enhance the skills learned in the class by attending conferences and participating in Career Development Events. The key to remembering what has been taught in the classroom is to learn by doing. This is why SAE's are so important to an individual and a chapter. When a student is able to enter the "real world" and put knowledge to use, he/she will retain the information better. An SAE not only reiterates the class and FFA areas, it gives students the opportunity to grow as an individual. He/she does this by learning to communicate better with others, improves time management, and gives a student a sense of accomplishment when he/she has completed a task. If a student has the opportunity to be responsible for his/her actions through a project, then their self-esteem increases and they are more willing to take on more responsibility. The best part about SAE's is that the student can choose their own project area. This technique is critical to the success of an SAE because students know what their interests are and they are more inclined to work more diligently at something they are interested in, rather than something they were assigned to accomplish. When a student conducts his/her SAE, the results are amazing. They will have grown significantly and will be prepared to face the "real world."

Union High School
Lyndsie Muirhead

North Carolina

In an educational environment where the pressure is on to graduate students with real world skills, supervised Agricultural Experiences (SAE) are what sets agricultural education apart from other programs. A student's SAE allows them to take a classroom interest and turn it into a lifetime passion. My SAE developed because I had what I thought was a genuine interest in becoming an Agricultural Educator. My advisors created a four-year internship with my school's agriculture department to enhance this interest. After the completion of four years, I had a diverse SAE book (with an experience in every area) a state winning Emerging Agricultural Technology Proficiency Award, and, most importantly, a true passion for becoming an Agricultural Teacher. And, while all of this was going on, I was developing skills that I can use in today's workforce: computer literacy, shop safety skills, and agricultural knowledge.

South Rowan High School
Misty Lambert

Involving Students in Deciding on SAEPs

By Maynard J. Iverson, Sidney Bell and Stan Mitchell

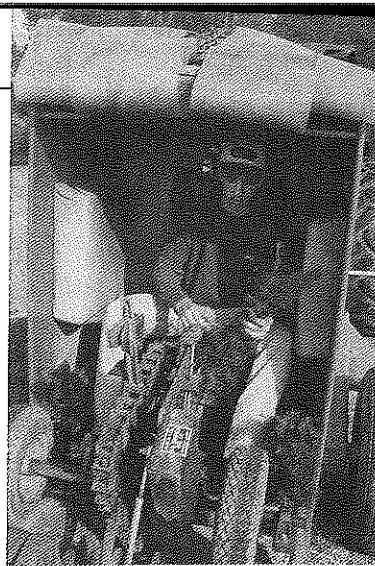
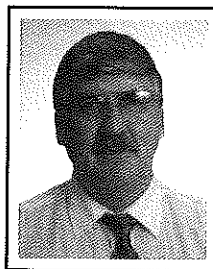
In early 1995, a group of 22 graduate students met by distance learning technology to study the supervised agricultural experience program. Although widely accepted as a basic part of the state program, SAEP was not well-represented in literature. In fact, no one reference could be found to serve as a text for the course.

The group decided to develop a useful manual for assisting teachers and students in developing SAEPs. Using definitions from literature and shared philosophical statements, the class formulated suggested policies for implementing SAEP in departments of agricultural education (figure 1.), a list of values of SAEP, and a grid on which examples of ownership, directed laboratory, and job placement SAEPs were rated. These help all new students explore their potential for a quality SAEP. Once selected, the SAEP is planned with instructors so that the maximum benefit can be obtained for each student. An example of a plan for a popular SAEP,

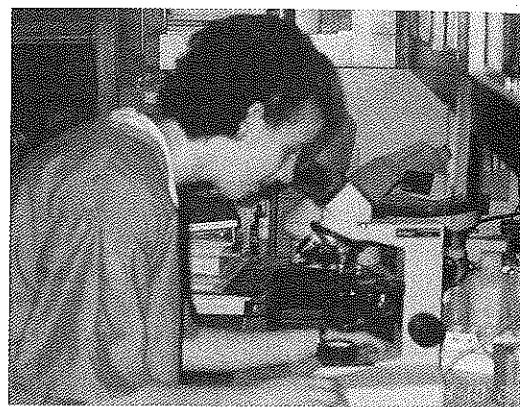
the home garden, is presented in figure 2. In this SAEP choice, as in many others, there is a local FFA contest that gives recognition to students who excel.

Students in Georgia have benefited from the efforts of a group of teachers who tried to list the many kinds of SAEP choices that are available, as well as the values and advantages of each. Diversity in SAEP selections has resulted, for the benefit of the students, programs, schools, communities, and state.

Maynard J. Iverson is a professor in Agricultural Education at the University of Georgia, Athens, GA. Sidney Bell and Stan Mitchell (no photos) are teachers of Agriculture at Oconee County High School, Watkinsville, GA.



Simon Garrett-Reforestation SAE



Jennifer Kelley-Vet Clinic Placement

The objectives of the home garden project are:

1. To develop skill in decision making and problem solving through the planning and implementing of the garden project.
2. To develop skill in record keeping and budgeting.
3. To develop skill in soil science and plant science including soil testing, fertilization, cultivation, insect, and disease control, and harvesting.
4. To provide students with a Supervised Agricultural Experience Project (SAEP), needed for FFA degree advancement.
5. To provide an opportunity for "hands-on" agricultural experience for all FFA students, including those who are limited by financial and/or space availability.

Figure 2.

Rules for participation in the project:

1. The home garden project is open to any member of the Oconee FFA Chapter. The project is intended as an individual endeavor. Exceptions for certain circumstances may be made on an individual basis by the chapter advisor.
2. The garden may follow any arrangement or layout but must not be less than 400 square feet nor greater than 1000 square feet.
3. Students may enlist help for seedbed preparation, i.e. plowing or roto-tilling, however, all other planting, cultivating, fertilizers, spraying, etc., be performed by the individual student. The chapter roto-tiller may be checked out on a first come, first-served basis.
4. At least 80% of the garden space must be made up of plant varieties supplied by the chapter. The other 20% may include any vegetable crop desired by the student.
5. All seeds, transplants (except for the 20% optional crops), and basic fertilizer must be purchased from the chapter. Members satisfactorily completing the project will be reimbursed for all these expenses providing they have included these costs in their record books.
6. All participants must obtain and submit a soil sample by Feb. 20th.
7. A judge, selected by the chapter advisor, will visit each garden on a predetermined date during the last three weeks of June. The judge will select the 1st, 2nd, and 3rd place gardens based on the garden judging scoresheet.
8. Cash awards will be based on the availability of funds in the FFA treasury and/or the support of business sponsorships. Generally, awards will be a minimum of \$100 for 1st, \$75 for 2nd, and \$50 for third.
9. Those who, in the judgement of the advisors and judge failed to satisfactorily complete the project, will forfeit all reimbursements, and chances for prize money.

Figure 1.

POLICIES FOR IMPLEMENTING SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS IN THE DEPARTMENT OF AGRICULTURAL EDUCATION AT _____ SCHOOL

Supervised Agricultural Experience Programs (SAEP) are a very important part of the Department of Agricultural Education. Classroom agricultural science and the FFA are built on the foundation of a strong SAEP. A successful SAEP depends on the active cooperation of students, parents or guardians, teachers, employers, school officials and others in the community. Therefore, these operating policies are provided so that all parties involved will clearly understand and accept their responsibilities.

Students will:

1. select an appropriate SAEP upon enrolling in Agricultural Education.
2. plan all aspects of the SAEP, in consultation with their parents and the teacher of agriculture, including a written contract with all involved parties.
3. keep accurate records on the SAEP.
4. spend adequate time on the SAEP; accept responsibility for carrying the SAEP to completion.
5. accept financial responsibility and manage the SAEP so that desirable, real-life abilities, attitudes and ideals are developed.
6. attempt to expand the scope of/broaden experiences in SAEP as they progress in Agricultural Education.
7. use their SAEP to compete in appropriate FFA activities.
8. when working on their SAEP's, conduct themselves as responsible/ethical representatives of the school and agribusiness community.
9. keep up their grades in all school subjects so as to be able to participate fully in SAEP/FFA recognition activities.
10. develop plans for and conduct community improvement/service projects.
11. be responsible for security and maintenance of school facilities which are provided for SAEP use.
12. submit a local proficiency award application annually, based on their SAEP.
13. be willing to assist in publicizing the SAEP.

Parents or guardians will:

1. participate in the planning and development of the SAEP, but not control the activity or do the work on the project.
2. enter into a written agreement with their children for the SAEP.
3. provide encouragement and such financial/physical support as is needed for the student to progress on the SAEP.
4. attend activities related to the SAEP.
5. promote ethical and high quality activities in SAEP.
6. facilitate student involvement in public relations connected with the SAEP.

The teacher of agriculture will:

1. provide regular and timely classroom instruction in purposes, designs and implementation of SAEP.
2. help each student plan, organize and conduct their SAEP.
3. provide every student with the opportunity to participate in a worthy SAEP.
4. counsel students on appropriate SAEPs and the fit to their career goals.
5. provide on-going, regular and timely supervision of SAEP.
6. promote modern, ethical and high quality SAEPs.
7. prepare advanced students for placement in agribusiness/ agindustry.
8. provide regular assistance and evaluation feedback on records involved with SAEP.
9. contact parents, school officials, and community representatives on the progress being made by students in the SAEP.
10. publicize the SAEP in the community mass media.
11. arrange for placement, financing, facilities, and other community support for the SAEPs of disadvantaged students.
12. compile records of SAEP achievements in order to verify program objectives.
13. provide for the reward and recognition of students performing superior SAEPs.
14. assist with completing FFA degree advancement and proficiency applications.
15. evaluate SAEPs for grade credit.

Agribusiness employers will:

1. enter into a written agreement with the student.
2. pay a reasonable wage.
3. supervise the student on the job.
4. provide a variety of tasks for optimum learning.
5. evaluate the student periodically.
6. work with the teacher of agriculture to coordinate the program.

Others will:

1. provide supervisory assistance, especially in technical areas.
2. set up low interest loan program for students.
3. work with students and teachers on rental, lease, or other arrangements to assist in the SAEP.

Career Development Events: In College and Looking Back

By James N. Butler, Jr.

Over the past few years I have worked with high school and college students involved in agricultural programs. Currently, I serve as academic advisor to agricultural education and agriscience majors, and advise a collegiate FFA chapter. Many times I hear these students reflect on their high school days. They share with me many of their experiences. Oftentimes while participating in a career development event. I have never heard a discouraging word about these experiences.

Many of the students I hear from are seniors ready to make the transition from the world students to the workforce. There is a common thread woven through them. They understand that the characteristics needed to be a successful student serve as a cornerstone to being both a successful employee and person.

The students know the importance of participation. As former participant in FFA CDEs, these students realize how participation and competition are necessary elements of success. Self-confidence, communication and interpersonal skills are an integral part of their high school education.

The students I am talking about arrived on campus already trained. In college, they continue the developmental process of enhancing the characteristics related to success. Somewhere in their educational development, they were taught to understand how each characteristic

could be enhanced through participation and competition. After many conversations with these students, I began to understand the pattern. An influential agricultural educator, coupled with participation by the student in a FFA CDE, many times helped pave the way for the completion of high school and success afterwards. Inspired by a dedicated high school agricultural educator, these students learned to focus on success early in their life.

Let's focus on the career development event experience itself. As the member of a judging team, the student finds out the importance of being a team player. Transferring knowledge from the classroom to the arena floor is a necessary tool for real world situations. As a team member, students learn about working with individuals of differing perceptions. The individual also recognizes the importance and benefits of hard work.

According to John Dewey (1938), "experience is the basis for all education" (p. 113). The member of an agricultural mechanics team, for example, experiences both academics and applications of practical skills. Psychomotor movement, combined with cognitive processes, is incorporated into a single activity. Schema is enhanced, and through experience, the activity becomes an instrument of understanding. The CDE becomes the activity and the experience.

Shinn (1988) suggested that learning is an active growth process due to experience on the part of the learner. Experience provides the baseline for the interpretation of interactions that occur in the individual's environment. Thus, learning as the principal outcome of education hinges directly on experience. Experiences found participating in CDEs meet these expectations. Today, these events

continue to maintain the original purposes of further developing agricultural competencies and stimulating motivation.

A member of a horse judging team stated, "for the first time I realized the importance of teamwork." Another student said, "public speaking in high school helped me to digest information about a current issue and offer an opinion in my own words." This skill is certainly a key player when related to problem solving and decision making.

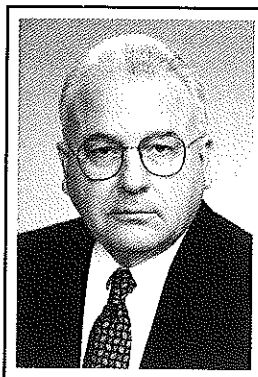
A graduating college student said, "contests helped me with goal setting and being able to express myself; I didn't know back then what a difference the participation was making. Thank goodness someone took the time and had the patience to teach me."

All these statements might suggest that one has to be in college to be successful. Not true, success can be measured in many ways. These students just happen to be in college and looking back.

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Student Teachers Integrate Technology into the Agriscience Classroom

By James H. Smith

In a widely disseminated report conducted by Congress in 1988, only 29% of the respondents to a national survey of education majors felt prepared to teach with computers (U.S. Congress, 1988). More recent studies have shown similar results. A survey commissioned by the Office of Technology Assessment (OTA), found more than half of the teacher education graduates who responded said they were either poorly or not prepared to teach with technology (Willis, Austin, & Willis, 1994).

Most high school agriculture teachers, like other teachers have not had adequate training to prepare them to use computer technology as a part of instruction. In the past teachers were only taught how computers work, and basic computer language. This did not help teachers incorporate technology into the classroom. Now, however, teachers are learning to use computer technology as part of the instructional process.

The Department of Agricultural Education at Texas A&M University is meeting the challenge of integrating technology into the classroom through its teacher preparation program. In August 1997, computers were purchased for use by students during their student teaching semester. Additional equipment was provided in March 1998. Monies for technology equipment came from the Agricultural Equipment Access Fee Fund collected each semester from student fees.

Purpose and Objectives

Fundamental to all the Department of Agricultural Education technology efforts is the need for student teachers to appreciate and use new technology through their careers as educators. The purpose of this project is to prepare educators who are competent and confident in developing learning environments based on knowledge about their students, curriculum, and technology.

The objectives are to provide opportunities for e-mail communication with faculty and fellow student teachers, development of lesson plans, development and delivery of multimedia instruction, collaboration, and for student teachers to serve as change agents for technology transfer to their cooperating teachers and schools.

Procedure

Student teachers begin their semester with a six-week block session. During the first week, students lease the equipment for \$1. The students begin weekly training in the use of the equipment. Competencies covered are technology introduction and operating procedures, educational technology and the learning environment, computer communications and the electronic journal, use of technology for evaluating Career Development Events, using computer applications for SAE record keeping, FFA degrees, awards, and scholarships, developing and maintaining an educational portfolio, and electronically submitting assignments and receiving feedback and evaluation.

E-mail communication with faculty begins immediately, with student teachers completing weekly assignments and reflecting on their weekly activities. GroupWise Remote, a method of e-mail communication used by the Department of Agricultural Education and the Texas

Agricultural Extension Service, is used for electronic communication. A toll free telephone number provides unlimited world wide e-mail access for student teachers from any location within or outside of Texas.

To successfully apply computer technology in the classroom, student teachers learn how to integrate technology and curriculum into their classroom activities. Lessons are prepared and presented using PowerPoint. Alternative projection training methods are provided for student teachers who teach at schools that do not have adaptable equipment.

Outcomes

The project has proven to be very successful in its less than eight months of existence. Many student teachers, because of their remote locations, would not have immediate access to faculty, peers, and educational resources if it were not for the portable computer technology. In addition, cooperating teachers have expressed excitement regarding what they have seen with this program.

Future

Plans for the fall semester of 1998 include the addition of video conferencing cameras. This will allow synchronous communication between faculty and student teachers as well as among student teachers.

Due to rapid changes in the technology arena, it is vital that student teachers are motivated and open to all possibilities. A fundamental outcome of this project is to develop confident life-long learners who, as professional educators, bring creativity and imagination into their present and future technology experiences.

References

- U.S. Congress, Office of Technology Assessment. ("Student Teachers" continued on page 13).

Involving Students in Deciding on SAEPs

By Maynard J. Iverson, Sidney Bell and Stan Mitchell

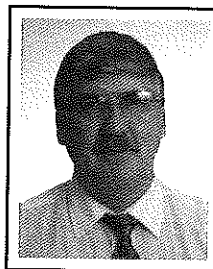
In early 1995, a group of 22 graduate students met by distance learning technology to study the supervised agricultural experience program. Although widely accepted as a basic part of the state program, SAEP was not well-represented in literature. In fact, no one reference could be found to serve as a text for the course.

The group decided to develop a useful manual for assisting teachers and students in developing SAEPs. Using definitions from literature and shared philosophical statements, the class formulated suggested policies for implementing SAEP in departments of agricultural education (figure 1.), a list of values of SAEP, and a grid on which examples of ownership, directed laboratory, and job placement SAEPs were rated. These help all new students explore their potential for a quality SAEP. Once selected, the SAEP is planned with instructors so that the maximum benefit can be obtained for each student. An example of a plan for a popular SAEP,

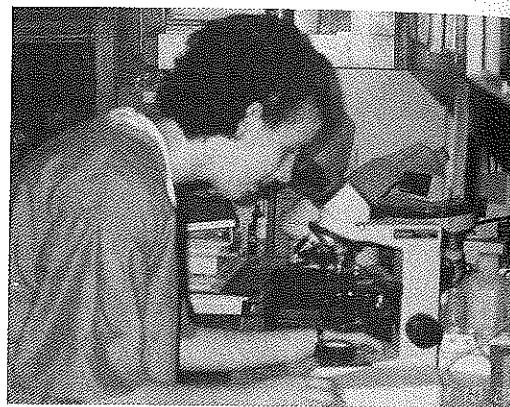
the home garden, is presented in figure 2. In this SAEP choice, as in many others, there is a local FFA contest that gives recognition to students who excel.

Students in Georgia have benefited from the efforts of a group of teachers who tried to list the many kinds of SAEP choices that are available, as well as the values and advantages of each. Diversity in SAEP selections has resulted, for the benefit of the students, programs, schools, communities, and state.

Maynard J. Iverson is a professor in Agricultural Education at the University of Georgia, Athens, GA. Sidney Bell and Stan Mitchell (no photos) are teachers of Agriculture at Oconee County High School, Watkinsville, GA.



Simon Garrett-Reforestation SAE



Jennifer Kelley-Vet Clinic Placement

The objectives of the home garden project are:

1. To develop skill in decision making and problem solving through the planning and implementing of the garden project.
2. To develop skill in record keeping and budgeting.
3. To develop skill in soil science and plant science including soil testing, fertilization, cultivation, insect, and disease control, and harvesting.
4. To provide students with a Supervised Agricultural Experience Project (SAEP), needed for FFA degree advancement.
5. To provide an opportunity for "hands-on" agricultural experience for all FFA students, including those who are limited by financial and/or space availability.

Figure 2.

Rules for participation in the project:

1. The home garden project is open to any member of the Oconee FFA Chapter. The project is intended as an individual endeavor. Exceptions for certain circumstances may be made on an individual basis by the chapter advisor.
2. The garden may follow any arrangement or layout but must not be less than 400 square feet nor greater than 1000 square feet.
3. Students may enlist help for seedbed preparation, i.e. plowing or roto-tilling, however, all other planting, cultivating, fertilizers, spraying, etc., be performed by the individual student. The chapter roto-tiller may be checked out on a first come, first-served basis.
4. At least 80% of the garden space must be made up of plant varieties supplied by the chapter. The other 20% may include any vegetable crop desired by the student.
5. All seeds, transplants (except for the 20% optional crops), and basic fertilizer must be purchased from the chapter. Members satisfactorily completing the project will be reimbursed for all these expenses providing they have included these costs in their record books.
6. All participants must obtain and submit a soil sample by Feb. 20th.
7. A judge, selected by the chapter advisor, will visit each garden on a predetermined date during the last three weeks of June. The judge will select the 1st, 2nd, and 3rd place gardens based on the garden judging scoresheet.
8. Cash awards will be based on the availability of funds in the FFA treasury and/or the support of business sponsorships. Generally, awards will be a minimum of \$100 for 1st, \$75 for 2nd, and \$50 for third.
9. Those who, in the judgement of the advisors and judge failed to satisfactorily complete the project, will forfeit all reimbursements, and chances for prize money.

POLICIES FOR IMPLEMENTING SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS IN THE DEPARTMENT OF AGRICULTURAL EDUCATION AT _____ SCHOOL

Figure 1.

Supervised Agricultural Experience Programs (SAEP) are a very important part of the Department of Agricultural Education. Classroom agricultural science and the FFA are built on the foundation of a strong SAEP. A successful SAEP depends on the active cooperation of students, parents or guardians, teachers, employers, school officials and others in the community. Therefore, these operating policies are provided so that all parties involved will clearly understand and accept their responsibilities.

Students will:

1. select an appropriate SAEP upon enrolling in Agricultural Education.
2. plan all aspects of the SAEP, in consultation with their parents and the teacher of agriculture, including a written contract with all involved parties.
3. keep accurate records on the SAEP.
4. spend adequate time on the SAEP; accept responsibility for carrying the SAEP to completion.
5. accept financial responsibility and manage the SAEP so that desirable, real-life abilities, attitudes and ideals are developed.
6. attempt to expand the scope of/broaden experiences in SAEP as they progress in Agricultural Education.
7. use their SAEP to compete in appropriate FFA activities.
8. when working on their SAEP's, conduct themselves as responsible/ethical representatives of the school and agribusiness community.
9. keep up their grades in all school subjects so as to be able to participate fully in SAEP/FFA recognition activities.
10. develop plans for and conduct community improvement/service projects.
11. be responsible for security and maintenance of school facilities which are provided for SAEP use.
12. submit a local proficiency award application annually, based on their SAEP.
13. be willing to assist in publicizing the SAEP.

Parents or guardians will:

1. participate in the planning and development of the SAEP, but not control the activity or do the work on the project.
2. enter into a written agreement with their children for the SAEP.
3. provide encouragement and such financial/physical support as is needed for the student to progress on the SAEP.
4. attend activities related to the SAEP.
5. promote ethical and high quality activities in SAEP.
6. facilitate student involvement in public relations connected with the SAEP.

The teacher of agriculture will:

1. provide regular and timely classroom instruction in purposes, designs and implementation of SAEP.
2. help each student plan, organize and conduct their SAEP.
3. provide every student with the opportunity to participate in a worthy SAEP.
4. counsel students on appropriate SAEPs and the fit to their career goals.
5. provide on-going, regular and timely supervision of SAEP.
6. promote modern, ethical and high quality SAEPs.
7. prepare advanced students for placement in agribusiness/ agindustry.
8. provide regular assistance and evaluation feedback on records involved with SAEP.
9. contact parents, school officials, and community representatives on the progress being made by students in the SAEP.
10. publicize the SAEP in the community mass media.
11. arrange for placement, financing, facilities, and other community support for the SAEPs of disadvantaged students.
12. compile records of SAEP achievements in order to verify program objectives.
13. provide for the reward and recognition of students performing superior SAEPs.
14. assist with completing FFA degree advancement and proficiency applications.
15. evaluate SAEPs for grade credit.

Agribusiness employers will:

1. enter into a written agreement with the student.
2. pay a reasonable wage.
3. supervise the student on the job.
4. provide a variety of tasks for optimum learning.
5. evaluate the student periodically.
6. work with the teacher of agriculture to coordinate the program.

Others will:

1. provide supervisory assistance, especially in technical areas.
2. set up low interest loan program for students.
3. work with students and teachers on rental, lease, or other arrangements to assist in the SAEP.

Career Development Events: In College and Looking Back

By James N. Butler, Jr.

Over the past few years I have worked with high school and college students involved in agricultural programs. Currently, I serve as academic advisor to agricultural education and agriscience majors, and advise a collegiate FFA chapter. Many times I hear these students reflect on their high school days. They share with me many of their experiences. Oftentimes while participating in a career development event. I have never heard a discouraging word about these experiences.

Many of the students I hear from are seniors ready to make the transition from the world students to the workforce. There is a common thread woven through them. They understand that the characteristics needed to be a successful student serve as a cornerstone to being both a successful employee and person.

The students know the importance of participation. As former participant in FFA CDEs, these students realize how participation and competition are necessary elements of success. Self-confidence, communication and interpersonal skills are an integral part of their high school education.

The students I am talking about arrived on campus already trained. In college, they continue the developmental process of enhancing the characteristics related to success. Somewhere in their educational development, they were taught to understand how each characteristic

could be enhanced through participation and competition. After many conversations with these students, I began to understand the pattern. An influential agricultural educator, coupled with participation by the student in a FFA CDE, many times helped pave the way for the completion of high school and success afterwards. Inspired by a dedicated high school agricultural educator, these students learned to focus on success early in their life.

Let's focus on the career development event experience itself. As the member of a judging team, the student finds out the importance of being a team player. Transferring knowledge from the classroom to the arena floor is a necessary tool for real world situations. As a team member, students learn about working with individuals of differing perceptions. The individual also recognizes the importance and benefits of hard work.

According to John Dewey (1938), "experience is the basis for all education" (p. 113). The member of an agricultural mechanics team, for example, experiences both academics and applications of practical skills. Psychomotor movement, combined with cognitive processes, is incorporated into a single activity. Schema is enhanced, and through experience, the activity becomes an instrument of understanding. The CDE becomes the activity and the experience.

Shinn (1988) suggested that learning is an active growth process due to experience on the part of the learner. Experience provides the baseline for the interpretation of interactions that occur in the individual's environment. Thus, learning as the principal outcome of education hinges directly on experience. Experiences found participating in CDEs meet these expectations. Today, these events

continue to maintain the original purposes of further developing agricultural competencies and stimulating motivation.

A member of a horse judging team stated, "for the first time I realized the importance of teamwork." Another student said, "public speaking in high school helped me to digest information about a current issue and offer an opinion in my own words." This skill is certainly a key player when related to problem solving and decision making.

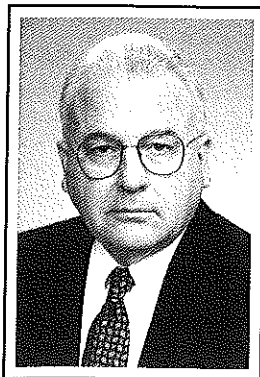
A graduating college student said, "contests helped me with goal setting and being able to express myself; I didn't know back then what a difference the participation was making. Thank goodness someone took the time and had the patience to teach me."

All these statements might suggest that one has to be in college to be successful. Not true, success can be measured in many ways. These students just happen to be in college and looking back.

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Dr. Butler is Assistant Professor of Agricultural Education, The University of Tennessee, Martin, TN



Student Teachers Integrate Technology into the Agriscience Classroom

By James H. Smith

In a widely disseminated report conducted by Congress in 1988, only 29% of the respondents to a national survey of education majors felt prepared to teach with computers (U.S. Congress, 1988). More recent studies have shown similar results. A survey commissioned by the Office of Technology Assessment (OTA), found more than half of the teacher education graduates who responded said they were either poorly or not prepared to teach with technology (Willis, Austin, & Willis, 1994).

Most high school agriculture teachers, like other teachers have not had adequate training to prepare them to use computer technology as a part of instruction. In the past teachers were only taught how computers work, and basic computer language. This did not help teachers incorporate technology into the classroom. Now, however, teachers are learning to use computer technology as part of the instructional process.

The Department of Agricultural Education at Texas A&M University is meeting the challenge of integrating technology into the classroom through its teacher preparation program. In August 1997, computers were purchased for use by students during their student teaching semester. Additional equipment was provided in March 1998. Monies for technology equipment came from the Agricultural Equipment Access Fee Fund collected each semester from student fees.

Purpose and Objectives

Fundamental to all the Department of Agricultural Education technology efforts is the need for student teachers to appreciate and use new technology through their careers as educators. The purpose of this project is to prepare educators who are competent and confident in developing learning environments based on knowledge about their students, curriculum, and technology.

The objectives are to provide opportunities for e-mail communication with faculty and fellow student teachers, development of lesson plans, development and delivery of multimedia instruction, collaboration, and for student teachers to serve as change agents for technology transfer to their cooperating teachers and schools.

Procedure

Student teachers begin their semester with a six-week block session. During the first week, students lease the equipment for \$1. The students begin weekly training in the use of the equipment. Competencies covered are technology introduction and operating procedures, educational technology and the learning environment, computer communications and the electronic journal, use of technology for evaluating Career Development Events, using computer applications for SAE record keeping, FFA degrees, awards, and scholarships, developing and maintaining an educational portfolio, and electronically submitting assignments and receiving feedback and evaluation.

E-mail communication with faculty begins immediately, with student teachers completing weekly assignments and reflecting on their weekly activities. GroupWise Remote, a method of e-mail communication used by the Department of Agricultural Education and the Texas

Agricultural Extension Service, is used for electronic communication. A toll free telephone number provides unlimited world wide e-mail access for student teachers from any location within or outside of Texas.

To successfully apply computer technology in the classroom, student teachers learn how to integrate technology and curriculum into their classroom activities. Lessons are prepared and presented using PowerPoint. Alternative projection training methods are provided for student teachers who teach at schools that do not have adaptable equipment.

Outcomes

The project has proven to be very successful in its less than eight months of existence. Many student teachers, because of their remote locations, would not have immediate access to faculty, peers, and educational resources if it were not for the portable computer technology. In addition, cooperating teachers have expressed excitement regarding what they have seen with this program.

Future

Plans for the fall semester of 1998 include the addition of video conferencing cameras. This will allow synchronous communication between faculty and student teachers as well as among student teachers.

Due to rapid changes in the technology arena, it is vital that student teachers are motivated and open to all possibilities. A fundamental outcome of this project is to develop confident life-long learners who, as professional educators, bring creativity and imagination into their present and future technology experiences.

References

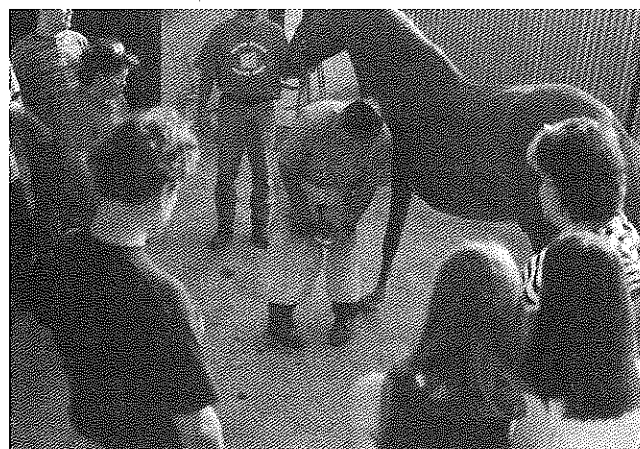
- U.S. Congress, Office of Technology Assessment, "Student Teachers" continued on page 13.

By Ron Whitson and Leon Stewart

Background and History

Mansfield High School (MHS) is the only high school currently in the rapidly growing Mansfield Independent School District (ISD). The district, established in 1909, consist of 114 square miles in Tarrant and Johnson Counties. The Mansfield ISD encompasses the city of Mansfield as well as the southern part of Arlington and the surrounding rural communities. The Mansfield community is a "bedroom" community. It is located 20 miles southeast of Fort Worth and 25 miles southwest of Dallas. Traditional agriculture in the area has included dairy farms, small grain, cotton and beef cattle.

Mansfield High School has been recognized as a Texas Mentor School. The school has provided a number of innovative programs for it's 3,100 students. The Agricultural Education program at Mansfield began in 1935. It has a very diverse group of students for the Agricultural Science and Technology program, ranging from suburban to rural with each student bringing a wide range of interests to



A local fairer demonstrates basic horsemanship to an Equine Science Class.

the program. Since it's inception, only ten Agricultural teachers have taught at Mansfield High School. This has provided stability and helped to contribute to the overall excellence of the program.

Facilities and Staff

The Ag-Ed facility at MHS includes four classrooms, an office, an Ag mechanics lab, an aquaculture lab, a food science lab, a 22'x100' greenhouse/horticulture lab, and the brand new Reed-Stewart Agricultural Science Center. This Agricultural Science Center consists of two classrooms, an animal science lab, pens for housing student SAE projects, a small animal room, three feed and tack rooms, working areas,

an equine center, and a ten acre land lab.

The program provides for students to use technology in every course. Computers are linked to the internet in classrooms and labs. The FFA chapter maintains it's own homepage as well, which was designed and created by a student through an Independent Study in Agriculture course.

The Agricultural Science teachers at Mansfield High School are Leon Stewart, Ron Whitson, Kendrea Kirkpatrick and Donnie Collier. Stewart and Collier each hold a BS degree from Tarleton State University. Whitson earned a BS and MEd from East Texas State University (now Texas A & M-Commerce). Kirkpatrick holds both a BS and an MEd from Texas A & M University. Robert Bredeen, a recent graduate of Sam Houston State University, has been added to teach the computer applications course and along with the other four teachers will serve as an FFA Advisor. Stewart

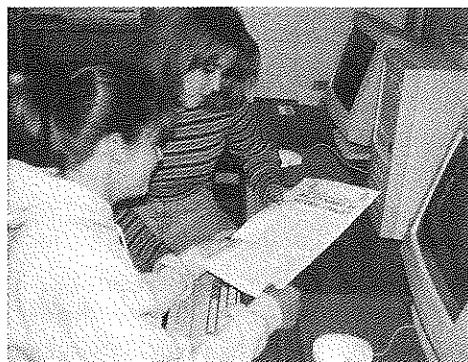
and Whitson have over 50 years of combined teaching experience and have worked together for 19 years.

Courses and Instruction

The curriculum and instruction of the program revolves around the twenty-one different Agricultural Science courses offered at the school. Courses are offered to students in grades 9-12. They include coursework in Ag. Science, Agribusiness, Horticulture, Animal

Science, Mechanics, Computers, and Career Preparation, as well as related topics.

Courses are rotated as needed to meet student demand. Many students who complete the Ag-Sci program at Mansfield will have earned eight or more credits in it by graduation. The program also offers Tech-Prep and articulation options to students through nearby community/junior colleges. Academics are stressed in all Agr-Sci courses. Integrated skills in math,



Technology is stressed in every Agri-Science course. Lindsey Jones and Amy Peel review a chapter newsletter.

Mansfield High School

as the basis of good SAE programs. But traditional animal and plant projects continue to be popular with Mansfield students as well.

Students are provided with opportunities to exhibit livestock, poultry, and horticulture projects at county and state shows throughout the year. The department has also provided opportunities for students to participate in cooperative (group) SAE projects. This has proven to be quite successful among the non-traditional students in the program.

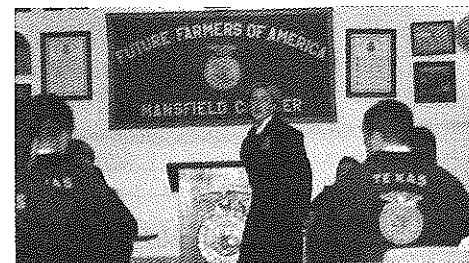
FFA

The Mansfield FFA Chapter is one of the state's largest chapters. The chapter has maintained 100% membership throughout it's history. Through active participation in FFA, all of the 350 Ag-Ed students benefit from the outstanding leadership program offered at MHS. The chapter has earned National Chapter Awards for each of the past 17 years. Many Mansfield FFA members have

language arts, science, and social studies are included throughout the curriculum.

SAE

The wide variety of student interest is reflected in the student's Supervised Agricultural Experience (SAE) programs. Many now use agricultural competencies and agribusiness work experience



Local FFA chapter meetings provide students an opportunity to plan and conduct quality FFA activities.

also earned personal recognition through individual awards and degree advancement. Several MHS students have served as State, Area, and District FFA Officers. The chapter regularly participates in all of the fall

Leadership Development events, several spring Career Development events, and public speaking and curriculum-based contests.

The leadership program is greatly enhanced

by participation in state and national FFA conventions and area leadership camps. Chapter officers and assistants hold an annual three day Officer Leadership Training Camp. The camp provides opportunities for bonding, leadership training, goal setting, planning, and recreation for the 13 member team and the advisors. The chapter is active in a number of local projects throughout the year. These events provide all members the chance to develop community service and development skills.

Support - School and Community

The program enjoys a great deal of support from both the school and the community as a whole. The school board, district administrators and campus level administrators all provide the encouragement and support necessary for success. Within the high school, Ag-Sci/FFA is only one of the highly successful programs

The long standing success of the program has built a tremendous amount of support throughout the community. The FFA chapter's active involvement in the needs of the community has helped to foster a positive relationship with the city, Chamber of Commerce, civic clubs,



churches and local business.

The Mansfield FFA Alumni Association/Booster Club serves as a direct support link for the program. Membership in the organization, which was founded in 1980, includes parents of FFA members, former FFA members, and local community leaders.

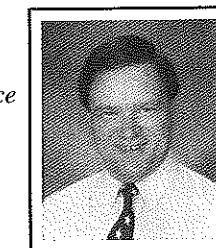
Outlook and Vision

Even though the Mansfield community has rapidly changed from that of a small farming town to a large and diverse suburban area, the future of Agricultural Education in the Mansfield schools looks promising. Annual reviews of curriculum, course offerings, goals, objectives, and activities are conducted. The open-minded, progressive thinking of MHS faculty, combined with a positive attitude, add up to a successful outlook for the coming years.

Conclusion

The Mansfield High School Agricultural Education program has proven to be successful for a number of reasons. Rich tradition and history, excellent facilities, experienced teachers, quality SAE programs, outstanding leadership and FFA activities, a variety of challenging course offerings and curriculum, and positive support from the school and community. As we move into the 21st century, the total commitment to excellence in Agricultural Education is the continual focus of the Agricultural Science and Technology program at Mansfield High School in Texas.

Ron Whitson and Leon Stewart (no photo) are Agricultural Science Teachers at Mansfield High School, Mansfield, TX



Dr. J. Robert Warmbrod: A Leader in Agricultural Education

By L. H. Newcomb

A stellar career without rival was launched by Dr. J. Robert Warmbrod from his experiences as a Tennessee farm boy. The legacy that is uncommonly his rests on the foundation of his bachelor's studies at the University of Tennessee. It was further strengthened by his experience as a teacher of agriculture at Franklin County High School in Winchester, Tennessee. Upon that rich mixture of theory and practice, Warmbrod added a master's degree from the University of Tennessee and then concluded his final preparation for a life of learning at the University of Illinois under the mentoring of H. M. Hamlin.

A Leader for His Time

Drawing upon this rich background of preparation and guided and shaped by his interaction with stimulating and caring colleagues at the University of Illinois, Bob Warmbrod rapidly ascended into the elite corps of visionaries in agricultural and vocational education in America. He was poised to make an impact on the profession based on his grounding in the tradition of Hamlin, Deyoe, and Phipps and the culture of the University of Illinois. He was stimulated by the boldness and exuberance of Al Krebs. Later as he joined the faculty of the Department of Agricultural Education at The Ohio State University, he was nurtured by the gentle touch and uncommon compassion of Ralph Bender and by his interaction with a diverse group of committed colleagues.

Devoted to Scholarship

A hallmark of Warmbrod's career is his unrelenting devotion to scholarship. He, like Hamlin before him, says research is "a stubborn and persistent effort to think clearly". And, think clearly he does.



Very early in his career, he served as Editor of the Agricultural Education Magazine (January 1968 - December 1970). During his term as editor in the late sixties, he wrote editorials focusing on: "Our Image: A Clear or Distorted Reflection?", "What is 'General' Vocational Education?", "Onlookers or Active Participants?", "Do We Need Another National Student Organization?". He was raising questions then just as he continues to raise questions today. And those questions have guided and shaped the thinking of hundreds of practicing agricultural educators.

J. Robert Warmbrod is a person of vision and conviction. He knows agricultural education from the ground up. He is a leader who values historical tradition while not being bound by it. This leader has the unusual ability to envision what ought to be and communicate it to others. He is liberally educated and has always tried to help his students to liberalize their own thinking.

His writing, teaching and conversation have constantly forced the profession to examine its core beliefs, build on its comparative advantage and create a preferred future for itself. For decades the profession has looked to Warmbrod for leadership and guidance.

Warmbrod has contributed to the literature in a profound way. His

1966 Review and Synthesis of Research in Agricultural Education with Lloyd Phipps and his 1968 Review and Synthesis on the Economics of Vocational Technical Education are hallmark contributions to the literature of the profession.

Few of his many publications attracted more interest and compelled more response than his 1974 AATEA Distinguished Lecture "The Liberalization of Vocational Education." This profound piece was fully two decades ahead of the thinking that would eventually emerge in the profession.

His contribution to Methods of Teaching Agriculture superbly captured and explained the rich psychological underpinning of problem-based teaching among other important topics. It's not just that he contributed to twelve books and wrote or co-wrote 46 journal articles; rather it is what he wrote about and how clearly he did it.

Among his most important contributions to literature and thought in the profession was the part he played as a member of the National Academy of Sciences Committee on Agricultural Education in the Secondary School. His keen influence is readily apparent in Understanding Agriculture: New Directions for Education.

Unique Contributions in the Annals of Agricultural Education

Which of the contributions of J. Robert Warmbrod have added the most value? History must be the judge. But, I believe there are a number of contributions which are unique to him. They are quintessentially Warmbrod. I do believe history will judge them to have made an enduring difference to agricultural education.

Few professors at The Ohio State University have twice won the

coveted OSU Alumni Distinguished Teaching Award. Bob Warmbrod has. He is a master teacher in the classroom and just as much so in his one-on-one instruction of graduate students. Warmbrod has mentored 48 doctoral candidates and has served on the Ph.D. committees of an additional 201 students; 83 of them in agricultural education. His stellar ability as a teacher has made an unparalleled contribution to the profession.

Early in his tenure at Ohio State, he created a series of advanced graduate courses which would help graduate students become competent in research and data analysis. Today these courses serve over 850 students annually. They serve students from over 40 departments at Ohio State University. Hence, there are countless professors and other professionals throughout the world who are proficient in social science research thanks to the foresight and tireless dedication of this teacher and scholar.

He is clearly a teacher who is in many ways in a class by himself. He has enriched the lives of perhaps more Ph.D.'s in the profession than any other single individual. His courses in research and data analysis, some of which he continues to teach to burgeoning enrollments each Spring and Fall Quarter, have substantially improved the caliber of research in agricultural and vocational education. This should be enough for most distinguished leaders in a profession. Not so for J. Robert Warmbrod.

He has further distinguished himself as a first rate administrator and leader in professional organizations. Among his many professional leadership posts, Bob served as the AVA Vice President for Agriculture (1976-79); President of the American Vocational Education Research Association (1976); member of the Board of Directors and a Member of the Executive Committee of the National Council for Vocational and Technical Education in Agriculture (1984-87) and as a member of the

Committee on Agricultural Education in the Secondary School, National Research Council, National Academy of Sciences (1985-88).

He has a distinguished record in higher education administration. Bob was Chair of the Department of Agricultural Education at Ohio State University from 1978-86. During this time, he thoughtfully broadened the charter of this department and substantially enhanced the diversity of the faculty he appointed. Under his able leadership, the department executed a high quality and sound program. He attracted and retained outstanding faculty, championed improved scholarship, and stimulated faculty leadership contributions at the College and University level. He created the template for the modern multi-mission department that can thrive in the decades ahead. During his watch, the department was ranked the top department of agricultural education in the country.

Bob also served as Associate Dean for the College and was Acting Vice President for Agricultural Administration and Dean of the College of Agriculture from July 1989 to September 1991. Throughout the years, he has served in distinguished faculty leadership positions at Ohio State.

Honors and Awards

As one would expect, Bob's list of honors is long and varied. His profession has given him its highest honors such as: Honorary American Farmer Degree, Honorary Life Membership NVATA, AATEA Distinguished Service Award, AATEA Distinguished Lecturer and Fellow, American Association for Agricultural Education.

His university has also honored his excellent achievements. Twice he has won the OSU Alumni Distinguished Teaching Award (1972 and 1995). In 1989, he was named **Presidential Professor** an honor reserved for one faculty member

each year (on a campus which has 3,300 faculty) who represents an exceptional level of comprehensive excellence in teaching, advising, research, and service to the University community. In December 1997, Bob received the prestigious Ohio State University Distinguished Service Award, something no other active professor of agricultural education at Ohio State has ever received.

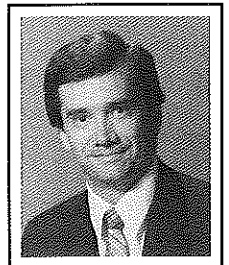
Currently

Today, Bob is Distinguished University Professor Emeritus. He still teaches two quarters a year at Ohio State and is co-chairing the university Commission on Faculty Development and Careers. He and his wife, Cathy, enjoy winters in Arizona and a rich and stimulating life in Columbus or traveling the rest of the year.

A Final Note

Perhaps more importantly than all of the publications, elected offices in professional organizations, principal administrative assignments and prestigious awards and honors, is the fact that J. Robert Warmbrod is a deeply humane and caring person. His colleagues from across the campus quickly and frequently point out his deep compassion and genuine caring for the human spirit. He is known for his thoroughness and fairness, his quiet and effective manner, his keen intellect and his always principled approach to solving problems, resolving conflicts and showing the way forward.

L. H. Newcomb is with The Ohio State University.



webmaster@agedmag.edu

By Matt Raven

There are a number of Web sites that students, as well as their teachers would find helpful in conducting SAE programs. This month's webmaster@agedmag.edu focuses on 9 Web sites that are useful for any type of SAE. One additional Web site not related to the theme of this issue was also reviewed. As usual, each Web site review provides the location, description, and 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:

sites on the web

Texas Aggie Horticulture Page (<http://aggie-horticulture.tamu.edu/>)

The Aggie Horticulture Web site is the information server of the combined resources of the teaching, research, and extension components of the Texas A&M University System Texas Horticulture Program. This site is a visual pleasure, with an immense amount of information that would be of interest to any student with an SAE related to horticulture. The information is just as relevant for the classroom teacher. The best feature on the site is PLANTanswers. Users enter their horticulture-related subject, and a list of links to possible answers is provided. This site is a must for your bookmarks. ☆☆☆☆

Monsanto (<http://www.monsanto.com>)

The official site for the Monsanto Corporation. If you want to see the fancy beginning of this site, go to the main address. If you want to save yourself some time, go directly to their index at <http://www.monsanto.com/monsanto/Welcome/default.htm>. Areas of interest on this page include the agricultural section and the careers opportunities section. The Monsanto Web site is a professionally done page with a plethora of information. However, it is a graphic laden site with some slow downloads. A full text version site is currently being developed. ☆☆☆☆

Sears Craftsman Site (<http://www.sears.com/craftsman/>)

The Craftsman section of the Sears Web site is a valuable resource for students working on home improvement projects. The projects and tips section provides complete instructions on a number of projects and home repairs, as well as expert advice from Bob Villa. There is also a lawn and garden section. Send in a tip, and be eligible for Craftsman gift certificates. Buy any Craftsman tool through their secure server. A well designed site that has a surprising amount of free information. ☆☆☆☆

agriCAREERS (<http://www.agricareers.com/>)

The agriCAREERS Web site claims that they have the best jobs from the best companies in the agricultural industry, and nothing on their site leads you to think otherwise. An excellent site with current job opportunities, career-related articles, a career resource center, and a comprehensive list of agricultural employers. The site is well done, loads quickly, and is easy to navigate. A must for your bookmark list. ☆☆☆☆

The National FFA (<http://www.agriculture.com/contents/FFA/>)

A required entry in everyone's bookmark list if you are involved in agricultural education. This site is a valuable resource for students and teachers planning and managing their local FFA Chapter. This site will only improve as more resources are added on-line. The Agricultural Career Center (<http://www.studentcenter.com/where/acc/cplan.htm>) is an excellent resource for students as they plan their SAE programs. The National FFA site could be easier to navigate and downloads tend to be slow. Otherwise an excellent site. ☆☆☆☆

Weather.Com (<http://www.weather.com/homepage.html>)

The Weather Channel's Web site provides full service weather forecasting for many cities. All regions in the United States as well as some international cities, are also forecast here. Current conditions as well as a five-day forecast are provided. In addition local and regional Doppler radar are provided for a specified city. All information is continually updated in order to provide the most current weather conditions. This site is another great addition to your bookmarks. ☆☆☆☆

Farm Credit Council (<http://www.fccouncil.com/>)

The Farm Credit Council is the national trade association for the Farm Credit System. The Farm Credit Council Web site would be a valuable resource when teaching a unit on securing credit for a SAE program. The Web site provides an excellent history of the Farm Credit System in the United States. Also available are links to farm credit institutions. This site is well-designed, loads quickly, and is easy to navigate. A good place to start looking for information regarding the Farm Credit System on the Web. ☆☆☆☆

Chicago Board of Trade (<http://www.cbot.com/>)

The official Web site for the Chicago Board of Trade is an excellent resource for teachers as well as students. The trading simulation section of this Web site makes it a must for the bookmark list of any teacher conducting a unit on commodities trading. This is a well-designed site that is very usable. It contains a great deal of valuable information. ☆☆☆☆

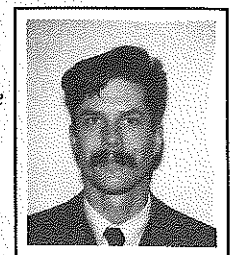
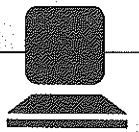
Unit Converter (<http://www.webcom.com/~legacysy/convert2/convert2.html>)

The Unit Converter is a one page Web site that is extremely useful for when you are converting measurements. Easy to use, this Web site will quickly convert any unit of measurement to a desired unit. A no-frills site that is not appreciated until you use it. ☆☆☆☆

Other Useful Web Sites

Best Bargains (<http://bestbargains.com/>)

Best Bargains is one of the best places on the Web to find the lowest price for a new piece of hardware. Enter the item you are looking for and Best Bargains returns a list of sites selling that item with their quoted price. It is amazing to see the spread of prices for any given item. This site has already saved us hundreds of dollars on computer related purchases. Another must entry for your bookmarks. ☆☆☆☆



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What Do You Know About FFA Camps?

Many states operate FFA camping programs. The camps in each state have interesting histories and many are unique. Go to the head of the class if you can answer these FFA camp questions.

- The honor of having the oldest state FFA camp is claimed by two states:
 - Tennessee and North Carolina
 - Texas and Oklahoma
 - Virginia and Georgia
 - Pennsylvania and Iowa
- The Ohio FFA camp was originally:
 - A prison farm
 - A football training camp for the Cleveland Browns
 - A fishing resort
 - A N. Y. A. camp
- In addition to serving as the state FFA camp, the camp near Covington, Georgia is also the state ____ camp.
 - 4-H
 - FHA
 - VICA
 - YMCA
- The state FFA camping program in Missouri is conducted in:
 - A state park
 - A research forest owned by the University of Missouri
 - A campground owned by Wayne Newton near Branson
 - A Boy Scout camp owned by the Ouachiya Council
- Camp John Hope, near Fort Valley, Georgia and the S. Simmons Camp near Swansboro, North Carolina were first:
 - Agricultural experiment stations
 - Civilian Conservation Corp camps during the depression
 - New Farmers of America camps
 - State forests
- The state FFA camp in Arkansas serves as the residence of the:
 - State FFA executive secretary
 - State Supervisor of Agricultural Education
 - State Director of Vocational Education
 - State Superintendent of Education
- The National FFA Camp was located in:
 - Silver Springs, Maryland
 - Arlington, Virginia
 - Alexandria, Virginia
 - Chevy Chase, Maryland
- The state FFA camp in Indiana also serves as the headquarters for the state:
 - FFA Foundation
 - Safety Council
 - Workforce Development Office
 - Agricultural Education Curriculum Center
- The Minnesota FFA is an active supporter of Camp Courage, but this is not a FFA camp. It is:
 - A camp used by all vocational student organizations
 - A high ropes leadership training camp
 - A camp operated in winter to teach winter survival techniques
 - A camp for individuals with physical disabilities
- Match the following FFA camps with their states:

___ Camp Oswegatchie	A. Ohio
___ Camp Muskingum	B. Arkansas
___ Camp Couchdale	C. New York

Does Adult Agricultural Education Programming Have A Long Term Impact On Turkish Farmers?

By Susan Fritz and Ahmet Mufit Engiz

Program planning is the cornerstone of adult agricultural education. By definition, program planning is a decision-making process with a set of related activities that produce specific educational goals for learners.

The program planning process is generally accepted to be six steps (Sork & Cafarella, 1989). The steps are to analyze the planning context and client system, conduct a needs assessment, develop program objectives, formulate an instructional plan and formulate an administrative plan, to design a program evaluation plan (Sork & Cafarella, 1989). Unfortunately, the process of program evaluation in adult education is often neglected. Adding the dimension of distance delivery to an adult education program further decreases the likelihood that a program will be evaluated (Moore & Kearsley, 1996).

It is often assumed that, through the development of germane programs and the participation of relevant clientele, an ongoing evaluation and reporting process exist automatically. Consequently, adult educators invest considerably more time planning and implementing than they do with formal evaluation and reporting

(Pilgram & Borich, 1975). Developing and conducting program evaluations are valuable opportunities. The information from evaluation can be used for making decisions about the educational process, and the extent to which desired outcomes were met.

A Case Study

The Turkish Ministry of Agriculture and Rural Affairs, in collaboration with the Ministry of Finance, the Anadolou University (an open university), and Turkish Radio and Television, implemented a distance-delivered, farmer education program. The program planning process did not include an evaluation component. A study was later conducted to evaluate the first series of YAYCEP (Extension Farmer Education Project through television), which was implemented with farmers in the Isparta region of Turkey in 1992. A sample of 100 of the 222 farmers that completed the YAYCEP animal husbandry education program, and successfully passed an examination, were interviewed during the Fall of 1997. All 100 participants' responses were included in this study.

Practice Changes

The practice changes of participants in YAYCEP, especially for many cattle breeders, were significant (.05) in the areas of monitoring feed needs of young animals, disinfecting barns, preparing compound feed and corn silage, and diagnosing animals' diseases. Eighty percent of the breeders participating in the survey indicated that after the training, their animals were stronger against diseases, 60% of them declared a positive change in productive capacity. However, these farmers reported that the changes were "very little" or "hardly any." Some significant differences between the use of inputs before and after YAYCEP were observed, in the data as well. The survey results showed that capacities

of cattle, sheep, and goat farms had increased between 1992 and today.

Future Programming

Sixty-five percent of the farmers surveyed were enthusiastic about attending future courses. However, they stated that the tuition was a significant factor. Many participants in YAYCEP preferred both field study and television as delivery methods for future courses. The most interesting topics for future courses were plant protection, feeding and breeding cattle, sheep and goats, incentive payments, and agricultural support.

Program Impact and Demographics of Participants

A vast majority (95%) of the participants in the first series of YAYCEP reported that it was quite valuable. The demographic results showed that almost half of the participants surveyed were 35 to 44 years old, 88% of the respondents had less than a high school education and 63% of them lived in towns whose populations were between 1,000 and 10,000.

Conclusions and Recommendations

The essence of evaluation is making judgements about the value or worth of a program (Forest, 1976; Pennington & Green, 1976; Sork & Buskey, 1986), and the educational process used (Rennekamp, 1995). This evaluation indicates the animal husbandry series of YAYCEP was valuable. While the information obtained through this evaluation has tremendous implications for current and future YAYCEP adult agriculture education programs, the absence of an initial evaluation plan shortchanged program planners, educators, and participants. Ongoing evaluation procedures could have alerted

("Does Adult Agricultural" continued on page 13).



JOE HAS VISITATION PROBLEMS

By E.V. Walton

Joe Scatterscrew chewed on the stub of a dead cigar and peered out the window of the Agriculture building at the boys practicing football. Sometimes he wished he had gone into some other profession like plumbing or bricklaying. Here all of his ag boys were out there poppin' leather and getting all skinned up. "Looks like a man just as well get outa supervising project programs. Here it is 3:30 and all my boys are tied up. I betcha 15 of them boys has got odds and ends going wrong with their supervised farming programs and here it is I set and can't do a thing on account of it will be dark before they get through with this stuff. When football is over, along comes basketball and track. It's the same old 7 and 6 and that dadgum supervisor will be after me for not visiting the home farms. The dadburn superintendent and principal will be a-doggin' me to death to take on playground or 8th period study hall on account of I can't get out and supervise projects."

He relit his cigar and eased the window shade back in place so nobody could see him looking out.

"..and if I go home at this hour of the day somebody will see my pickup standing there and wonder why I quit so early."

He peeped out the front door. The band was marching around playing so loud he couldn't think.

"Besides, if I went home Myrt would be after me to fix that broke commode lid and them dripping faucets and probably a half-dozen other little no account jobs a woman spends all her time thinking up so a man can't have no peace."

He went back in the shop and dripped his hands in some grease and began to piddle around with a power paint sprayer that he had dismantled in '53.

"I don't know how many times I have had to depend on this equipment to look busy on, so some meddlar don't come along and want me to do something that ain't ag," he said glumly. He was getting tired of living on the sprayer.

"If I was to go down to the Redwing Cafe and get in a few hands of euchre old man Burle Ed Wheeler might come along and fisheye at me like I had no business there. He is the worst board president we ever elected. Raised cain last year about me going to the Stock Show without my ag students, and year before that he had the gall to want to know why my FFA Chapter didn't meet during the first semester. It's always something he is needling me about. Looks like he could tend to banking and cattle, and let me stick to ag teaching."

Joe looked out the window again. The new principal was out watching the football boys.

"Dang it all, I wisht I had parked my pickup somewhere on the other side. That Eager Beaver will probably come nosing around where he ain't got no business!"

Joe wiped his hands hurriedly and grabbed up some dehorners and a can of sheep dip. "Just before he gets here, I'll tear out like I had been sent for yesterday," Joe muttered. "Dadgum him, last time he asked me how long it took to fix this sprayer. I'll have something new this time. They are going to have to get up dadburned early to out-fox old Joel!"

Sure enough, the principal looked up and saw Joe's pickup and started walking that way. Joe clenched his cigar and banged out of the door, managing to carry the dehorners, sheep dip and a hastily grabbed terracing tripod with an appearance of great urgency. Just before the principal got within hailing distance Joe roared off. The pickup had a busted muffler and the noise it made drowned out the principal's yell.

The principal, himself a former FFA student from Brightdale, a neighboring community, shook his head. "I wanted to talk to him about his supervised farming program. I know it's difficult with boys in athletics, but I remember our Vocational Agriculture teacher worked out a program that I think would help. I'll put these suggestions on his desk and maybe I can help him tomorrow. I wonder where he went and what I am going to say if anyone calls him? Just, 'Out on community service?'"

He walked into the agriculture room, picked up some project books off the floor, and left his list on Joe's cluttered desk.

Ways To Improve Project Visitation

1. Project visitation can pay dividends even when the students are not at home.
2. Make out a systematic visiting schedule.
3. Get acquainted with the mother and father. You can find out many of the problems they may have with their son and offer suggestions and advice.
4. Carry a notebook and take notes about the condition of the supervised farming program. Include those good points. Look for opportunities present for supplementary farm jobs and farm and home improvement projects.
5. Carry a camera, take snapshots of good practices and conditions. Use these snapshots for classroom discussion, identification, contests, and on the bulletin boards.
6. Use your findings as a basis for classroom teaching, grading and development of lists of jobs which should be performed.
7. Utilize Saturdays if that seems to be the only time some students are at home.
8. Let the students know you are interested enough to go to their homes and that your standards are high enough to demand performance.