November - December 1998 volume 71 issue 3

The Agricultural EDUCATION MAGAZINE

An Agricultural Education Primer

A Primer For Agricultural Education

By Paul Vaughn

I still recall the first year that I taught high school agricultural education courses. Despite my excellent pre-service training, I often finished the day with a number of doubts in my mind. I knew that conducting an agricultural program was going to be a difficult task, but I had greatly underestimated how much time I was going to spend trying to get everything done.

On top of that, I wasn't sure why I was doing some of the things that I had been taught to do. I was so involved with day-to-day activities that I was having a difficult time understanding the whole picture. Sometimes, I wasn't sure what I was trying to accomplish and as such was becoming very frustrated.

If someone had asked me what the purpose of agricultural education was and which way the program was headed, I couldn't tell him or her. I know I had been taught those things, but for some reason, I hadn't fully understood the agricultural education program before I began to teach. It wasn't until later, when I became involved with the professional agriculture teachers' association, that I began to understand many of the things that we were trying to accomplish in agricultural education.

The purpose of this issue is to help the new teacher (and others) fully understand what the goals of agricultural education are. It is designed to do the same with the FFA, SAE, and the National Council. It gives an insight as to why agricultural communications programs are becoming an integral part of many agricultural education programs, and it provides a historical look at the role of women in the profession. It covers many of the basics that are sometimes misunderstood by those who are beginning a career in agricultural education. This issue is the primer—the handbook—the manual—for the new agricultural educator. It should provide you with answers to the questions "who are we, and why do we do the things we do?"

You will find this is an incomplete issue. To complete it, we need articles on professional organizations, the FFA, Alumni, and other agricultural vocational student organizations. No doubt, there are other topics which would enhance a primer on agricultural education. Hopefully, when you read this, you will be encouraged to write such an article and submit it to the Magazine editor. In the meantime, I think you will enjoy reading these excellent articles on the many aspects of agricultural education.

Paul Vaughn is Chairman of Department of Agricultural Education and Communications at Texas Tech University, Lubbock, Texas

State of the Magazine

By Gary Moore

Each year the president of the United States delivers a State of the Union message in January. Since you will be receiving this issue in late January or early February (you should have received it much earlier, more about that later) it would be appropriate to have a brief State of the Magazine message.

The Magazine is financially sound

For the first time in several years the Magazine did not lose money during the past year. At the annual meeting of the editing-managing board in December, our business manager, Glen Anderson, reported that the Magazine was ending the year with several thousand dollars more than it had started the year. This reverses a steady erosion of declining assets. As agriculture teachers re-discover the Magazine and the new features, we hope this trend will continue and subscriptions will keep on increasing.

New Business Manager

The business operation of the magazine has been changed to the National Council for Agricultural Education. Since the NAAE and The Council now share offices, the editing-managing board decided it would be more efficient to switch the business functions to The Council. When subscriptions come into the NAAE office from the various state agriculture teacher associations, it will be easy to transfer the information down the hall. If there are problems with subscriptions, it will be much easier to identify and correct the problem. Glen Anderson of Virginia has faithfully performed the duties of Business Manager for decades. We appreciate all the work he has done and say a big "Thank You."

(State of the Magazine continued on page 22)

Theme: A Primer For Agricultural Education

Regional Editors

Southern Region....Bradley Leger, Midland H. S., 735 S. Crocker St., Midland, LA 70559-1943
Eastern Region......Betsy Foote, Hartford Central School, P.O. Box 79, Hartford, NY 12838
Western Region..........Marc Beitia, 715 Stevens, American Falls, ID 83211
Central Region..........Linda Rist, 404 E. Park Avenue, Viborg, SD 57070

Subscriptions
Subscription prices for *The Agricultural Education Magazine* are $10.00 per year. Foreign subscriptions are $20.00 (U.S. currency) per year for surface mail, and $40 (U.S. currency) foreign airmail (except Canada). Single copies and back issues less than 10 years old are available at $2 each ($3.00 foreign mail). All back issues are available on microfilm from UMI University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106. UMI University Microfilms telephone number is (313) 761-4700. In submitting a subscription, designate new or renewal and provide mailing address including ZIP code. Send all subscriptions and requests for hard copy back issues to the Business Manager: Rosco Vaughn, Business Manager, National Council for Agricultural Education, 1410 King Street suite 400, Alexandria, VA 22314, Phone 800-772-0939.

Article Submission
Articles and photographs should be submitted to the editor, regional editors or theme editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed double-spaced, and include information about the author(s). One hard copy and one electronic copy of articles should be submitted. A recent photograph should accompany the article unless one is on file with the editor. Articles in the magazine may be reproduced without permission.

Editor
Gary E. Moore
Department of Agricultural and Extension Education, North Carolina State University, Box 7607, Raleigh, NC 27695-7607, Phone (919) 515-1756, FAX: (919) 515-9060.
E-mail: gary_moore@ncsu.edu
Design and Layout: Linda M. Judge

Publication Information
The Agricultural Education Magazine (ISSN 073224677) is the bi-monthly professional journal of agricultural education. The journal is published by the Agricultural Education Magazine, Inc. and is printed at M&D Printing, 616 Second Street, Henry, Il 61537.

Periodicals postage paid at Mechanicsville, VA 23116; additional entry at Henry, IL 61537.

POSTMASTERS: Send Form 3579 to Rosco Vaughn, Business Manager, 1410 King Street suite 400, Alexandria, VA 22314, Phone (800)-772-0939.

Issues from Travels

By Julia Gamon

Three issues impressed me as I visited agricultural education departments at state universities in the Spring of 1997: (1) shortage of potential teachers, (2) emphasis on competencies and accountability, and (3) cooperation of agricultural educators with other agencies and organizations.

Teacher Shortages

Twelve of the thirteen university departments I visited had a shortage of high school agriculture teachers. One of the ways I saw to increase teacher numbers is to offer a fifth year or master's degree program. For example, North Carolina State targeted about 50 seniors in agricultural majors, other than Ag. Ed., inviting them to finish their programs and then prepare themselves to teach high school agriculture once they finished their current programs.

Practicing teachers can also encourage young people to consider a teaching career. I have always admired Randy Kuhlman of Iowa, not only because of his strong program and enthusiasm for teaching, but also because of all of his former students who have themselves become high school agriculture teachers.

Competencies and Accountability

There were problems with the emphasis on accountability. Too much testing and too much evaluation take away valuable classroom time. Essential personal development and leadership competencies are not as easily measured as competency in technical skills.

Capstone courses were also being used to measure student outcomes in every university I visited. Student teaching courses are the epitome of a capstone course because they require students to apply what they have learned. We need to build into our student teacher supervision valid, reliable measures of what student teachers have learned during their undergraduate years. What's important in future careers, what teachers are competent to teach, and what is of interest to students needs to be considered when making curriculum and competency decisions.

Cooperation Interdisciplinary and Interagency

There is talk of co-opetition, a mixture of cooperation and competition (Brandenburger & Nalebuff, 1996). Agricultural education needs to cooperate with other agricultural disciplines.

Everywhere I went, people were talking about Peter Senge and the learning organization (Senge, 1994). His fifth discipline is systems thinking, the idea that everything is interconnected, and that changes in one part affect other parts. Dialogue within and without organizations is an essential part of systems thinking.

So What?

Do your part. Target one course or a small part of your program and collect good data. Mix cooperation and competition. The old ways of "defending your turf" don't work in today's world. Educators need to find new ways of working together so that everyone benefits. Competitive and cooperative skills are both important for our students to learn. Bill Camp of Virginia Tech. reported that a group of university agricultural educators met in March in Arlington to address the problem. They need everyone's help to succeed. More information is available from wgcamp@vt.edu or greg_egan@ffa.org

References

Brandenburger, A. M. & Nalebuff, B. J. (1996). Co-opetition. New York: Doubleday.

National Occupational Information Coordinating Committee. (1994). Employment opportunities in agribusiness: A report. Washington, DC: U.S. Government Printing Office.

Senge, P. M. (1994). The fifth discipline. New York: Doubleday (Paperback, $18.50).

Vocational Instruction Materials Laboratory. (1991). Ohio Competency Analysis Profile (OCAP) facilitators' guide. Columbus, OH: The Ohio State University.

Waidelich, W. D. (1995). Core occupational competencies for secondary agricultural education programs as identified by Ohio agricultural business and industry. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg.

Julia Gamon is a recently retired Professor of Agricultural Education & Studies at Iowa State University, Ames.(no photo)

Agenda...Ag Ed.

Resolutions for the 21st Century

By Marshall Stewart

The 21st century is certain to bring more challenges and advances to our lives, socially and technologically, than ever before. These changes and advances will require that we be pre-active in our approach to leadership. At the 1998 American Vocational Association Convention, Daniel Burrus, Futurist, stated that it will be imperative that we be anticipatory (pre-active) in our leadership and management. He defines pre-active as anticipatory planning for the unknown. He indicates that for too long individuals and organizations have been proactive which he defines as planning for what we know will happen. Burrus, believes the people and organizations that are pre-active in the next century will be the real winners.

As one looks at the recent changes made nationally in agricultural education and workforce development education, it is easy to see that a pre-active leadership style is being demonstrated. In 1997, the unification of the AVA Agricultural Education Division Policy Committee and the National Council for Agricultural Education was pre-active in that it anticipates an environment where one policy and program development entity for agricultural education must be in place for the next century. Also, in 1997, the National Vocational Agricultural Teachers' Association changed its name to the National Association of Agricultural Educators as they anticipate a need to reach out to all people involved in careers that provide education in and about agriculture. In 1998, the name change of the American Vocational Association to the Association for Career and Technical Education was pre-active in that it anticipates a future where many, if not all, educators will be focused helping people get the career and technical education needed for success in a career. These examples should excite all agricultural educators and workforce educators.

However, one cannot be willing to rest on the success of the past. To maintain a pre-active leadership approach, one must always be looking ahead and preparing for the future. In considering the future, a listing (*Agenda...Ag. Ed.*) of ideas for the future has been created for consideration and deliberation by the agricultural education profession as follows:

1. The Recruitment and Retention of Well-Trained, Highly Motivated Teachers.
2. The Creation of Federal Legislation to Ensure the Integral Nature of all Vocational Student Organizations to their respective Workforce Development Instructional Programs.
3. The Establishment of High Quality Leadership Development Training Opportunities for Teachers and Other Educational Leaders.
4. The Development of Models of Excellence/Best Practices for the Delivery of Workforce Development Education Programs in Non-Traditional Settings and the Impact of Emerging School Reform Initiatives on Workforce Development Education Programs.
5. The Development of National Standards for all Workforce Development Education Program Areas.
6. The Strengthening of State Leadership for Workforce Development Education Programs.
7. The Reaffirmation and Strengthening of our Efforts to Serve Diverse Audiences.
8. The Development of a New Social Contract between the Federal Government (Congress) and the American Public for Agricultural Education.
9. The Unification of the Agricultural Education Professional Organizations.

These nine agenda items, *Agenda...Ag. Ed.*, have been shared with the national leaders of all of the agricultural education organizations and the Association for Career and Technical Education. As professionals in agricultural education, you are encouraged to offer your thoughts and ideas for creating the future agenda for the agricultural education program. Your future and the future of the agricultural education program in your hands. Join us as we create the future of agricultural education.

If you would like to share your ideas regarding this article and the future of the agricultural education program, contact:

Marshall Stewart
ACTE Agricultural Education Division President
NC State University
Box 7607
Raleigh, NC 27695
Phone: (919) 515-4206
Fax: (919) 515-9060
E-mail: marshall_stewart@ncsu.edu

Marshall Stewart is Vice President of the Agricultural Education Division of the Association For Career and Technical Education

What Are The Goals and Purposes of Agricultural Education?

By Larry Case and B. Kathryn Whitaker

Over time many influences have formed today's program content and program design. Societal trends, such as declining numbers of people involved in production agriculture, have influenced the content and program pedagogy. Federal legislation, the evolution of vocational education, educational studies, and educational reform initiatives are also among the forces impacting the program.

Federal involvement began with the Smith-Hughes Act in 1917. The act provided funds to establish programs and originated many program methods. For example, what was once a "supervised practice" in farming is now a supervised agricultural experience (SAE).

Two other legislative actions, the Vocational Education Act of 1963 and Carl D. Perkins Vocational and Applied Technology Education Act broadened the scope of agricultural education. Production agriculture has been compounded with careers like aquaculture, floriculture, food technology, and wildlife ecology. The Perkins Act codified several educational reform strategies; *Tech Prep* and the integration of academic and vocational education were among those strategies.

In 1984, the National Council for Agricultural Education was formed to provide leadership for agricultural education. In 1988 the National Research Council released a national study entitled "Understanding Agriculture, New Directions for Education" which led to a National Strategic Plan for Agricultural Education. This effort increased visibility of and responsibility for agricultural literacy.

Agricultural Education Today

The current mission of agricultural education—to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber, and natural resource systems—accurately articulates the vision of the future of agriculture.

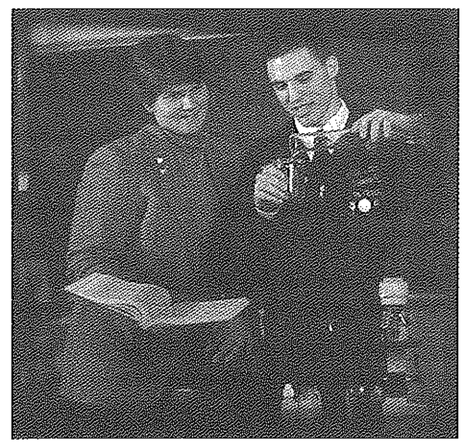
Preparing and supporting individuals for careers recognizes their need for lifelong learning, a foundation of vocational education legislation. Building awareness is an integral part of that mission, as well. The percent of the population involved in production is declining; thus, the general public is unable to completely understand food production from beginning to end. Developing leadership, also rooted in the early days of agricultural education, is the cornerstone of the FFA program, the National Postsecondary Agricultural Student Organization (PAS), Collegiate FFA and the National Young Farmer Educational Association (NYFEA).

Fewer mandates by the Federal and National organizations mean this mission is not meant to be a prescription for programs at every level, rather it should provide direction for agricultural educators in developing their own mission for their particular program.

National Goals

Goal 1: *To update instruction in and expand programs about the food, fiber, and natural resources systems.*

Updating instruction in agricultural education programs will always be a challenge. Evolving from primarily production to the ever-changing science, business and technology of agriculture involves major changes in the content of instruction. Today's content involves agricultural science and technology, managed ecosystems for providing food and fiber, animal welfare, agribusiness marketing, global communications, public policy handling, environmental and natural resource management, food processing, safety and nutrition, forestry, horticulture, floriculture and landscape design, construction . . . and the list continues.



Preparing and supporting individuals for careers recognizes their need for lifelong learning, a foundation of vocational education legislation.

Local teachers are charged with providing a broad array of technical information for the diverse occupational needs of their students. To meet this challenge, several states have established curriculum laboratories to assist local teachers. One national leadership group, The National Council for Agricultural Education, uses its direct contact with agribusinesses to provide cutting edge curriculum for state and local use. Likewise, agricultural educators should increase their involvement in educating more students about agriculture. The American people must be literate about their food system if we are to continue to prosper.

Goal 2: *To serve all people and groups equally and without discrimination.*

The greatest resource for a productive agriculture and food system is people. Strength is found in diversity—ethnic, gender, physical, economical, and geographic. Historically, agricultural education was only attractive to male students in rural areas. However, with the growing number of diverse agricultural careers strength can be found in those who bring a broader scope of experience to the industry.

Goal 3: *To amplify and expand the "whole person" concept of education, including leadership, personal, and interpersonal skills.*

Effective teaching and learning goes far beyond sharing information. A key ingredient in the success of agricultural education is in the program pedagogy orchestrated by caring, well-trained teachers. The art of connecting formal instruction with application of information to real life situations makes learning relevant and stimulating. The inclusion of providing individual and group recognition for worthy accomplishments through FFA, PAS, and NYFEA adds a valuable dimension to the educational experience. This affirmation fosters confidence, initiative, responsible citizenship, leadership, and the development of personal and interpersonal skills. Individuals must have these "whole person" characteristics, which go beyond cognitive knowledge, to be successful in their pursuit of a career.

Goal 4: *To develop educational programs that continually and systematically respond to the marketplace.*

A common expectation of agricultural educators at all levels is to connect and work with the agricultural industry they serve. The benefits to students range from direct placement in a business for their SAE to a job after graduation. The teacher and the instructional program benefit by having access to cutting edge information currently used in the industry.

Goal 5: *To provide the stimuli that foster the spirit of free enterprise and develops creative entrepreneurship and innovation.*

A basic value of many involved in agriculture is the desire to own and operate a business. The Agricultural Education Strategic Plan cites preparing students for job employment is only part of the program charge, the true greatness of business is found in the spirit of competition. As a result, agricultural educators are expected to foster the recognition of entrepreneurial opportunities and business ownership and operation.

Goal 6: *To provide leadership and cultivate strong partnerships in the total educational system*

Partnerships help create successful agricultural education programs. Developing partnerships with other teachers not only promotes collaboration but provides continuity between students' coursework. Partnering with community colleges and universities provides greater access for students to attain a higher degree. Utilizing community and business leaders' resources assures access to work-based learning and community support.

Goal 7: *To elevate and extend our standards of excellence in classroom and laboratory instruction, supervised experiences, and student organizations.*

Agricultural educators have the ability to enhance their content, delivery, and support by using six keys identified through the Local Program Success (LPS) initiative. Three components (instruction, supervised agricultural experience, and FFA) and three strategies (marketing, partnerships, and professional growth) serve as cornerstones of the program. Successful teachers developed an LPS guide that is utilized by other teachers. This sharing of ideas elevates and extends the standards of excellence which agricultural education is founded.

Simply put, the purpose of agriculture programs in local public schools is to produce capable, knowledgeable, contributing citizens. As agricultural educators we must play an integral role in preparing and supporting students for agricultural careers, building awareness of the industry and developing leadership skills through education.

Adapted from *"Building the Future and Serving Today"* as part of the Strategic Plan for Agricultural Education.

Larry Case serves as the National FFA Advisor and CEO and is Coordinator of Agricultural and Rural Education, U.S. Department of Education, Washington, D.C.

Kathryn Whitaker works as a Communications Specialist with the National FFA Organization in Indianapolis, Indiana

THE BASICS OF SUPERVISED EXPERIENCE

By Jasper S. Lee

Real-world experience makes agricultural education exciting to students and teachers. It fits well with the current school-to-careers focus in education. Students are prepared to make the transition from school into meaningful careers. Good school-based education gives more meaning to work-based education. Learning opportunities are expanded beyond the school facilities and into the communities where students will spend their lives working and contributing to society.

Supervised experience is often a challenge to teachers. Time and effort are required. Students may not always appear interested. Community support may need to be developed. Getting students motivated is a hurdle best overcome with diligent and systematic approaches. Some teachers become frustrated. When this happens, go back to the basics and rebuild this part of the program. Following approved procedures usually results in renewed enthusiasm. Personal satisfaction from seeing students achieve is a big reward to the teacher.

This article provides an overview of the basics of supervised experience as it is followed in schools. More details are in the references cited at the end of the article.

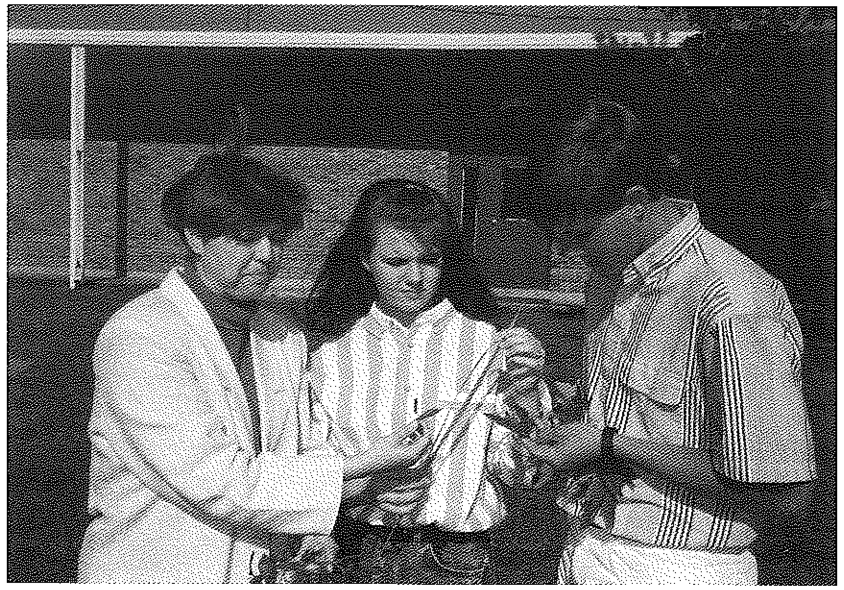
Background

Providing students with practical experience has been a part of agricultural education from its formative years. Changes in what it is called, what is appropriate as experience, and how it is provided have occurred. As curricula changed and student needs changed, the merits of such experience have never waned.

Some teachers have questioned how relevant supervised experience could be provided for increasingly diverse students. Just as student needs have changed, approaches with supervised experience have also changed. It has continued as one of the three components of secondary programs. (The components are classroom and laboratory instruction, supervised experience, and student development through the FFA.) Each of the components is often carefully integrated into local agricultural education. The FFA has a number of events based on student accomplishments with supervised experience.

From the passage of the Smith-Hughes Act in 1917, the program component of real-world experience has had a major place in agricultural education. It has been known as practice, supervised farming, projects, supervised occupational experience (SOE), and supervised agricultural experience (SAE).

Changes occurring in today's curricula are resulting in further refinement. Because of the emergence of non-agricultural areas within the curriculum it is now often known as supervised experience (SE). Students enrolled in ornamental horticulture, environmental science, aquaculture, and similar areas may be more responsive to SE than to those names that include agricultural or occupational. This is also true with students in urban and suburban areas. Of course, SAE remains the predominant term used in agricultural education throughout the United States. SE has more appeal to some students and teachers, particularly those with non-traditional curricula. Teachers should use the name that best fits their program.



A teacher is describing differences in plant materials. (Courtesy of Jasper S. Lee)

Purpose

The purpose of supervised experience is to provide direct and purposeful educational opportunities in work settings that reinforce and expand the learning activities in the classroom and laboratory. The experiences are carefully planned to go beyond school-based learning. Supervised experience is outside regular class time though it may be during school-released time. Most SE is carried out after regular school hours, on weekends, and during breaks in the school schedule.

Students participate in planned experiences to help them achieve their educational goals. These planned experiences are sometimes referred to as a supervised experience program. The goals may focus on gaining occupational competencies or preparation for additional education. Regardless, the program is planned so that students sequentially achieve goals and advance in level and scope. Excellence with supervised experience is recognized through FFA events, degree advancement, and in other ways.

Types of Experience

Supervised experience is flexible so that the needs of students can be met in a local community. Four types of supervised experience may be used:

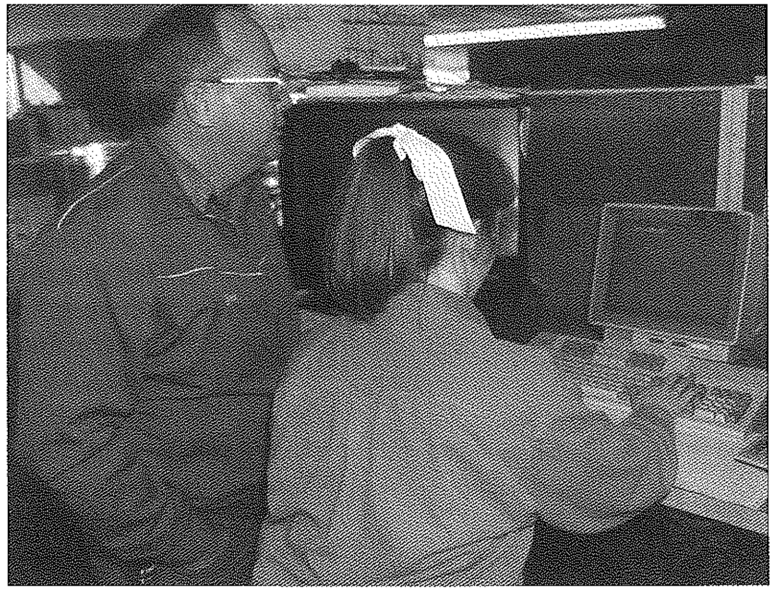
1. Exploratory experience - Exploratory supervised experience is used to help students develop and assess interests. It is typically used in middle school, junior high school, or lower high school grades. It may be provided in many ways, including experiences in industry, school labs, research stations, government agencies, and production situations. Job shadowing is often used to help students identify and begin to develop their interests. Most students move to more advanced forms of SE after exploratory activities have helped them identify their interests.
2. Ownership/entrepreneurship experience - With this type of experience, students own their enterprises. Traditional livestock and crop SE are widely known. Today, students may own businesses that provide services, construct products for the market, or operate retail businesses. Students are encouraged to identify unique opportunities that exist and establish SE that helps satisfy these opportunities.
3. Placement experience - Placement experience is where a student is employed by an individual or business to gain experiences that have been carefully planned. The place where a student is placed is known as a training station. Placement agreements and training plans are used to assure that placement experience is an educational opportunity.
4. Research and experimentation experience - This is a new type of supervised experience. The emergence of agriscience and the science-based emphasis in curricula resulted in research and experimentation supervised experience. This type of SE involves students in carrying-out carefully planned investigations related to their in-school instruction and personal interests. The work may be under the direction of a researcher or scientist in the local community or the teacher. In some cases, students may have industry-based mentors great distances away with whom they have regular dialogue using the Internet. This type of SE has created considerable excitement in recent years. New FFA events have been initiated to recognize those who have made outstanding accomplishments.

Promoting Supervised Experience for Students

Helping students have quality supervised experience requires effort. Teachers must often sell the concept and benefits of SE. This is part of helping students develop appropriate experience.

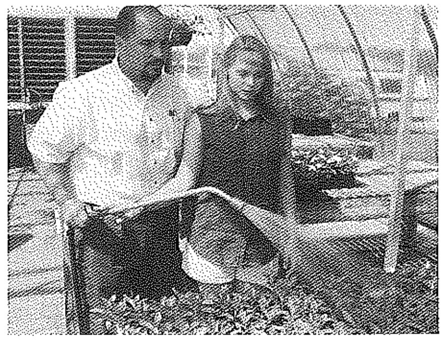
Here are a few approaches that are helpful in promoting SE:

- Teach SE - This involves having one or more lessons on supervised experience early in the school year and curriculum



Student in placement supervised experience getting instructions in the use of equipment. (Courtesy of Jasper S. Lee) sequence. In the lower-level courses, the instruction focuses on the meaning, importance, kinds, and how-to of supervised experience. The purpose is to provide education in how to initiate SE. In the upper-level courses, the focus is on how to evaluate and expand SE. Regularly throughout the school year, some class time is devoted to SE. Students are encouraged to give reports, offer problems, and keep appropriate records. Instruction also includes relevant FFA events related to SE. (Materials with sample lesson plans and other suggestions are listed at the end of this article.)

- Student interest assessment - Students often need help in determining their interests. Advisement is an important responsibility. Various assessment instruments can be used to help students develop greater insight into their interests. The *AgriScience Interest Inventory* helps students in junior high school assess the level of interest in areas of agriculture. The *Armed Services Vocational Aptitude Battery* (ASVAB), a series of ten short tests used by the U.S. military, is often given in the upper grades to assess academic and occupational abilities and aptitudes. Other assessment instruments may be used in the local school. Spending time with individual and group advisement helps students gain better insights into themselves and provides information the teacher can use in advisement.
- Advise students - Time spent by teachers with individuals and groups help students gain better understanding of their interests. Rarely should teachers be directive with SE for individual students. The approach is that of helping students develop a vision of what they might accomplish. Goal-setting may be included here. Of course, advisement always considers the situations of students and what is reasonable for them to achieve.



A teacher instructs a student in watering bedding plants in a greenhouse. (courtesy of Jasper S. Lee)

- Community involvement - Community involvement includes having an advisory committee for the agricultural education program as well as surveying the community to identify opportunities for students in supervised experience. Good relationships can be built with prospective mentors, training site coordinators, and others who can assist.
- Systematic planning - Using systematic planning will show students the importance of supervised experience. Once students identify the kind of experience that is best for them, following systematic approaches emphasizes the importance of SE. Developing training plans, training agreements, and research proposals is a good beginning. Regularly taking time to discuss SE with students in groups and individually is also a plus.
- Supervision - Regular and meaningful supervision by the teacher is an important part of gaining outstanding SE in a local program. It is difficult for some teachers to have time for travel and supervision. In most cases, this can be overcome with diligence.
- Recognize accomplishments - Fortunately, the FFA has a number of programs and events that help recognize student excellence in supervised experience. Students should be taught about the FFA and regularly involved in reviewing degree and award requirements.
- Records - Good records of SE are essential. These records include financial records, inventory records, logs of research observations, and personal development records. In most cases, a list of competencies learned should be maintained. These can become part of the student's portfolio or school permanent record files.

What to Consider With Individual Students

No two SE programs are alike. They vary with students needs, interests, and situations. This flexibility is an exciting part of assisting students but can also be perplexing to the teacher. Here are a few suggestions for helping students:

- Student interests in agriscience, agriculture, horticulture, environmental science, wildlife, aquaculture, and other areas are important in shaping the kind and scope of SE.
- Student situations in terms of what is realistic and beneficial and how the student's family can provide support are important.
- Available time should be adequate for students to carry out what is planned.
- All students should initiate SE that can be expanded as they advance in education, experience, and maturity.
- Help students see successes. Failures are nothing more than challenges to be solved. In planning, try to position students to be successful.
- Education and training of students influence the SE that they undertake. Students should not be placed in situations that are beyond their capability. On the other hand, each situation should have sufficient challenge for the student.

Special Considerations with Research and Experimentation

Emphasis on science-based instruction has resulted in a rapid rise in research and experimentation SE. This type should involve the student in preparing a proposal that outlines what is to be done. In many cases, the proposal will be developed with the assistance of a mentor or employer. Some students have directed experience in the school lab with the teacher being responsible for mentoring and supervising the student. Science teachers in the school may direct the work of students or agriscience and science teachers may jointly direct a student's efforts.

Research and experimentation should be just as carefully planned as placement and ownership programs. In general, students should follow the scientific method in designing their plans. The plan includes a proposal that has the following components:

Topic or title
Problem (research question)
Hypothesis
General plan
Materials needed
Review of literature (reports, Internet information, etc.)
Procedures to be followed
Safety/potential hazards
Schedule of events
Data collection
Analysis of data
Interpretation of findings
Preparation of report or science fair exhibit

The proposal should be signed by the student, parents, mentor/supervisor, and the teacher in behalf of the school. Students should provide periodic reports of their progress. Appropriate protocol, safety procedures, and accuracy are essential in research and experimentation SE.

In Summary

The agriculture teacher's role is more than that of teaching classes. It involves running an educational program! A program includes relevant and quality supervised experience along with classroom and laboratory instruction and personal development through the FFA. Teachers often gain personal satisfaction from the SE of their students and the accomplishments made in education and occupational pursuits. Quality SE won't happen by accident; careful attention and leadership will need to be provided by the teacher.

References

Bennett, Mary B.; Curtis, Samuel M.; Martin, Robert A.; and Schlotfeldt, Paul A. *AgriScience Interest Inventory*. Danville, IL: Interstate Publishers, Inc., 1996. (A computer-based assessment program plus a user's guide.)

Keith, Kevin. ed. *SAE Best Practices*. Indianapolis, IN: National FFA Organization, 1997.

Lee, Jasper S. *Program Planning Guide for AgriScience and Technology Education*. Danville, IL: Interstate Publishers, Inc., 2000 (available fall 1998).

Morgan, Elizabeth M.; Chelewski, Ray E.; Lee, Jasper S.; and Wilson, Elizabeth. *AgriScience Explorations*. Danville, IL: Interstate Publishers, Inc., 1998.

Experiencing Agriculture. Alexandria, VA: National Council for Agricultural Education, 1992.

A Guide to Local Program Success. Alexandria, VA: National Council for Agricultural Education, 1997.

TERMS QUICK-LIST

In an attempt to think clearly about supervised experience, the following quick-list of terms is provided:

Supervised experience (SE) - direct and purposeful educational activities in work settings that reinforce and expand learning in the school classroom and laboratory; carried out outside of regular class time; work-based education.

Supervised agricultural experience (SAE) - SE that emphasizes experiences in or about the broad agricultural industry.

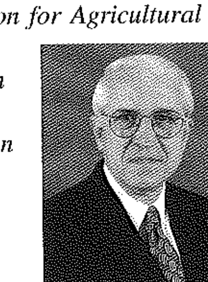
Supervised occupational experience (SOE) - SE that emphasizes experiences in agricultural occupations with the purpose being the development of occupational competencies.

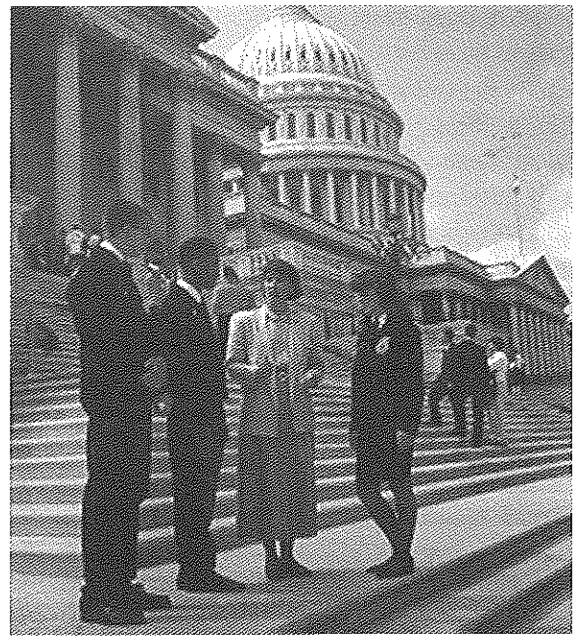
Training agreement - written statement for the SE of an individual student that identifies the training station and responsibilities of other individuals.

Training plan - individually prepared written statement that describes experiences of or competencies to be developed by a student in SE.

Training station - place where placement SE is carried out.

Jasper S. Lee is a Fellow in the American Association for Agricultural Education and an Adjunct Professor in Agricultural and Extension Education at North Carolina State University.





The FFA: Why Do We Have It?

By Larry Case and B. Kathryn Whitaker

Many teachers would agree they hope to make an impact on their students—a lasting, memorable impact. To make this impact through agriculture, students should be given everything agricultural education has to offer—classroom education, practical experience, and leadership skills.

Agricultural education is often viewed as a rope with three intertwined strands—classroom instruction, supervised agricultural experience (SAE), and FFA—providing more strength than a single strand alone. If an agriculture teacher weakens or removes one of those strands, students are denied the full benefit of an agricultural education program. The FFA component is particularly integral to the educational process. As outlined in FFA's mission, the program exists to make a positive difference in the lives of students by developing their potential for *premier leadership*, *personal growth* and *career success* through agricultural education.

So, what does that mission truly mean? The answer can be found by examining the integral nature of FFA: how the program develops students' potential to succeed and why it is worth a teachers' investment of time.

FFA is Integral

Classroom education and agricultural work experience are essential, but without the FFA element, students and teachers are left without a well-rounded tool. When teachers of agriculture implement FFA they utilize an important educational tool that relates learning to students. As an *intracurricular* student program, FFA is part of the school day. As such it is positioned better than any other to educate, motivate, and involve students through agriculture.

In the classroom, students gain textbook knowledge and through an SAE they gain practical knowledge. Couple those with FFA activities and a living, working knowledge is brought to life. This process allows students to use their experiences and education to become productive, caring citizens with fulfilling careers. All components of the agricultural education model are essential. Take one away and a vital aspect has been removed.

Through all three "strands" of the agricultural education model students are able to see the connection of agriculture with other areas in education such as science, math, civics, journalism, economics, and political science. Once the connection is established, they are able to set goals, both personally and professionally, and begin planning for the workplace. The charge for the teacher, then, becomes providing direction for the students' futures and helping them realize their full potential.

FFA Develops Students' Potential

The FFA component has evolved during its 70-year history. The African-American students of the New Farmers of America (NFA) merged with the organization in 1965, and women were admitted in 1969. In 1988 the student delegates voted to change the official name from "Future Farmers of America" to the "National FFA Organization." This name change reflects the broad diversity of agricultural careers for which FFA prepares its members. Additionally, career development events (CDEs) and national competitions are refined each year to promote student growth.

Many students come to FFA in need of recognition; they need someone to believe in them, to motivate them. It is their involvement and accomplishments in FFA that gives them self-worth and self-confidence. FFA members first participate in a small public speaking event when they first recite the FFA Creed. They then begin to lead meetings, plan community service events, win awards, or participate in state and national conventions. What do these experiences lead members to do? Each activity plays a vital role in developing that student. Building confidence during public speaking events can lead to confidence in a job interview. Leading others when planning an event teaches planning, critical thinking, and effective leadership. Participating in community service yields citizens conscious of their civic environment. Winning an award promotes self-confidence and reinforces self-worth. Participating in large-scale events produces an open mind and a union with peers.

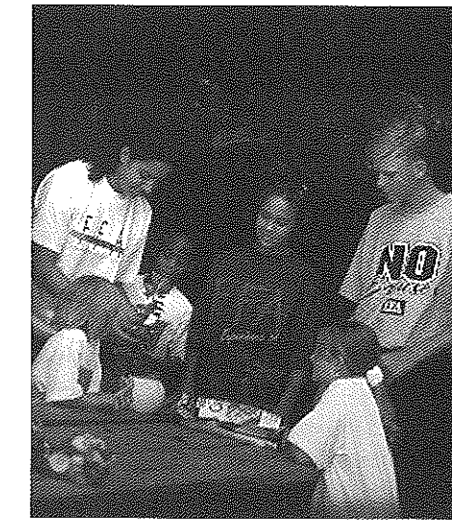
The FFA element offers activities and projects no other student organization does. For a modest investment in local, state, and national dues, members are able to experience agriculture through a multitude of activities, including proficiency awards and career development events. Members also participate in a degree program that advances from chapter to national level. To attain a degree—greenhand, chapter, state or national—members develop public speaking skills, demonstrate appropriate use of parliamentary procedure, enhance goal setting and planning skills, and work to invest time and money through a supervised agricultural experience. Through FFA, students see different types of agriculture and new cultures through international experiences. Students get involved in local communities through such activities such as Partners in Active Learning Support (PALS), a youth mentoring program. Networking, leadership development, practical training, career exploration, international awareness, community service, self-worth, achievement, and recognition make the FFA part of a total educational program for 449,814 members in 7,241 chapters across the nation.

FFA is Worth Teachers' Investment

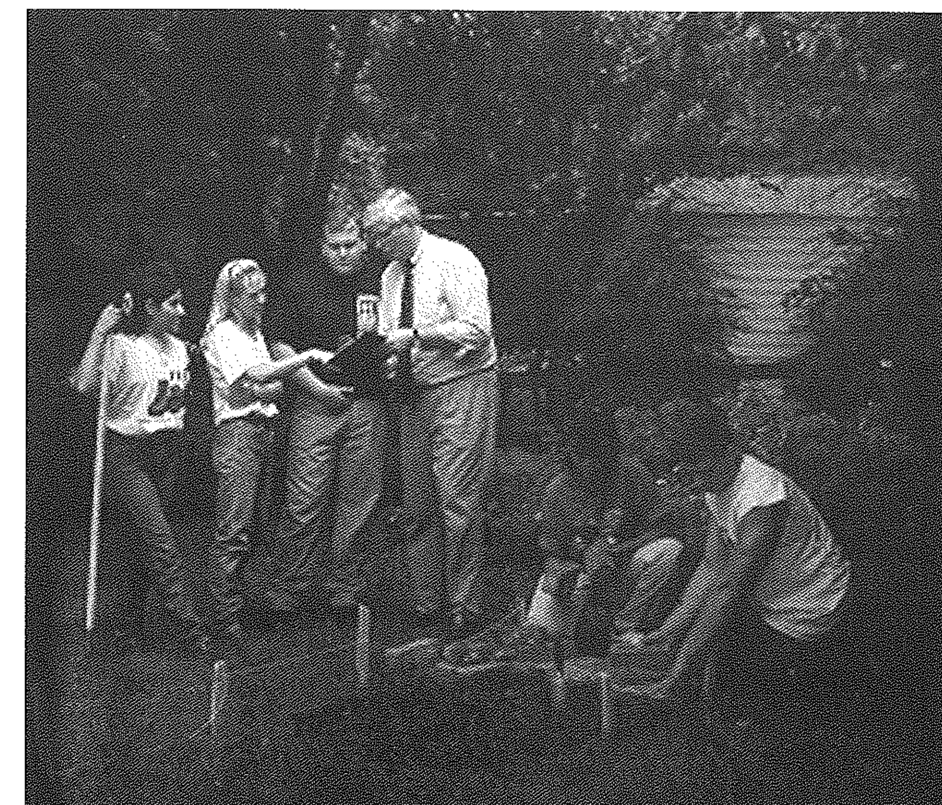
Those teachers that make the biggest impact are the ones who care about students. When the teacher is unenthusiastic about the educational process, students mirror that same nonchalant attitude. Conversely, when agriculture instructors put their hearts and their energies into their careers, students mirror that same synergy, vitality and enthusiasm.

Why, then, do some agriculture teachers leave FFA out of the curriculum for some students? Some say the scope is too large, that they

(The FFA continued on page 27)



Students get involved in communities through Partners in Active Learning Support (PALS), a youth mentoring program.



Through FFA, students see different types of agriculture and new cultures through international experiences.

The Council: *Providing Visionary Leadership for Agricultural Education*

By Bryan Daniel and Rosco Vaughn

Since its beginning, December 12, 1983, the National Council for Agricultural Education has provided a leadership organization for agricultural educators and other stakeholders to promote positive growth in agricultural education. Today, The Council provides leadership, coordination, and support for the continuous improvement and diversity of agricultural education.

The Council's board of directors and staff strive to identify issues important to agricultural education and conduct programs to address those issues. National planning initiatives, coupled with educational materials, keep state leaders, and local teachers abreast of new trends and provide the information necessary to keep instructional programs competitive. The Council conducts programs for secondary, post-secondary, young farmer, and adult education teachers, as well as teacher educators, administrators of agricultural education programs and others.

Providing a Forum to Address Important Issues of Common Concern.

In today's information driven society, professionals often find it difficult to dedicate precious time and resources to address priority issues in an in-depth manner. The Council provides a forum to address these issues of concern by uniting the resources and energies of agricultural education professionals and other partners.

The 18 members of The Council Board of Directors, representing nine agricultural education organizations and the agribusiness industry, develop and conduct agricultural education policy and leadership initiatives. In addition, a representative of the U.S. Department of Education serves on the board in an advisory capacity. In 1998, The Council's Board of Directors and the Agricultural Education Division Policy Committee (American Vocational Association) merged, vesting the responsibility for both policy development and programmatic leadership for agricultural education with The Council.

The Council's aquaculture education program marks one of many examples of The Council's responsiveness to the agricultural education profession. The Council established a program in aquaculture education as an innovative approach to teaching applied science. To assist teachers in implementing an aquaculture program, The Council provides top quality instructional materials and exceptional training workshops. The Council's aquaculture activities are conducted in cooperation with the U.S. Department of Agriculture.

The Agri-Entrepreneurship Education Program addresses an issue of concern to agricultural educators by creating awareness and enthusiasm for entrepreneurship among agriculture teachers and students throughout the nation. Through this program, The Council seeks to increase opportunities for students across the country to receive instruction in entrepreneurship. The project leadership team has assembled a taskforce to develop instructional materials agriculture teachers could use for teaching entrepreneurship, and the awards program creates awareness and enthusiasm for entrepreneurship among agriculture teachers and students across the country. The Agri-Entrepreneurship Education Awareness, Development and Infusion Campaign created a partnership among the Center for Entrepreneurial Leadership Inc. at the Ewing Marion Kauffman Foundation, The Council, the National FFA Organization and Foundation and the National Association of Agricultural Educators (NAAE).

Promoting Agricultural Education at the Local, State, and National Levels.

Through the Reinventing Agricultural Education for the Year 2020 RAE (2020) initiative, The Council seeks to position school-based agricultural education to meet the needs of the global food system in the 21st Century. Through three phases—visioning, strategic planning, and implementation—this initiative will enable agricultural educators in national, state, and local groups to develop the community-based agricultural education programs needed to meet future demands. The W.K. Kellogg Foundation provided a grant to help fund this initiative as a special project of the National FFA Foundation.

The Council's Local Program Success initiative supports and builds quality agricultural education programs in states and communities across the nation. A national taskforce identified six keys to success in agricultural education: strong classroom and laboratory instruction; supervised agricultural experience programs (SAE); active FFA chapters; strong community and school partnerships; program planning and marketing; and professional and program growth. Six work groups of agriculture and education leaders - including 30 teachers from 18 states – included these six keys, along with the "best ideas and strategies" developed by successful teachers in the nation's top programs, in a Guide to Local Program Success. Local Program Success is a joint initiative of the National Council for Agricultural Education and the U.S. Department of Education, with cooperation from the National FFA Organization and the NAAE.

Enlisting Partners in Developing High Quality Agricultural Education Programs.

The National Council for Agricultural Education is a national partnership organized to foster creative and innovative leadership for the improvement and development of agricultural education as a part of public education. The partnership includes agricultural business and industry, the U.S. Department of Education, public schools, state departments of education, colleges and universities, and governmental and professional organizations.

The Council's positive relationship with the U.S. Department of Agriculture continues to grow, particularly through working with the Agricultural Education Steering Committee, comprised of officials from each of the USDA mission areas. The Committee works to plan and organize a process for identifying long-range mutual interests of the U.S. Department of Agriculture, the agricultural industry and the school-based agricultural education community.

Coordinating Resources to Conduct High Quality Programs and Activities.

Through the Professional Growth Series (PGS), The Council provides instructional materials development and related training workshops for teachers. The materials developed for PGS serve a dual role, both providing agriculture teachers with timely, innovative instructional materials for integration into existing curricula and integrating agricultural topics into other instructional areas. The teacher workshops provide a forum to discuss the many classroom and laboratory uses for the lessons and activities associated with each PGS unit. The Council Board's priorities for future instructional materials initiatives are: (1 entrepreneurship, (2) natural resources, (3) agricultural technology, (4) leadership, (5) international marketing, and (6) distance learning. PGS activities are conducted in partnership with agriculture teachers through their professional organization, the NAAE.

To keep agricultural educators abreast of current events in agricultural education, The Council publishes (in cooperation with the USDE) the AGÔED Connection, a newsletter designed to provide information about agricultural education initiatives and activities. The Council distributes the newsletter to the total agricultural education profession and to many other partners and stakeholders in school-based agricultural education. In addition to the newsletter, The Council also publishes the Monday Morning Monitor, an electronic news update, for agricultural education leaders to provide timely and accurate information about current events and activities in agricultural education.

Providing Futuristic Leadership

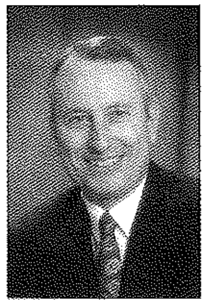
During the past decade, the federal role in providing leadership for agricultural education has declined due to reduced staffing at the U.S. Department of Education and an increased emphasis on state and local control of education. Today states and local schools must provide futuristic direction for agricultural education without the benefit of a clear national agenda to guide them in this process.

The importance of a safe environment and a plentiful and healthy food supply for providing world security suggests that national and even international leadership is needed to educate society about agriculture and prepare individuals for careers in this vital industry. It is important that national leaders in agricultural education strive to achieve a common national focus for agricultural education designed to address an international agenda regarding the world environment and food supply.

To address this deficiency and to ensure future relevancy and viability of agricultural education, The Council Board will continue to develop, through RAE 2020 and other initiatives, a national agenda to move agricultural education and the world toward a sustainable future. The Board's action agenda will empower state and local education agencies to provide students and teachers with the tools they need to successfully meet the challenges of the global food system in the 21st century.

Bryan Daniel is Project Director of Reinventing Agricultural Education for the Year 2020, The Council For Agricultural Education (no photo)

Rosco Vaughn is Executive Director of The Council for Agricultural Education



Agricultural Communications: What Is Its Connection To Agricultural Education?

By Jacqui Lockaby and J. Scott Vernon

The Agricultural Communications Boom

It has taken 93 years for the study of agricultural communications to become an overnight success at universities throughout the United States. After decades of obscurity, agricultural communications has become a popular academic choice among young men and women entering college. Spurred by a red hot economy and an abundance of career opportunities, the study of agricultural communications is experiencing unprecedented growth. New programs are being developed and old programs have revitalized their offerings.

In 1905, Will H. Oglivie, an editor for the Iowa Experiment Station offered the first agricultural journalism course at Iowa State University (Marvin, 1946). In 1908 the first department of agricultural journalism was established at the University of Wisconsin-Madison. The first course offered was Farm News Writing (Burnett & Tucker, 1990, in Terry, et.al 1994). Since that time there have been an estimated 30 new agricultural communications programs established in the United States (Terry, et.al, 1994).

Early agricultural communications programs were more narrowly defined in journalistic terms. In fact, the agricultural communications program at Kansas State University developed out of the Industrial Journalism program, which spawned the current School of Journalism and Mass Communications. Conversely, Oklahoma State University (then known as Oklahoma A&M) taught their first course in agricultural journalism to "enable [students] to prepare acceptable copy on farm topics." This course was housed in a journalism school whose academic home was in the Division of Agriculture.

A New Definition

In years past, students majored in agricultural journalism and sought careers in the news field. Additionally, because of the extension function of land grant universities, agricultural communicators were often associated with reporting and disseminating research findings to the agricultural public.

Today, students and faculty in agricultural communications take a much larger view of the agricultural communications moniker. Although journalism and the fundamental need to write well are still a vital part of the discipline, agricultural communications programs have taken on a broader need to educate while communicating about agriculture. Industry leaders have indicated they need people who can communicate both verbally and in writing.

Currently, there is a move to integrate agricultural communications into agricultural education programs. In agricultural education programs, students planning to teach must have a breadth of understanding about the complex agricultural industry. Like agricultural education, students planning to "communicate" about agriculture must also have a strong general education in agriculture. Because of this general mindset, relatively new programs such as Texas Tech University (specialization established in 1973, degree established in 1994), Cal Poly – San Luis Obispo (interdisciplinary minor revived in 1990), and University of Florida (program option established in 1989) are now part of the respective agricultural education departments. When realignment efforts were necessary at Oklahoma State University in 1994, agricultural communications was also placed in the Agricultural Education, Agricultural Communications and 4-H Development Department.

Graduates in agricultural communications, much like those in agricultural education who do not go into the teaching field, are finding career positions in agribusiness, commodity associations, governmental agencies, and agricultural journalism venues. As a result, they are being asked to report and communicate on issues ranging from fly control in feedlots to riparian water rights on private property. "Like agriculture teachers, agricultural communicators must have a technical background in agriculture. After all, both have to teach and communicate something," stated Glen Casey, head of the Agricultural Education and Communication Department at California Polytechnic State University in San Luis Obispo, Calif. (Cal Poly).

Agricultural Communications in the High School

The success of agricultural communications on the university level has led to its implementation on several levels in high school agriscience programs. For example, a service aspect of agricultural communications programs has been implemented for the benefit of various state FFA organizations across the nation to increase the awareness of this area of study. Oklahoma State University operates the newsrooms at their state FFA convention, the State Fair of Oklahoma, and the Spring Fair and Livestock Exposition in Oklahoma City. The University of Florida assists their state FFA officer team with media relations training, and Kansas State University hosts a career development event in conjunction with the Kansas FFA state-level activities. Through these endeavors and other public relations activities, high school agricultural education students explore college and career opportunities.

Texas agriscience programs have recently implemented a high school agricultural communications curriculum. Two agricultural science instructors, Russell Graves and Roy Novak of Childress High School in Childress, Texas developed this curriculum, in cooperation with the Texas Education Agency and Texas Tech University. This program began as a pilot program in 1994 and was adopted for state use in 1998. The course includes a hands-on study of news writing, feature writing, photography, public speaking, product presentation, and career opportunities in agricultural communications. "This course has filled a niche in our curriculum, because it attracts the non-traditional agriculture students and gives them an appreciation of our industry," said Graves.

Currently a task force is working to develop a national agricultural communications career development event. The task force is comprised of industry professionals, agricultural science instructors, FFA employees and agricultural communications faculty. This group of individuals is working to create guidelines for the CDE and the preliminary outline for the event includes elements similar to the CDE currently conducted in Kansas. The Kansas CDE was started by Larry Erpelding, Associate Dean in the College of Agriculture at Kansas State University. "This contest is a positive contribution to our state contest offerings," said Kristina Boone, coordinator of Agricultural Journalism at Kansas State University.

On the national level, students will participate in various activities including a knowledge examination, an editing exercise, and a mock press conference. They will enter as a four-member team with each member performing a different function to cover the press conference. One member will write a news story; one will write a press release; another will edit and create illustrations; and the fourth member will produce a radio story. The teams will also submit a communications plan for their chapter prior to the CDE. A teacher workshop will be held during the November National FFA Convention for those interested in competing in the contest.

An Effective Partnership

Agricultural communications and agricultural education have become effective partners and, as we have shown, are rapidly becoming integral parts of each other. This partnership is not only making agricultural education and agricultural communications stronger, it will continue to do so in the future. That's good news for students who are enrolled in agricultural education—at both the high school and postsecondary level.

References

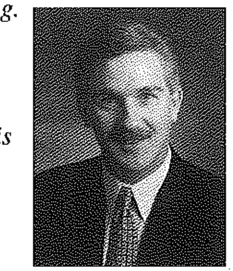
Marvin, K.R. (1946). Agricultural Journalism in Iowa. A Century of Farming in Iowa 1846-1946. Ames, IA: The Iowa State College Press.

Terry, R., Vaughn, P., Vernon, S., Lockaby, J., Evans, F., & Rehrman, M. (1994). Enhancing the Agricultural Communications Curriculum: A Vision for the Future, Texas Tech University, Lubbock, Texas.

Special thanks to Kristina Boone, Kansas State University, Shelley Sitton, Oklahoma State University and Ricky Telg, University of Florida for their contributions.

Jacqui Lockaby is an Assistant Professor in Agricultural Education and Communications at Texas Tech University, Lubbock, Texas

J. Scott Vernon the Coordinator of the Brock Center for Ag. Communication at California Polytechnic State University, San Luis Obispo, California



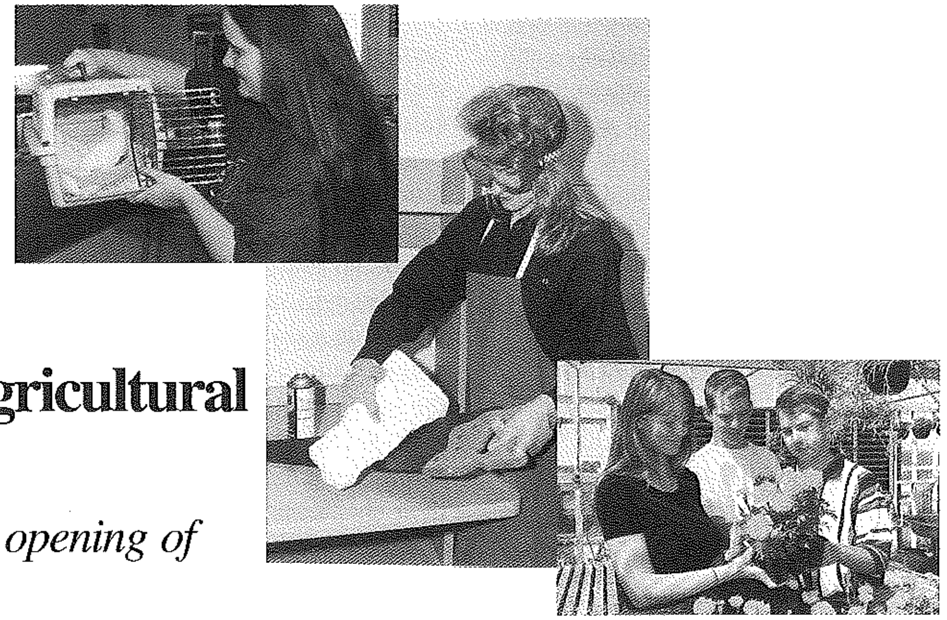
Scatterscrew

(continued from back cover)

until your dadgum carelessness got all the hammer handles broke out."

The boys stormed off in a dozen different directions. Joe watched them awhile with a satisfied smile. "Now there's interest for you! I reckon after a good strong lecture on safety like that I can afford to go down town for a cup of coffee and do some public relation around the cafe. Take a bunch of innerested boys with a good strong background in safety and the teacher don't have to be around all the time they's in the shop. They'll simmer down in a week or so."

E.V. Walton is deceased. He was an agricultural educator at Texas A&M during the 1950's where these stories were written.



Through the Side Door...Women in Agricultural Education

A primer for change or the opening of Pandora's Box?

By Billye Foster and Marian Conrad

"In 1860, 61 percent of teachers in the public elementary and secondary schools were female. In 1890, 65.5 percent of the teachers were female and by the 1900s, 70 percent of the instructors were female. In 1906, according to the United States Commissioner of Education, Elmer E. Brown, 76.4% of all teachers were women." (Kirby, B., Smick, B., Deeds, J., and Hoover, T. 1997, *Women Teaching Agriculture Prior to 1917*, unpublished chapter.)

Reviewing the work of Gary Moore about the history of agricultural education has sparked many unanswered questions for me and my advisee, Marian Conrad.

When did women become part of the Agricultural Education family (not just when girls were admitted into the FFA)?

Why were women formerly accepted as teachers of agriculture and then rejected as vocational agriculture teachers?

Why are the attrition rates of women, as agricultural teachers, higher than those rates of men?

How do women that teach agricultural education today maintain balance in their busy lives?

Questions like these have filled many hours of conversation.

The list is long and most of the issues or questions at hand would make interesting research topics. As we perused the possibilities we decided that in an issue devoted to the subject of primers, an article should be included regarding women in the field. Random House dictionary defines the noun primer in two ways: 1. an introductory device, and 2. any device by which an explosive charge is ignited. We shall explore both definitions as they relate to women.

An Introductory Device

In the 1890s on the South Carolina Island of St. Helena, two black women, Rossa B. Cooley and Grace Bigelow House, went to the Penn School to teach agricultural subjects. Miss Cooley infused agriculture into both arithmetic and writing. She also started a "miniature" farm near the school. Her efforts in this area continued for many years.

Likewise, in the West, women were making their mark on education. According to an 1890 *Special Census Report on Occupations* 14 percent of the female work force in the West were in professional service of some kind, compared to only eight percent in the country as a whole.

The most popular professional career for western women was teaching, and though by 1890 a number of women were teaching in colleges and universities in the West, most women teachers were employed in the public and private grade schools and high schools of the region. Initially, many of the earliest teachers in the West had been trained in the East by nineteenth century educators like Catharine Beecher and Mary Lyon, both of whom encouraged graduates of their respective seminaries to seek employment on the western frontier. In 1847, Beecher helped form the National Popular Education Board, whose objective was to inspire the surplus of single eastern women already trained as teachers to go west, and between 1847 and 1858 the board sent out nearly six hundred women, each of whom was committed to two years of teaching, after which she was free to remain where she was or to return to her home in the East. (*Peavy, L. and Smith, U., 1995. Pioneer Women: The lives of women on the frontier.*)

Around the turn of the century in Iowa, a county superintendent, Jesse Field, directed her teachers to implement agriculture into their curricula. Miss Field wrote an arithmetic book which included problems using agricultural situations. In 1912 at the Poter School in Missouri, Marie Turner Harvey revamped the curriculum to concentrate on agriculture. In doing so she had the school grounds beautified and started a Farm Women's Club. Winnebago County, Illinois boasts a series of photographs from 1903-1905 taken of teachers, students, and school gardens. These photos illustrate quite clearly that the average Winnebago County agricultural schoolteacher was female.

Women were a vital force, in the instruction of agriculture, from the late 1800s well into the twentieth century. Although not structured as it is today, women played a major role in early agricultural education initiatives prior to the Smith-Hughes Act of 1917. History reflects the inclusion of agricultural subjects in the education of Americans from the beginning of this country. Female teachers were the early forces in that initiative.

Moments of Darkness

The mystery of what happened to a teaching work force that included large numbers of females early in this century may be solved by viewing the larger paradigm of a woman's role in society during the '30s, '40s, and '50s. In his 1948 book Psychology Applied, George W. Crane, Ph.D., M.D. noted,

> Because they have formed habits of acknowledging masculine physical supremacy, even despite their later educational superiority, the more basic reactions dominate them; so they take orders from men with little resentment or resistance. Women as a class much prefer masculine employers to feminine, while men do not relish working under even intellectually superior women. The immediacy of muscle outweighs the less evident and tangible mental strength, which partly explains the sexual attractiveness of the athlete in contrast to the Phi Beta Kappa man.

Boy, we have come a long way! Perhaps the most disturbing thing about this passage is the realization that sexual discrimination, whether real or imagined, is not the handiwork of one gender or the other, but rather the combined efforts of society as a whole. Not only did men question the female's ability to do a "man's job," but so did the females! When I began teaching vocational agriculture in Northeast Texas in 1981, I was one of the first women in Texas to teach in a single-teacher, production program. I taught at a small rural school for three years. Each year a certain member of the school board would come to me at contract time. Each year his comment was about the same. "You've done an outstanding job this year. Both of my children love your classes and I believe they have learned a great deal. However, I want you to know that I voted against re-hiring you because I believe a woman's place is in the home." Fortunately for me he was always outvoted. It is also important that the reader realizes this man made these statements completely without malice. In fact, he was always one of my best supporters at any agricultural education or FFA related event. He simply felt it was his responsibility to 'do the right thing.'

"Not only did men question the female's ability to do a "man's job," but so did the females!"

Satori

Satori is a Japanese word. Used by Zen masters, it translates to mean a moment of enlightened awareness, a breakthrough to a new way of seeing. A few weeks ago, Marian and I had the opportunity to see Disney's newest animated movie, Mulan. True to the Disney tradition, it was a beautiful, heart-warming movie. However, there was one very different thing about Mulan. The hero was a girl. I use the masculine form of the word, because I think it best depicts Mulan's role. The save-the-day, smarter, stronger, more adventuresome hero was a small Chinese girl. Ok, this is 1998 and women have come a long way. But how far have we come really?

How long has it been since you watched Sesame Street or even a Disney classic like Cinderella? Ever notice how lame the female characters are? Sure, there are heroines, but they are generally severely mistreated and in the end saved by the tall, handsome, male, hero. That's what makes Mulan different! Mulan physically saves the big, strong, handsome captain! She even does away with the evil Hun leader. This is Satori! Imagine the impact on the generation of children watching this new paradigm. Is our society ready for this change? We've been gradually building toward it for a long time.

The FFA

Change is usually resisted because it stretches our comfort zones. In agricultural education a good example of this resistance might be the admittance of girls into the FFA. In 1969 more than 30 years of debate ended. Females were allowed membership into the National FFA

(**"Through the Door"** continued on page 23.)

Technological Applications for Teaching

By Larry Powers and Dorothy Leflore

Technology application and utilization in the teaching profession is an evolving process; however, with the emergence of the computer, technology has the potential to open up the world to the classroom and aid students in the process of critical thinking and problem solving. In exemplary classrooms, students use of learning technologies is woven integrally into the patterns of teaching...however, it appears that only about 5% of the teaching population are exemplary users (Pisapia, 1994).

According to Smith-Gratto and Blackburn, many teachers now have the skills to use computers, but many still do not incorporate computers into curriculum related activities for students. An examination of the literature on technology and teacher training indicated that the focus was on teaching teachers how to use the technology. Absent from this training was instruction on how to match pedagogy and content with the best technology. Therefore, teachers now know how to use the technology but are void of how to match content and pedagogy with the best technology. As a result, most teachers use computers for drill and practice and NOT as an integral part of the learning community.

Historically, schools have been exposed to many technological trends, which promised to be the solution to all educational problems. These technologies include radio, television, films, and most recently computers. According to Larry Cuban (1986) it appears that many school districts purchase computers because of social forces, including pressure from parents and school boards, which results in teachers taking workshops in order to prepare them to teach the "new computer course" so that the school could satisfy its technology requirements. Hadley and Shiengold (1993) found that the integration of computers into schools was a local phenomenon that was highly influenced by the context of schools, communities, policies, purposes, and individuals.

Technology in the teaching and learning process, especially computers has the potential to bring important problems into the classroom; provide resources that enhance student learning, provide opportunities for feedback, reflections and revision in addition to helping the classroom to overcome isolation by connecting the students and teachers to homes, communities, and the world. However, this potential cannot be fully realized until schools begin to rethink the purpose of technology and how best to use technology in relation to the content, how to create a content technological driven environment, and last, how to train teachers.

Content and Technology

A major concern for teachers in the use of computers and the integration of computers into the learning environment is the isolation of training on how to use the computer from the "content" for which the technology is to be used to teach. As a result, teachers must learn how to use the technology, identify what or how the technology is to be used to teach content, and what software is available. The lack of content focus training and the lack of content in relation to computer training probably account for the fact that if computers are used at all, most teachers use computers for drill and practice.

In order for computers to be used by all teachers as an integral part of the learning environment, there must be an integration of technology training with content. Consequently, the focus of technology training should emphasize the content and how to use the computer to maximize student learning.

Technological Learning Environment

In order for computers to be useful in the teaching and learning process they must be integrated into the learning environment as a matter of course. This will ensure that this technology does not become just another fad, but an integral part of the teaching/learning culture. Therefore, computer laboratories should be eliminated. Consequently, an adequate number of computers should be placed in each classroom eliminating the need for teachers to find time to send students to a computer laboratory. In the study, "Examining Commonalties and Distinctive Patterns in Teachers' Integration of Computers in their Teaching," Hadley and Sheingold (1993) list seven major barriers, identified by teachers, to integrating computers into the teaching process. The barriers listed in rank order were:

1. Inadequate administrative support
2. Day-to-day problems with time, space supervision, operations, and access
3. Lack of good, adaptable, uncomplicated software and information about software
4. Difficulties integrating computers with "the system"
5. Teachers' doubts, lack of interest or knowledge about computers
6. Limitations of hardware or inadequate numbers of computers or peripherals
7. Lack of maintenance, support, advice, and upkeep

The barrier list above provides a good overview of how technology is perceived by teachers in today's schools. To a greater extent the list provides us with insights into the fragmented way computers are used and managed for student learning. More importantly, they provide evidence for the need to integrate computers in the total learning environment.

It is important to understand that any technology that is not viewed as a part of the total learning environment will never be realized as an important technology in the teaching and learning process, but rather, will be viewed by teachers as another "add-on."

Implications for Classroom Teaching

Given the above discussion on technology and the teachers' familiarity with content and pedagogy — how does the classroom become more proficient with the application/ utilization of technology for instruction? Based upon current research and literature the authors have prepared the following suggestions for classroom teachers that will assist them to be more proficient in the use of technology for teaching. These suggestions are as follows:

1. Subject Area - select a subject that you feel very comfortable teaching. Review and reflect upon student learning objectives. What knowledge or skills are the students to gain?

2. Delivery Strategies — review current subject delivery strategies, required assignments, and student evaluation. This is the point where the teacher begins to access what and how he/she is teaching the subject. This enables the teacher to match content and pedagogy with the best technological application, "hence best practices."

3. Select Activity - select an activity that directly connects to the objectives. This is critical because it communicates to the students that this activity is not an optional activity or an "add on." It is important that the teacher has the technological skills necessary to successfully facilitate the activity.

4. Nature of Activity - the selected activity although singularly in nature, should require the student to engage in multiple technology experiences that serve as a catapult for continued technology learning.

5. Integrating Technology into Learning Environment - once the teacher is comfortable with the success of this activity, this becomes the springboard to add other activities and subjects. This process involves adding additional types of activities and technologies that require more creative ways to use different technologies for learning.

Conclusion

It is important to remember that the use of technology does not change basic and accepted theories, principles, and practices for effective teaching. However, technology should be viewed by the teacher as a vehicle for enhancing the teaching and learning environment for students. Additionally, the research has established that exemplary usage of technology can greatly enhance student learning. Therefore, teachers preparing students for the 21st century should be providing students with experiences that enables them to function in a technological society.

References

Becker, Henry J. "How Computers Are Used in United States Schools: Basic Data from The 1989 I.E.A. Computers in Education Survey." Journal of Educational Computing Research 7(1991).

Cuban, Larry, "Teachers and Machines," The Classroom use of Technology Since 1920. Teachers College Press, 1986.

Hawkins, Jan and Allean Collins, "Design Experiments for Infusing Technology Into "Learning." Educational Technology 32 (September 1992).

Hadley, Martha and Karen Sheingold, "Commonalties and Distinctive Patterns in Teachers' Integration of Computers." American Journal of Education, May 1993.

Pisapia, John, "Teaching with Technology Exemplary Teachers," Research Brief #6. Metropolitan Educational Research Consortium, Richmond,VA, 1994.

Smith-Gratto, Katren and Marcy Blackburn, "Connecting Curriculum and Computer Act Activities." Paper presented at the Seventh International Conference of the Society for Information Technology and Teacher Education, Phoenix, Arizona, 1996.

Larry Powers is Associate Dean, School of Education at North Carolina A&T State University and Dorothy Leflore is also with North Carolina A&T State University

Erratum:
The September-October 1998 issue of The Agricultural Education Magazine was incorrectly labeled as vol 72 No 1. It should have been Vol 71 No 2.

Wilson Carnes

Mentorship is a gift you give

By Jack Pitzer

Many agricultural educators have been mentors for others "coming up" in the profession. But few have been as successful at filling the mentor role as Wilson Carnes, former editor of The National Future Farmer and administrative director of the National FFA Organization.

In tribute to this mentor, many former staff members gathered for a reunion in tribute to Wilson and Betty Carnes at the National FFA Center in Alexandria before it was closed. To a man, the staffers returned to say thank you for the "best job we've ever had."

All of us can learn from how Wilson operated or managed his staff. Most of all, he gave young professionals a chance to grow, encouraged them to participate in their professional organization, helped them improve their skills, and stimulated working as a team (before that was a popular term).

Wilson came to the National FFA magazine staff from Alabama where he had taught agriculture to Veterans after their return from World War II. He had been trained as an ag teacher. At some point, he had been tapped to write market reports for the State Department of Agriculture and later write for the Alabama Future Farmer.

And so when the national FFA magazine was about to take off, the first editor, Lano Barron, tapped Wilson to come to Alexandria and help with editorial. That was 1953.

After 35 years, he retired, having established the FFA magazine as a prominent agricultural publication and launching the careers of many agricultural editors and marketers. He was chosen by his peers in the agricultural magazine field to be president of the American Agricultural Editors Association (AAEA).

One important lesson I learned from Wilson was to learn the names of leaders in my profession. Always after a conference or a convention or the National FFA Convention, staff members would rehash events, report who they had met and something about the person. It was more than networking-it was a way to respect leadership and learn more about the agricultural industry beyond FFA and Agricultural Education. We often monitored the work of respected writers, editors, layout, designs, and advertising salesmen and learned from the best.

Another important mentorship trait that Wilson displayed was a willingness to pass on knowledge to young staffers even if they might leave the staff in a few years. And the young staffer would indeed grow professionally and move on to other publications, advertising agencies or public relations department of agricultural firms. Sometimes they returned to the agricultural classroom as teachers, having experienced communication at a national level.

Finally, Wilson passed on to all of his team an eagerness to take advantage of training programs offered within the profession. That led his graduates to start publications, develop new products, break sales records, start their own companies and serve as leaders for the agricultural profession.

Mentorship is a gift you give. We all thank Wilson Carnes for his gift.

Jack Pitzer worked for the FFA for many years.

State of the Magazine...

(continued from page 2)

Production Difficulties

One of the reasons the Magazine has gained in revenues during the past year has been a change in the production process. In 1997 the Magazine was designed and composed by a commercial communication company. The company did a great job but it was costing about $1,200 an issue for this service. The editing-managing board decided to stop this practice effective in 1998.

During the past year my secretary, Sandra Grissom, designed and composed the Magazine. She willingly assumed this responsibility, learned the process, and did a quality job. Many of the favorable comments we have received about the Magazine are due to Sandra's efforts. During the summer she resigned to spend more time with her family. I was without secretarial help for several months as we sought a replacement. My new secretary, Linda Judge, has willingly accepted the responsibility of producing the Magazine. This issue is the transition issue between Sandra and Linda. They both worked on it. It is apparent that Linda will continue the fine work started by Sandra.

During the transition period we fell behind in getting the Magazine published on time. Now that Linda has learned the process, we will get caught up. You should receive the next issue shortly after you receive this issue. The future issues should be on time.

Through the Side Door...

(continued from page 19)

Organization. The minutes of the Forty-second National Convention of Future Farmers of America noted, *"It was moved by Bankhead of California, seconded by Craig of Michigan and carried to amend Article IV, Section B, by striking the word "male."* As early as 1933, the Massachusetts FFA Association allowed female membership. However the 1934 delegates at the National Convention felt this membership should be limited to local and state levels. In 1968 a memorandum written by Elizabeth M. Eastman, Attorney for State Education in New York, was sent to Dr. Harold Noakes, Chief of the Bureau of Agricultural Education, Albany, New York. This document, noting concern for equal treatment of male and female students, served as a catalyst to re-open the long standing debate. Along with this breakthrough came the need for female teachers.

As young women became members of FFA, they also became competitors. The need for female faculty members became apparent. Overnight trips involving both male and female students required both gender chaperones. Female students began to question the lack of female role models. Time again had twisted its head and shifted the paradigms of the vocational agricultural world.

Any Device by Which an Explosive Charge is Ignited

Pandora's box had now been opened. Women had infiltrated the ranks of the students in agricultural education and began reaching into the teaching world as well. The April 1987 issue of The Agricultural Education Magazine sported the theme: Women in Agricultural Education. Blannie Bowen (then Editor, The Ohio State University) called for professional commitment from the agricultural education family. Bowen noted the need to recruit and retain women in the field through specific strategies. Other articles addressed issues such as opportunities and challenges facing women in agricultural education and the need for role models.

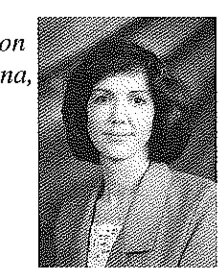
The simple act of hiring female teachers has not erased all the invisible challenges and barriers women in this field face. A study by James Knight (The Ohio State University) in the late '80s revealed that only seven percent of the vocational agriculture teachers in Ohio were female. Issues affecting that number included an extremely high attrition rate and lack of female role models to encourage advancement in the field.

Another study, in 1991, A Profile of Female Faculty Members in Agricultural Teacher Education, was conducted by Tracy Hoover (University of Florida) and her graduate student. Hoover determined that nationally, at the university level, only 13 female faculty members were employed with specific responsibilities for agricultural teacher education. Another interesting fact from that study showed that only two of those 13 women had been enrolled in agricultural education in high school, however ten of the 13 had taught high school agricultural education in high school. Not surprising, since most of these women would have been out of high school and in college when females were admitted to the FFA. Their professional positions, however, have provided positive role models for the next generation of women.

Today, women, both student and professional, continue to ignite new fires and serve as catalysts for change in agricultural education. Hillary Smith, the 1998 National FFA President, is the third woman to serve in this position. Florida currently boasts a female FFA Executive Secretary and female State Agribusiness Supervisor. MeeCee Baker, Pennsylvania, served as the first female president of the NVATA (NAAE), and today Linda Rist of South Dakota represents Region III on the Board of Directors of the National Association of Agricultural Educators. Role models permeate the fabric of the agricultural education family today. Women like Sue Witt, agriscience teacher in Gilmer, Texas (15 years +) and Leigh Loughead, agricultural education teacher in Yuma, Arizona (5 years +) provide insight into the possibilities of an exciting career for their students.

Like many states, Arizona has a growing number of female teachers (almost 25%) and a growing number of females entering the Department of Agricultural Education at the University of Arizona. Questions from this new generation provided the impetus for the development of the *Desert Roses* newsletter and subsequent world wide web site, http://ag.arizona.edu/desert roses. Although part of the foundation of formal agricultural education, women have re-defined their role in the agricultural education family. We may have re-entered that family through the side door, but we are determined to stay and continue to be a vital force in the education of America's future.

Billye Foster is a Teacher Educator in the Department of Agricultural Education at University of Arizona, Tucson, AZ



Marian Conrad is an Agricultural Education undergraduate at University of Arizona, Tucson, AZ (no photo)

webmaster@agedmag.edu

By Matt Raven

A number of Web sites have an agricultural focus. Some of these sites are developed and maintained by traditional educational agencies. While others of these sites are the work of agricultural organizations whose primary mission involves something other than education. This month's Web sites are excellent examples of the scope of agricultural education on the Web. Additionally, a FFA Web site (state or chapter) will be spotlighted and two utility sites are reviewed. As usual, each Web site review provides the location, a description, and a rating of 1 to 5 stars (with 5 being the best). Be sure to email 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.

sites on the web

American Brahman Breeders Association (ABBA) (http://www.brahman.org)

The American Brahman Web site focuses on the first beef breed developed in the United States. The ABBA has done an excellent job with this Web site. The site provides a history of the breed, an introduction to the association, membership listing, calendar of events, and newsletter. Additionally, research related to the Brahman breed as well as a maternal merit search service is provided. This site is a professionally designed Web site that is easy to navigate and downloads quickly. ☆☆☆☆

Effective Teaching in Agriculture and Life Sciences (http://www.ais.msstate.edu TALS)

The purpose of the Effective Teaching in Agriculture and Life Sciences Web site is to provide agriculture educators an easily accessible source of information they can use to improve their teaching. An USDA Higher Education Challenge Grant made this collaborative effort between Mississippi State University, North Carolina State University and New Mexico State University possible. The site is organized into 18 units focusing on different aspects of teaching. The site provides examples as well as interactive pretests and posttests for each of the lessons. This Web site is an great pedagogical resource for agricultural educators. ☆☆☆☆

Rocky Mountain Elk Foundation (http://www.rmef.org)

The Rocky Mountain Elk Foundation (RMEF) is an international, nonprofit wildlife conservation organization whose mission is to ensure the future of elk, other wildlife and their habitat. The RMEF Web site promotes conservation education and hunting heritage. This is a well-designed site with a wealth of information relating to elk. A section of special interest to educators is the one focusing on teachers and kids. ☆☆☆☆1/2

Michigan State University College of Agriculture and Natural Resources (http://www.canr.msu.edu)

The Michigan Agricultural Experiment Station (MAES) as well as the Michigan State University Extension has sections on this Web site. The MAES section has a search engine that allows a user to search for current agricultural research being conducted. A brief abstract is provided as well as an email link to the principal scientist. This site could be improved by providing more MSU Extension publications online. ☆☆☆☆

Arizona Ranchers' Management Guide (http://ag.arizona.edu/AREC/rmg/RG_Index.html)

The Arizona Ranchers' Management Guide is designed to be an information resource for ranchers (targeted toward the Southwest). The University of Arizona Cooperative Extension developed information on a wide range of issues related to ranch management that are contained in this guide This site is an excellent resource for a unit on ranching. The site could be cleaned-up, as there are some broken links. ☆☆☆ 1/2

University of California at Davis School of Veterinary Medicine Cooperative Extension (http://www.vetmed.ucdavis.edu/vetext/home.html)

Veterinary Medicine Extension faculty members provide a link between School of Veterinary Medicine researchers and county farm advisors, practicing veterinarians, animal producers and consumers. A number of full text handbooks are available online at no charge. Additionally, there are numerous fact sheets available for all species of large and small animals. An excellent Web site that is a great resource for any animal science unit or class. ☆☆☆☆☆

Pioneer Hi-Bred International, Inc. (http://www.pioneer.com/usa)

Pioneer produces, markets and sells hybrid seed in nearly 100 countries worldwide. The company markets and sells hybrids or improved varieties of corn, sorghum, sunflower, soybean, alfalfa, canola and wheat, as well as silage and hay inoculants. The section on crop research, management, and technology is an excellent resource for any agronomic unit or course. ☆☆☆☆ 1/2

Ohio FFA Association (http://www.ohioffa.org)

This site is a model state association page. It is well designed with great graphics and lots of useful information. Excellent job of informing the public about the FFA members in Ohio. Only suggestion would be to house the site on a faster server, as there is some lag in downloading images. Well done!☆☆☆☆ 1/2

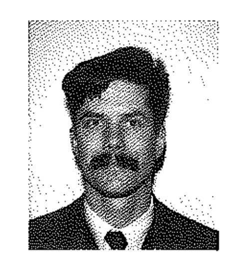
Matt's Script Archive, Inc. (http://worldwidemart.com/scripts)

This is a great site for those who want to add some pizzazz to their Web site. Want to add a counter or guestbook to your Web site but don't know how? The site provides easy to read tutorials with lots of examples. Matt's Script Archive is a must for the Webmasters out there. ☆☆☆☆☆

Mapquest (http://www.mapquest.com)

The Mapquest Web site is a one-stop point for maps and directions on how to get from A to B. Mapquest is an invaluable site for someone taking a trip across the country or the county. This site includes a number of free services for the Internet traveler. Another must for your bookmark list. ☆☆☆☆☆

Matt Raven is an Associate Professor in the Department of Agricultural Education at Mississippi State University



How Much Do You Know about the FFA and the Media?

Over the years FFA members have been featured in the media. Generally, the publicity has been favorable, but not always. It will take a real trivia expert to answers these questions. If you can answer half of the questions, go to the head of the class.

1. In the Robert Altman movie, Nashville, (released in 1975) a FFA member is depicted as:
   A. Making it big as a country and western singer in Nashville
   B. Attempting to assassinate a candidate for the presidency of the United States
   C. The younger brother of Dolly Parton
   D. Driving a 18 wheeler in a drunken rampage in downtown Nashville

2. Four young men (one of whom is often seen on screen wearing a FFA jacket) have just finished high school and are planning to go to California in this 1998 movie. What is the name of the movie?
   A. Dancer, Texas Pop. 81
   B. Paris, Texas
   C. The Last Picture Show
   D. 8 Seconds

3. A FFA sign welcoming people to town is clearly seen in:
   A. Back to the Future (1985)
   B. The Horse Whisperer (1998)
   C. The Bridges of Madison County (1995)
   D. Field of Dreams (1989)

4. The National Association of Farm Broadcasters (NAFB) and the FFA enjoy a close working relationship. One example of this relationship is:
   A. The President of the NAFB is one of the consultants to the National FFA Board of Directors.
   B. The National FFA President sits on the NAFB Board.
   C. The NAFB holds their annual convention in conjunction with the national FFA convention.
   D. The NAFB has an office in the National FFA Center reserved for their exclusive use.

5. While the FFA was not actually featured in the 1933 movie State Fair, the California FFA benefited from the movie. How?
   A. Ten percent of the movie profits were given to the California FFA.
   B. The movie was dedicated to the California FFA.
   C. The prize winning boar in the movie, Blue Boy, was donated to the California FFA after the movie.
   D. The California FFA provided animals that were used in the film and received recognition for that.

6. In the mid 1970s the National FFA briefly considered bringing legal action against a magazine for its depiction of a FFA member. The magazine was:
   A. National Inquirer
   B. Playboy
   C. Hustler
   D. Oui

7. The Kansas City Star newspaper developed a new name for the FFA after it was announced the FFA was moving the convention from Kansas City. The new name was:
   A. Faithless Farmers of America
   B. Future Fleecers of America
   C. Fickle Farmers of America
   D. Future Financiers of America

8. The Star Farmer of America, Joe Moore, was featured on the cover of what magazine on October 24, 1955?
   A. Saturday Evening Post
   B. Life
   C. Readers Digest
   D. Time

9. The actions of a FFA member were written about in an Ann Landers column during the mid-1990s. The FFA member:
   A. Formed a group called Farmers Against Drunk Drivers
   B. Was growing marijuana in the school greenhouse
   C. Organized a clothing drive to help needy migrant children
   D. Mistreated a pig at a livestock show

10. In the movie "Top Gun" (1986) there is a bar scene with Tom Cruise. In this scene:
   A. There is a bar room brawl with a FFA member being involved
   B. A male FFA member and his girlfriend are shown sitting in a booth
   C. There is a photograph on the wall of a FFA member showing livestock at the fair
   D. Cruise makes a pass at a female FFA member

(Answers on page 27)

FFA : Why Do We Have It?
(continued from page 13.)

cannot possibly do it all. They're partly right—FFA does offer a wide array of programs and activities for students' involvement. However, rather than trying to "do it all," teachers should assess local student and community needs to develop a tailored program that meets those specific desires. Don't try to do it all; do what makes sense.

Other teachers point to a lack of support from their school or community for the FFA. But, instead of relying solely on themselves, teachers have an opportunity to partner with other vital entities—community members, local businesses, FFA alumni, other teachers, school boards, and parents. They are ready to assist— teachers must only find an appropriate fit for the partner's expertise and ask them to share knowledge and skills with students. Support can be gained from a variety of contributors. Additionally, when all three agricultural education components are present, the process of gaining support becomes easier. Through FFA, partners see students achieving in areas such as academics, community service, leadership, and career events. This constant flow of achievement allows people to see the success and value of the program.

Some teachers feel they are not adequately prepared to provide an exceptional FFA element. The Local Program Success (LPS) guide was developed to help instructors become more successful in six key areas—Instruction, SAE, FFA, Partnerships, Marketing, and Professional Growth. LPS was created through work groups of agriculture and education leaders (including 30 teachers from 18 states and representatives from The Council for Agricultural Education and FFA) which outlined steps to success and researched proven best practices used in the nation's top programs.

Why would a teacher deny impacting a student utilizing the FFA aspect? The answer lies in why agriculture instructors teach. They teach to make a meaningful difference in the lives of students and to prepare these individuals for success in their careers and in their lives. Encourage students, regardless of their economic, academic, geographic, physical, or ethnic background, to make FFA a priority and to understand its value. FFA is an integral part of the development process. By participating in a wide spectrum of events, members are given skills to help prepare for successful careers. Uniquely, FFA is for all students, not just those who are exceptional. The program brings out the best in each member it touches. With the help of an agriculture instructor, a student feels the impact of FFA for a lifetime.

Answers:
1. B. The producers of the movie were able to obtain a FFA jacket by indicating the plot was for a FFA member to disarm a deranged Vietnam vet after he tries to assassinate a presidential candidate. In the actual movie, the roles were reversed.
2. A
3. A
4. C
5. C
6. D
7. B
8. D
9. D
10. C

JOE GOES SAFE

By E.V. Walton

Joe Scatterscrew was glad to see spring come. A lot of Agriculture teachers had trouble holding the interest of a class when the days got warm and sleepy and the grass greened up and the sap began to flow.

He stuck his hands in his pockets and looked around the shop. "I gonnies! No use trying to teach in the classroom in the spring. This is a natural time for farm shop."

The boys came dashing in and finally Joe got them quieted down except for Lem Hargraves, who kept switching on a bench saw.

"Lem, if you don't want a detail you better pay attention! I got my detailer right here."

Joe picked up a big paddle and shook it threateningly. "Now boys, we are going to hit farm shop from here on out, but first we gotta have some instruction on safety. Now take that band saw. It's got some sort of short in it and it will bite the heck out of you. In order to make it safe, you gotta plug it in with that cracked side of the plug pointing north. Some of you, like Jeb Davis there, can't remember nothin', so if you ferget how to make this machine safe, switch it on an touch it r-e-a-l, r-e-a-l light. If it bites back at you just reverse the plug. Electricity can be safe if you know how to use it."

Ira Brown dropped a handful of shavings he was trying to put down Acey Bill's collar and spoke up, "Mr. Scatterscrew, ain't they a certain kind of stone you have to use with that high speed grinder?"

"You're might right. Get the wrong kind on and it's liable to fly into a million pieces."

"Well, how can you tell which kind to put on?" Ira asked, kicking at Jeke Paine.

"Simple," Joe said. "You put one on and switch her on and get plumb away before she gets up speed. Let her run awhile and if it's the wrong stone, you'll know darn quick!"

A noise arose above Joe's voice. Clem Mogemry had picked up an electric drill and was boring holes in a two-by-six Lon Sam was planning to use for a hog feeder.

"Now that just goes to show you!" Joe yelled, smacking Clem with the board. "Old Clem there busting into something without knowing safety! One of them hand drills has to be used with heavy rubber gloves and he's darn lucky he ain't stung bad."

Some of the boys started banging on the anvil and Joe detailed them swiftly and efficiently. One of the boys began to fan the detailer to cool it off.

"Another thing, this here gasoline we got to wash parts in ain't to be used in these old army bread pans if anybody is welding. In case welding starts, carry these gasoline pans outside and finish up out there in the open. A quart of gas is equal to seven or eight sticks of dynamite if it blows up. Remember that!"

Jeke Paine interrupted Joe by firing up the oxy torch with a loud bang, but Joe did not detail him. Jeke was a good shop boy, so Joe just scowled at him real hard.

"Another thing, you boys notice that big greasy place on the shop floor yonder where Lester Barford tore down his hot rod last year. This floor sweats a little and that spot gets slick as owl — er — grease. It's pretty close to them saws and if you get careless you could slip and fall into a saw. Fud Wines, so far, is the only boy in a couple of years to lose a finger and I want to keep up our safety record. Keep an eye on your feet and keep some of this dang junk picked up. Now take them pipe wrenches laying yonder. Some of you dadgum boys left them wrenches there last fall and a man could stumble over them on the way from the lumber rack and get hurt real bad."

Joe quieted the boys down some by waving the detailer and walked over to one of the grinders. "We usta have safety goggles around here, but I noticed some of you smart alecks wearing them at the Halloween party and they ain't come back. Now I want them goggles back and until they come in, sorta keep your head turned sideways when you grind. Ain't no use having no more one-eyed boys like poor old Dick Weeks. That's how come I ordered them goggles in the first place, after that."

"When can we start, Mr. Scatterscrew?" Jeke Paine panted, as he tried to wrest a hammer away from Lon Sam.

"We have started right now! Safety is an integral part of the shop program. Fortunate I got you all assigned around doing different jobs so they ain't so much chance of you getting all hurt at one place. Jeke, you and Clem and Lon can pitch in and weld something. Ira, you and Acey and Kirk there can do some woodwork on whatever projects you got in mind and some of you can help old Lester lower the back end of that hot rod, and the rest of you better dang sure find something useful to work on. I ain't going to stand for no foolishness. Remember, last year old Lem and two or three more of you smart alecks who loafed around got put to pulling nails out of that old lumber and straightening them out

("Scatterscrew" continued on page 17)