Stories in Pictures

Youth Involved Through Competition. - Future Farmers of America judging at the National Convention of Future Farmers of America at the Agricultural School of Oklahoma. (Photo from Mr. Leon Carney, Oklahoma, International Projects, Future Farmers Association).

Youth Involved in Wildlife Conservation. The Hunters, Minnesota FFA Chapter built wooden "Thick Rises" as one of its Projects. The Chapter decided the lesson in the spring to see how many ducks could be lured into the boxes. FFA Advisor, Tony Mueserhotz, holds FFA member, Kurt Jensen, who the student of support your Outdoor programs are willing to give. (Photo from Tony Mueserhotz).

by Richard Douglas

Youth Involved in Projecting Exhibits. Ray Halasian was one of the annual Horticultural Booths as an excellent teaching tool. Furthermore, competition exists between the Highland Chapter and the 12 other Chapters in the Yakima Valley of Central Washington. The theme is "protect and promote"-a theme that the Pac-12 does not adopt for what is taught in the Booth. Techniques studied to produce quality produce, the importance of agriculture, the necessity for preserving a livable environment, or procedures for conserving natural resources. Benefits to each chapter are gained by public relations. Members really realize the produce of the area and begin to think about how they can improve the quality. Those in charge of some part of the booth develop executive ability. (Photo by Ray Halasian, Yakima, Washington).

Youth Involved in Ear-Opening Study Tours. A recent study tour to Europe didn't make 17 Kansas FFA members experts on European agriculture, but it did enable them to see much. They found out how different countries are suffering and solutions being made that had a bearing on Kansas Agriculture. $250 million profit. The another two tours of a total went German Young Farmers organization. Local chapters are organized in a national and localistic manner, often by special areas of interest, such as viticulture and viticulture. Chapters are organized for some according to their local production or to small groups rather than the young farmer associations. (Photo from Karl Wininger, Area Supervisor, Agricultural Education, Topeka, Kansas).

Theme-CAREER EDUCATION:

SUPERVISED

EXPERIENCE

AGRICULTURAL PROGRAMS
From Your Editor...

THE EXPERIENCE PROGRAM

MAKES YOUR INSTRUCTION VOCATIONAL

The philosophy behind the career preparation programs which are being conducted and are emerging in school systems across our nation says that in order for a young person to be adequately prepared to perform well in an entry level job, that actual occupational experience is needed. Vocational education, as a vital component of these career education programs, must include the opportunity for the student to apply attitudes, concepts, conclusions, approved practices and skills discussed or demonstrated, in a simulated or real-life occupational setting. It is this "practice-setting," whether at or away from the school, that forces the student to plan, practice, and experience the daily tasks of a worker.

The best time for the student to correct job adjustment and performance errors is while he is still in school; while he is probably under partial or full support of parents, and does not have the financial or personal responsibilities that he will likely have later. If he does change his mind about his job interests, job status and school curricula, the burden is easier for him to adjust to at the younger age.

During the awareness stage (usually elementary school), the experience program should utilize resource people, role playing, field trips, and media experience, in building positive attitudes and concepts. The middle phase (junior high) should include exploring of occupations through seeing, asking, feeling, hearing, and "alongside the worker" experiences, but not performance. In the high school occupational experience program, as an extension of organized instruction, the student follows his training plan in demonstrating the human relations and performance competencies planned for that job.

Make your vocational agriculture program truly "vocational." Later articles describe how this job can be done.

Guest Editorial...

Cecye Scarborough

North Carolina State University

Should cooperative training be a part of every vocational agriculture program?

YES!

The purpose of this article is to give support to this viewpoint.

Work and Learn

ACT — Agricultural Cooperative Training — offers each student the opportunity to get needed work experience.

To Earn

ACT offers each student an opportunity to earn some money through his own efforts. In modern society these opportunities are not readily available for many young people. ACT program helps stop the trend of growing up with no work and compensation for a job well done. The ACT student can give a modern version to the old FFA song: "Earn-while Learning-brings Prest-pot-ry."
TEACH COMBINE OPERATION IN THE FIELD

Roland L. Peterson
Teacher Education
University of Nebraska

We used selected young and adult farmers as laboratory teachers of student combine operators.

A Supervised Experience Program
1. In an extension of classroom instruction for farm, ranch, or off-farm agricultural occupations.
2. Encourages use of approved practices.
3. Promotes closer cooperation and relationships between agricultural education and industry.
4. Infuses teacher about situations of students.
5. Makes effective teaching in a real life situation.
6. Helps students see a need for relevance of instruction.

“Supervision in agriculture is required teaching.” In fact, over the past couple of years it has doubled!

“Do all of your students have an occupational experience program?” No, but that is impossible with semester courses and besides I don’t think it is very needed today in the states, it is just a project!” I really don’t see anything very serious about an experience program. “Students seem to get along just fine without farm programs and I really don’t worry about missing farm visits.”

“Supervision is really questioned my summer employment!”

Have you ever heard or participated in such a conversation in vocational agriculture circles lately? Yes, considerable changes have occurred in vocational agriculture and in the eyes of some agricultural educators apparently a supervised occupational experience program has become an obsolete item in vocational agriculture. If not obsolete, at least a supervised occupational experience program approach does not have a high priority with some educators.

Why are we finding ourselves in this situation? Could it be that teacher educators have not instilled the philosophy of the importance of an occupational experience program in relation to vocational agriculture? Could it be that some state supervisors, vocational agriculture teachers or supervising teachers did not believe in experience programs? Of these educational programs do they have them or consequently supervise visits and experience programs books are left alone.

We here at Creveheart think this program has great merit, perhaps you want to take the experience program for your situation and also try a similar pilot program.

The AGRICULTURAL EDUCATION MAGAZINE

MAY, 1973

Wrenn L. Reed
Vocational Agriculture Instructor
Crestview High School
Crestview, Ohio

Hey! I'll take on all comers in a self- propelled combine operators contest. What's this? I think I hear a chorus of voices. Oh yes, this is depressed. However more audible I can distinguish them as constructive. Now the sound is an almost deafening rising crescendo of voices that is saying, "Oh No! Not another contest, not another FFA contest!" Well, you are right. It isn’t another contest, just a screwy introduction to an April Fool's Day. However I had been challenged by such a statement several years ago I might just have entered my students in such a contest feeling quite confident that they would probably win it or at least do very well in the competition. After all, isn’t agriculture students are almost 100 percent from farm situations, many from large commercial crop farms in northwest Ohio and isn’t this the country where as long as 10 to 15 years ago our students were eBooks of quote, unquote, "high schoolers," who, in my opinion, didn’t have a clue about producing a self-propelled combine. The obvious question was, what can I do about this lack of experience?

We first went over our young combined farmer membership list and began to select farmers who felt they would make good teachers of student combine operators. Secondly, we contacted these farmers and asked them if they would be interested in performing such a service. The following was our plan: to get every junior and senior produce production agriculture and agriculture mechanics student on at least 2 different makes of combines while combining soybeans and at least 2 different makes of combine while combining corn. Our farmyard so the minimum number of times was 3 class periods with more time spent if possible. Next we developed 2 lists: first, a list of farmers who said they would be cooperating, supervising combine instructors and the make and model of combine they would be instructing; secondly, a list of our students and what make and model of combine they had experience with, if any. Then during combine season a series of telephone calls were made during the early morning or noon hour to find out on their or where a certain farmer instructor would be operating. And if he would be operating and if he could possibly find time in the afternoon of that particular day. Some of our students have 3 farm jobs for the vocational school year and for each job with only 2 periods we tried to team up a study hall lunch, half period or after school time to meet the minimum time period. Occasionally we asked that a student be excused from another class for a particular day. We provided prior instruction on the parts, functions and adjustments of combines in general. We asked the farmer instructors to take time awhile during the combine season to quickly mention those main of the machine adjustments and operating characteristics of his machine while giving instructions and/or demonstrate the little "tricks of the trade" and the idiosyncrasies of his particular make of combine. We asked the student instructor to teach the student in the operation of this combine and then turn the controls over to the student for the operation of the combine with, of course, the farmer instructor close by his side.

What was the evaluation of this pilot program? Were there any advantages and disadvantages? The answer to both questions was yes. First, we were impressed with the show general, with the farmers’ cooperation, the eagerness and the high quality of the instruction that they offered. Mainly we found that they made, in our opinion, excellent teachers and it is a fact the student test the high minimum number of times and accept the responsibility seriously for making an educational contribution to these young vocational agriculture students.

Next you ask aren’t there some risks involved? The answer is yes. There are also risks involved when we place our young high school students in a driver training car for driving training instruction, and there are risks involved when student pilots are in training for combine instruction. We do not feel that the risks involved in this program are so great, yet we don’t want to discontinue these training programs. Why should we expect that there would not be risks involved in our combine operating program? The important thing is to try to reduce these risks to a minimum by all possible means. It is our humble opinion that you consult with legal counsel in your locality and state to find out your stand on the possible legal implications of such a program. Occasionally legislation is a problem available in the case of either student injuries and/or property damage sustained during this training program. Secondly, when you select the farmers instructors you should screen them carefully to see if they are adequately protected by your legal counsel has advised you. Perhaps you would want a letter of permission signed by the farmer instructor concerning the liabilities that he is assuming in this program and this letter when written and delivered.

We here at Creveheart think this program has great merit, perhaps you want to take the experience program for your situation and also try a similar pilot program.
AN AG TEACHER'S VIEW: 

The Effectiveness of Supervised Farming Programs

Jack Novels

Vocational Agriculture Instructor

Londonderry, Ohio

Producers agriculture is still the basic core of vocational agriculture. There are not a great many alternatives and a strong supervised occupational experience program is still a fundamental ingredient of a successful production agriculture program.

by the student in the classroom situation? Have you noticed his increased interest in this one of his projects as a guide in problem solving teaching? Have you marveled at his enthusiasm after a timely visit to his farm and watched how he quickly and eagerly to scan the project comparison sheets posted on the bulletin board. How has the dormancy factor stacked against you in teaching students with small projects?

The students who are capable of all of these displays of genuine interest brought about by a good supervised vocation agriculture program are exceptional. These students are indicative of a vibrant vocational agriculture program at work. Let's face it; we have an angle for institution if we take advantage of this natural farming program incentive.

Our students who are capable of being associated with the farming profession. They believe in agriculture and consider it a dignity project in their school and community. A sincere dedication to the ideals outlined in the official National FFA and FFA's and FFA's are necessary for accomplishing more.

Contrary to the pattern that some of our students are not adequate. Our chapter still refers to our state FFA degree winners as state farmers.

Each year some of our chapter officers and I look over our program for the eighth graders before they sign up for four-year class projects in agriculture. They are then visited during the summer months when I discuss our program with the parents and the student.

Students in our vocational agriculture curriculum must carry a minimum of two production projects and three improvement projects per student. Our department averages 3.8 production projects and 3.2 improvement projects per student this year. In my 25 years of teaching vocational agriculture, (21 years here at Londonderry) this requirement has always been met readily by interested students regardless of whether they live on a farm or in town. One hundred percent of our membership has always exhibited projects at our annual County Fair and our local Loudonville Fair. We have also maintained a good exhibition record at the Ohio State Fair. We consider the exhibiting of projects at the fair to be an excellent educational process.

In 30 of our 100 percent of the ownership of their production projects. We emphasize this arrangements for the project book agreements. We visit students homes frequently and discuss current production developments. Our visits are also a means of classroom presentation also for projecting at our annual parent-student banquet. Frequency of visits is based on the student's feeding needs.

Our department has a very high percentage of its graduates entering farming the Ohio State University's College of Agriculture, and allied agricultural occupations. Many graduates of agriculture departments satisfy that vocational agriculture was the high school course that best prepared them for the work of their profession. The opportunity of managing their own farming program with its attendant problems and opportunities has built up the self-confidence developed through FFA leadership activities; the closeness working relationship between the student, the parents, and vocational agriculture teacher.

"May I come over to the Ag Mechanics next period?" "The welders are all busy now!" These are events that have not been brought up, but the answer is even more disturbing. "No, I have class in the classroom that period!""A sad situation, even made sadder because it is repeated countless times in vocational agriculture programs all over Iowa. But why? These are basic facts that need not interfere with a better way—and Belmond is searching for this better way.

Belmond's vocational agriculture instructor has become a coordinator as well as the agriculture teacher. Here's how we have organized our program. Robert Kallwarf is a real live farmer with a knack for mechanics and students, was hired for three periods per week to operate an "open lab" in the agriculture mechanics laboratory. A high school custodian, Luther Proeger, volunteered to give instruction in horticulture. In addition, a tutor, Mrs. Tom Boyington, was hired for the high school for one period per week to attend classes to help students who were also available for additional assistance on an individual-student basis.

All of this has changed the vocational agriculture program to a degree. He gives the instruction for his students as well as their teacher. The open agriculture-mechanics laboratory and horticultural classes meet together for large group instruction. Schedule plans are announced. FFA activities are planned and student motivation is encouraged for all classes at the same time. A variety of teaching and learning approaches are being used. Continuous progress activities are emphasized. Almost all of the student's efforts are reviewed by an evaluator selected by the student. Then the student assigns a grade to the project or may justify it as a pass or failure designation. Tests are used, but never as the sole determinant of the student's grade. Instead of being assigned by the instructor of many of the typical schedule restaints, several schedule shifts have been arranged.

First is a weekly staff meeting during which the three instructors plan the activities for the coming week. Second, the group of three instructors is divided to confer with students individually. The student's plan of study and all evaluations are all reviewed during this time. Each student has ten minutes per week reserved for these conferences. Additional conference time is available in the advisor's room on Tuesday and Friday.

The third change that has occurred is an emphasis placed on individual instruction. The Occupational Experience Program becomes more important. The Occupational Experience Program may be on his own horse, a cooperative employment program downtown, or any other place that fits the student's needs. The Occupational Experience Program provides a very practical career orientation to almost every unit that is a part of a better way.

Para-professional assistance enables the agriculture teacher to give more individual attention to students, and for added emphasis on individual learning.

Another new twist to the v-o-a class schedule is a weekly 20 minute period when all five vocational agriculture classes meet together for large group instruction. Schedules plans are announced, FFA activities are planned, and student motivation is encouraged for all classes at the same time. A variety of teaching and learning approaches are being used. Continuous progress activities are emphasized. Almost all of the student's efforts are reviewed by an evaluator selected by the student. Then the student assigns a grade to the project or may justify it as a pass or failure designation. Tests are used, but never as the sole determinant of the student's grade. Instead of being assigned by the instructor of many of the typical schedule restaints, several schedule shifts have been arranged.

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In most states the vocational agriculture teacher is hired on an eleven or twelve months contract. The original incum- bency is the result of the 1917 Smith-Hughes Act which placed emphasis on the vocational agriculture teacher making home supervised visits to observe the student’s "project program." The emphasis was for the teacher to have close working relation- ships with the boys and their parents. The two or three additional summer months employment allowed the teacher time to make those visits to whom we now call supervised work experience programs.

What about 1937? Are vocational agriculture teachers accountable for the extra months employment that other teachers are not? Is the original intent of the Act passed fifty-five years ago outmoded in these years of transition? The original intent of the Smith-Hughes Act was to provide a program which included more than the academic curriculum, the bill believed that a good program justified additional time to meet the objectives set forth.

In Kansas the superintendents of schools are asking the state supervisory staff, the teachers along with the vocational agriculture teachers these questions: (1) How do you justify the increased or additional agriculture teacher on an eleven month basis? (2) There are so few farms students engaged in farming may need for a teacher to be on eleven months employment? (3) There are no students in the secondary school in the summer—why eleven months salary for employment? (4) Are there students in the secondary school in the summer—why do vocational agriculture teachers teach on an eleven month basis? (5) Are there students in the secondary school in the summer—why do vocational agriculture teachers teach in the summer? (6) Are there students in the secondary school in the summer—why do vocational agriculture teachers teach in the summer? (7) Are there students in the secondary school in the summer—why do vocational agriculture teachers teach in the summer? (8) Are there students in the secondary school in the summer—why do vocational agriculture teachers teach in the summer? (9) Are there students in the secondary school in the summer—why do vocational agriculture teachers teach in the summer? (10) Are there students in the secondary school in the summer—why do vocational agriculture teachers teach in the summer? (11) Are there students in the secondary school in the summer—why do vocational agriculture teachers teach in the summer? (12) Are there students in the secondary school in the summer—why do vocational agriculture teachers teach in the summer?

A study completed in July, 1972 by Dan Blackledge for his master's degree requirements asked Kansas vocational agriculture teachers the number of vis- itors they made to each student’s home. The majority revealed that 24-70% of the vocational agriculture teachers made one home visit per year. Of the home visits, 20-40% of the visits were made to the home of the individual student and communicat- ing with the total community. In 1972, it is evident that Kansas teachers averaged 1/3 student’s home visits during a nine month regular school term and one visit during summer months. This study tends to show agreement with the previous study, which indicated only 10% of their time was spent in the classroom. The summertime programs have therefore little incentive in dollars for a strong summer program; (3) some teachers do a minimum amount of work in the summer months to justify the salary; (4) some teachers do an inadequate job of officially reporting their program to the school administration.

Are you accountable for your summer program?

The cooperative education program at Booker T. Washington High School in New Orleans is devoted primarily to teaching Vocational Horticulture. The Orpheus Parish School Board in coop- eration with the State Department of Education has provided excellent facilities, equipment, and supplies for the program. This is a joint teacher and instructor and the instructors are doing an excellent job in training these students in the many skills necessary in working with plants. The depart- ment has as one of its objectives landscaping of the school campus. This not only enhances the appearance of the school grounds but also provides training for the students. Greenhouses are located on the campus. Although these facilities provide training for the students, the teachers concluded that an extension of the pro- gram was necessary in order that the students could receive additional prac- tical experience. The Vocational Agri- cultural Section of the Louisiana State Department of Education in coopera- tion with the State Board of Education initiated the Cooperative Agriculture Education (CAE) Program. Junior and senior students are eligible to enroll in this program. They attend classes during the morning and are released in the afternoon to work and receive training at the Vocational Agriculture Training station. These students work a minimum of fifteen hours per week and receive two additional units of school credit.

The Vocational Agriculture teachers at Booker T. Washington decided this year to offer an opportunity to some of their students to receive the additional learning experiences they felt were needed by these students.

The Coordinator of the program immedi- ately began making contacts with various businesses where these students might be placed for on-the-job training. Several students were placed in nurseries and florist shops. However, the most innovative idea he came upon was the possibility of the students being placed in some of the fine hotels in New Orleans. Being located in the deep south, these hotels have always main- tained gardens throughout their estab- lishments, much to the delight and pleur- ure of their many tourists and guests who come from many foreign countries and from all over the United States. Mr. Jordan discovered that the manage- ment of many of these hotels and motels were very interested in seeing that their own ornamental plants were properly maintained and he placed several stu- dents in these establishments.

Among those cooperating in the pro- gram was The Royal Orleans Hotel located in the famous old French Quar- ters of New Orleans.

Benny Campbell, a student at Booker T. Washington High School, was se- lected to be placed at The Royal Or- hannes H.S., New Orleans, a teacher in the Co- operative Agriculture Education (CAE) Program. Junior and Senior students are eligible to enroll in this program. They attend classes during the morning and are released in the afternoon to work and receive training at the Vocational Agriculture Training station. These students work a minimum of fifteen hours per week and receive two additional units of school credit.

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CAREER EDUCATION: Supervised Agricultural Experience Programs

Arthur L. Eicken
Instructor and Coordinator
Agricultural and Diversified Occupations
Carrollton, Illinois High School

The success of any supervised exper-
ience program of the sort described in this article depends very much upon the philosophy of those charged with supervising the work in the various programs. The philosophy is based upon an understanding of the significance of the various activities included in this viewpoint, especially the words supervision, experi-
ences, and programs as they relate to the learning processes. The use of these terms is dependent upon the understanding of the individuals involved in their use. The whole concept is based upon the philosophy that the students are the key to the development of the program, and that the supervisor of the program must work closely with the students to make the program work. The success of the program will depend upon the understanding of the philosophy of the program and the ability of the supervisor to work closely with the students to make the program work.

Agricultural Education Programs vs. Projects

With so many present-day concepts of vocational education not clearly defined in the minds of educators there must be a distinction between projects and programs. Projects usually are not included in this definition. Supervised agricultural education, as a whole, must be kept in mind as being a part of the total educational program, and not just a part of the individual student's program. The success of the program will depend upon the ability of the supervisor to work closely with the students to make the program work. The success of the program will depend upon the understanding of the philosophy of the program and the ability of the supervisor to work closely with the students to make the program work.

Agricultural Education Programs vs. Projects

Supervised agricultural education programs in the context of what has just been stated concerning an educational philosophy, can be seen to be of value, in that they provide an opportunity for the students to participate in these activities and to gain experience in these activities. The success of the program will depend upon the ability of the supervisor to work closely with the students to make the program work. The success of the program will depend upon the understanding of the philosophy of the program and the ability of the supervisor to work closely with the students to make the program work.

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In a professional world seeking and rewarding change as a sign of progress, what valuable resources have been developed for vocational agriculture?

T. R. Miller
Teacher Education
North Carolina State University

Not all opportunities are at a job site. Opportunities are available at home and school in vocational agriculture as well. To plan for opportunities at home and school, the student needs to learn to see all appropriate activities available to advance his career development. Further, the student needs to form a "home improvement project" that will enable him to realize the advantages of the different types of occupational experiences since they are given the importance to vocational education. Consideration must be given to personal interests and abilities that exist among other factors associated with occupational experience programs.

A study was recently conducted to determine the relationships of factors associated with occupational experience programs. The study was conducted to determine the importance of the relationships that existed between job satisfaction, attitude toward preparation for the world of work, and the change in school attendance and achievement between two comparable groups.

Procedure

Ten vocational programs were randomly selected from each of the five vocational schools. These programs were separated from a total of 1,068 occupational programs being conducted in Tennessee: 119 in distributive education, 96 in industrial education, 110 in vocational agriculture, and 169 in voca- tional education. Five pupils were randomly selected from each of 10 programs in the five fields. This involved a sample of 250 pupils.

These pupils responded to a 23-item attitudinal inventory relative to their attitudes toward preparation for the world of work and indicated job satisfaction relating to their occupational experience, according to the Hoppeck Job Satisfaction Test. These records for the fall semester of their senior year were compared to the comparable semester before receiving any occupational experience.

The pupils were grouped according to their occupational experiences into cooperative, school laboratory, self-employment, and school laboratory cooperative patterns.

Findings and Conclusions

1. Pupils who had received different occupational experiences did not differ significantly in each of the five schools in school attendance, job satisfaction, and attitude toward preparation for the world of work. However, differences did exist with respect to the attitudinal statements that dealt primarily with reliability of

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The study could contribute to the career education concept in showing that the more exposure a pupil had to vocational education, the more favorable the attitude toward preparing for the world of work. Pupils with only one year experience in vocational education gave the least desired response and the attitude toward preparing for the world of work improved progressively with the number of years they were enrolled in vocational education. This finding indicates that it is important to imply that more thought and effort should be given to improving programs for first year pupils.

The study did not show any one occupational experience pattern, but this may be due to the limited time of the experience and to the way the students were scheduled. It did indicate that the experiences received in one vocational field were of better quality than those received in another. It did show that some significant differences existed among the factors studied which should give insight into suggested changes for improving existing programs. These differences should be studied by vocational education personnel in an attempt to improve school attendance, job satisfaction with occupational experiences, or practices used in preparing persons for the world of work.

A series of learning experiences provided for the students and supervised occupational experiences programs and formal instruction and FFA activities have been the basis for sound vocational programs in agriculture for many years. These elements which have been used extensively to prepare people for careers in production agriculture should also be included in an integrated effort to help students prepare for study and advancement in nonfarm agricultural occupations.

Teachers have placed students in agricultural businesses for occupational experiences programs in various areas such as horticulture, agricultural merchandising and agricultural supply. Most secondary school agriculture programs include a core of instruction in animal and plant sciences and other technical areas which equip students with the basic agricultural knowledge and skills needed by employers in nonfarm agriculture firms. FFA activities can be adapted for students with career objectives in nonfarm agricultural occupations. Howev[

### Related Instruction for Nonfarm Agricultural Occupations Experience Programs

**David L. Williams**  
Teacher Education  
University of Illinois  
Urbana-Champaign

The student needs general and specialized courses that will equip them for specific job skills and training in a nonfarm agricultural occupation.

1. **Agriscience**  
   - Understanding the basics of agriculture
   - Identifying and understanding the role of various agricultural professions
   - Developing skills in agricultural technology

2. **Entrepreneurship**  
   - Understanding the concept of starting and running a business
   - Developing skills in marketing and sales
   - Identifying market opportunities

3. **Marketing**  
   - Understanding the role of marketing in agricultural sales
   - Developing skills in market analysis and strategy
   - Identifying customer needs and preferences

4. **Inventory Management**  
   - Understanding the importance of inventory management
   - Developing skills in inventory control and forecasting

5. **Retail Management**  
   - Understanding the role of retail management in agricultural sales
   - Developing skills in customer service and sales techniques

6. **Writing for Agriculture**  
   - Understanding the importance of writing in agricultural communications
   - Developing skills in writing reports and technical documents

7. **Consumer Behavior**  
   - Understanding the role of consumer behavior in agricultural sales
   - Developing skills in understanding consumer needs and preferences

8. **Product Development**  
   - Understanding the role of product development in agricultural sales
   - Developing skills in innovation and product experimentation

9. **Quality Control**  
   - Understanding the importance of quality control in agricultural production
   - Developing skills in quality assurance and inspection

10. **Selling from behind the counter**  
    - Understanding the basics of retail sales
    - Developing skills in sales techniques and customer service

### Agricultural Operations

1. **Understanding operating principles**  
   - Understanding the basics of agricultural systems
   - Identifying the components of agricultural operations

2. **Analyzing farm management systems**  
   - Understanding the role of farm management in agricultural operations
   - Developing skills in analyzing and improving farm management systems

3. **Assessing farm equipment and machinery**  
   - Understanding the role of machinery in agricultural operations
   - Developing skills in assessing and selecting farm equipment

4. **Examining farm operations and procedures**  
   - Understanding the role of operations and procedures in agricultural efficiency
   - Developing skills in examining and improving farm operations

5. **Evaluating farm finances**  
   - Understanding the role of finances in agricultural operations
   - Developing skills in evaluating and managing farm finances

6. **Identifying farm problems and opportunities**  
   - Understanding the role of problem solving in agricultural operations
   - Developing skills in identifying and addressing farm problems

7. **Prioritizing farm tasks**  
   - Understanding the role of prioritization in agricultural operations
   - Developing skills in prioritizing farm tasks

8. **Planning farm activities**  
   - Understanding the role of planning in agricultural operations
   - Developing skills in planning and scheduling farm activities

9. **Assessing farm workforce needs**  
   - Understanding the role of workforce in agricultural operations
   - Developing skills in assessing and managing farm workforce

10. **Preventing farm hazards**  
    - Understanding the role of safety in agricultural operations
    - Developing skills in preventing and managing farm hazards

### Related classroom instruction should correlate closely with nonfarm supervised occupational experiences programs.

(Concluded on page 252)
WHERE DO WE GO FROM HERE?

So you have decided to implement a supervised vocational work experience program? Where do we go from here?

A pilot ornamental horticulture program was developed in the public school system in Lincoln, Nebraska during June to August, 1971, by Dr. Roy Dillon and Mr. Melvin Seeman. The main reason this program was originated was to determine the feasibility of initiating an ornamental horticulture work experience program for disadvantaged students in an urban school system. A need for educational and occupational education in the area of ornamental horticulture was documented by a research study from the Nebraska Research Coordination Unit for Vocational Education.

Program Planning

During the establishment of any new program, the planning phase is of great importance. The decisions you make in this period may well prove restrictive later on if it is not a well-thought-out set of policies and procedures is vital. State only rules which are necessary yet flexible to meet individual needs. When this has been done, four basic steps are involved in the planning phase:

1. Establishment of advisory committee
2. Selection of training sites
3. Recruitment of students
4. Development of multi-media materials

These four steps carry equal importance in program planning.

The first step was the creation of the advisory committee composed of local business owners. The committee recommended the stress level and development of students' skills and their relationship to the job. Individual expertise of each member was solicited in the development of objectives and learning activities for the course.

But the advisory committee was only one important viewpoint. Equally important was the selection of training sites. The cooperation of the businesses was very positive; but due to the economic situations, many were forced to decline. Acknowledgment was very important to new workers. Personal contacts with the managers and owners should be made explaining the philosophy of supervised vocational work experience program. This should result in job commitments. Criteria for final selection of training sites included:

1. Does the business have supervisory personnel to handle on-the-job training?
2. Is the business willing to carry out the training plan designed for each student?

Strength and success of any supervised vocational work experience program appears to be linked directly to the commitment of the business to its teaching function.

Three questions—Do teachers of agriculture feel induced upon when "educationally disadvantaged" students enter their classes? Do teachers accept vocational educational avenues as an alternative to traditional education for these potential school dropouts, the chronic failures?—were of concern in the initial phase of a three-year research and development project sponsored by the U.S. Department of Agriculture for "Educationally Disadvantaged," by The Department of Agricultural Education, The Pennsylvania State University.

Among the teachers interviewed, the question "We really haven't thought much about educating others" has been largely accepted as a given fact in recent research (1). A ten-state opinionnaire mailed to all 312 high school teachers of agriculture in the nation. Forty-five percent or 139 teachers responded expressing their observations and opinions regarding educationally disadvantaged students. Supplementary data about the number of students and number of special classes were also collected.

Briefly summarized, the teacher responses indicated that:

1. An estimated 19 percent of the students in agricultural classes are "educationally disadvantaged." The Pennsylvania Department of Education definition—students from two or more years in academic achievement are considered to be educationally disadvantaged—was used (2, 3). The student characteristics, "slow learners" and "dull," though not as inclusive as the above definition, were used in the opinionnaire since teachers associate these terms with the academically disadvantaged (3, 4, 5). The teachers responding had in their classes a total number of 7,431 boys and girls, grades 9 through 12. Of these, the teachers estimated that 1,486 (19 percent) were educationally disadvantaged.

2. Of the 125 schools represented by the teacher responses, thirteen had separate classes in agriculture designed for the needs of "special education" students. A total of 127 students were enrolled in these special classes. Teachers in these schools were ambivalent about the advisability of placing educationally disadvantaged learners into separate classes.

3. A strong need was expressed by teachers for instructional materials and methodology designed for teaching the educationally disadvantaged.

(4) Teachers surveyed were committed to helping the educationally disadvantaged student succeed both in school and on-the-job.

In general, teachers do not regard behaviors of educationally disadvantaged students as problems for the school. This finding was surprising inasmuch as the literature consistently views such students as unruly and hostile (5, 6).

The purpose of the survey was to assess teacher attitudes about educationally disadvantaged students at the start of the three year project. Success or failure of other projects designed for the disadvantaged has been attributed to teacher attitude (5, 6).

Four attitude statements in the opinionnaire reflected on the placement of educationally disadvantaged students into separate special classes. Although 15 schools reported this procedure, teachers were uncertain about the advisability of this approach. The results are reported in Table 1. The attitude scale used scored from five points for "strongly agree" to one point for "strongly disagree." An undecided response scored three points. Thus, an average score higher than three would indicate agreement with the statement while a score lower than three would show disagreement.

Table 1. Teacher Attitudes Toward Placement of Educationally Disadvantaged Students Into Separate Special Classes

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would classify more if slow learners were excluded from my classes</td>
<td>151</td>
<td>2.9</td>
</tr>
<tr>
<td>I would classify less if slow learners were excluded from my classes</td>
<td>136</td>
<td>3.1</td>
</tr>
<tr>
<td>I would classify less if slow learners were excluded from my classes</td>
<td>155</td>
<td>3.2</td>
</tr>
<tr>
<td>Slow learners are accepted into regular agriculture classes</td>
<td>159</td>
<td>3.9</td>
</tr>
</tbody>
</table>

On the two statements (Table 1) favoring placement of students into separate special classes, teacher attitude scores were neutral (2.9 and 3.1 respectively). On the two statements advocating placement in regular classes, the teachers expressed a positive viewpoint (scores of 3.2 and 3.9 respectively).

Two statements dealt with preparation of instructional materials and teaching skills. As shown in Table 2, teachers emphasized the need for both.

Table 2. Teacher Attitude Toward the Development of Instructional Materials and Teaching Skills to Improve Teaching Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need instructional materials</td>
<td>137</td>
<td>3.9</td>
</tr>
<tr>
<td>Need help to improve skills</td>
<td>135</td>
<td>3.9</td>
</tr>
</tbody>
</table>

(Concluded on page 292)
CO-OP EDUCATION FOR THE EDUCATIONALLY DISADVANTAGED

Arvell H. Pasche
Instructor in Agriculture
Sisseton Prairie High School
Prairie Du Sac, Wisconsin

Using the agricultural business, we can motivate the Educationally Disadvantaged to graduate from high school in a basic step toward success. The program over the past three years has had 20, 23, and 30 students enrolled.

Type of Program
During high school the students are entitled for one half of the school day (10-25 hours per week) at a local business for which they receive minimum pay, ($1.10-$1.75/hr.), 1/3 of (19 required for graduation) and hopefully they will develop competencies for employment.

Purpose
The work for the student is in a realistic environment and equipment needed are available, quality supervision is provided, and the student can adjust to work before graduation.

The student has another path to follow besides attending school full time, and perhaps the student has a chance to explore interests and become a success at work while he may have the chance to graduate and success in school up to this point. The student may suddenly have a goal which he hasn't seen before. The student will also have many responsibilities which are new to him, and which he may need help in mastering.

For Whom Intended
We aim our program at the student who is 16 years old or less, who has a problem to agricultural education and a potential in cooperative work. A potential in cooperative work and the enrollment is limited by the number of employment stations available in the community. The program is designed for a student with a formal written program with a written. After all applications are in, a committee consisting of the instructor, high school principal, and guidance department counselor, selects the students who will be allowed to enroll in the program.

Curriculum
The curriculum of the class centers around the following topics: careers, checks and opportunities; applying for a job, steps and procedures; relationship with the employer; progressing in an occupation; knowing and understanding yourself and others, values, personality, abilities; use of money from employment; contracts; credit, use of credit; bank services; social security; taxes; insurance; and vocational development in our country.

There is coordination between the classroom and the job. Much of the students’ work in class is completed on an individual basis which leads into the instructor doing a great deal of guidance and counseling about problems at home, work, or in school. The is made of the Learning Activities Pac developed at a workshop held at River Falls, Wisconsin.

Selecting Training Stations
Training stations are selected according to the needs of the student and the cooperativeness of the business. The business will be realistic training stations which are more valuable than others. There will always be a shortage of training stations and there will always have to be new ones developed. Students must be placed at jobs which are interesting or they will not perform well. When placing students it is important to match the needs of a station with those of the student. The station must also have for his needs. Some stations can handle a difficult student better than others, but all stations in the program must be kept working well, or the training station may be lost. One of the best places for programming in the problem program is initiated by a student who is happy and an employer who is happy or satisfied.

Cooperation Visit
Visit must be made by the coordinator

One of the students of the program will be sent to each month, out working the field dispensing blank forms to those in the program to come in and register with them. They are then put up with regard to the students at work frequently enough to keep aware of the situation. Unless there is a problem with a student, visits should be made every 3-6 weeks. If a problem arises, of course, more visits will be required. The visits can be very helpful to determine a student is performing a variety of tasks, in that order he may receive different experiences and at the same time learn to handle some responsibilities.

Facilities Required
Facilities for the program are no different to the traditional agriculture program. A shop may be necessary but there are times when it may be helpful for experiences the student may encounter. It may be used to give the student experience in an area he is having difficulty with at work.

Forms
Several different forms are used for evaluation of student performance at the work station. Employers tend to hire students who are reliable which does not require a great deal of time to fill out. Students are given a grade for their work by the employer.

Anticipating Problems
One problem is discovering the real values and attitudes certain students may have developed in a few of previous experiences. Coordination between instructor, employer, student, parent, and other school personnel is important. Students must be selected with care as well as selection of training stations.

This program has helped to prevent students from dropping out of high school, has helped in preparing students for the world of work, and has aided in developing a student who knows himself better and is more employable, all of which is what we had intended at the beginning.

CONFIDENCE VALUE OF LOCAL STUDY

Larry H. Coltrane
Vocational Agriculture Instructor
Southeast High School
Kansas

CONFIDENCE. The vocational agricultural instructor must have self-confidence, confidence in the subject he teaches, and in the processes he uses to instill this confidence in his students. Problems arise when the instructor has no CONFIDENCE or lack of confidence determines the success of a classroom teacher.

Competencies needed for employment in agriculture as determined in a national survey can be taught with the confidence that they are truly needed and desired by the local employers. These results can be a valuable aid in determining the course content for teaching agricultural occupations.

A national study was written to determine the range of retail fertilizer workers employed, the anticipated need for new fertilizer employees in the next five yearly, whether or not hiring of competencies, and the importance of different competencies. The survey is set up in six different areas and each of the areas were broken down into a number of abilities or understandings. The respondents were asked to rate the importance of the various understandings, giving it a rank of very important, important, somewhat important, or for little importance. The respondents were also asked to indicate the understanding of important. Twelve replies were received for a seventy-five per cent return.

The responses were classified into two groups, the large and the small, based on the number of employees involved in each. The understanding of competencies of those firms which had more than one person employed full-time in fertilizer selling job, and the remaining nine one or less full-time fertilizer employee.

Findings
It was found that most of the employees in the fertilizer area is being planned by the large group of competent personnel in a problem with the small dealers, but more of a problem with the large firms. There was not a majority of either group of retailers interested in hiring vocational agriculture students as part time workers in a learning capacity. However, 50 per cent of the responding large firms and 33 per cent of the responding small firms indicated that they were undecided.

Understanding in related areas and abilities in mechanical areas were the highest ranking competency areas. They were followed by abilities in related areas and abilities in mechanical areas were next, and the least important areas were those of abilities in plants and soils.

There was a difference in the attitude of the large and small firms. The large firms rated the competencies in related areas considerably higher than did the smaller firms. They also desired more advanced competencies understanding abilities and understandings. In no competency area did the large firms rate the degree of competency higher than did the large firms.

Of the forty-one individual competencies surveyed, thirty-two were rated as most important with ratings of 3.6 or higher. These competencies with their respective overall ratings are listed below.

Ability or Understanding of
Operations equipment in a safe manner Perform routine maintenance equipment Apply fertilizer to crops properly and accurately Repair fertilizer equipment Meet the public

Good employer-employee relationships Select the appropriate fertilizer material Make fertilizer recommendations from retail looks

Fertilizer grade Characteristics of fertilizer materials

HAROLD PARADY NAMED EXECUTIVE DIRECTOR

Harold Parady has been appointed Executive Director of AAVM. He has been with the organization for two years. Parady replaces G. E. Henderson who served as the executive director of the organization a quarter of a century ago. Parady is well qualified for the position.
Teaching Techniques

Student-centered activities should be planned to make learning in the classroom meaningful and relevant to the needs of the student. Instruction should focus on activities which students anticipate doing or doing on the job. The competencies being taught must be used in the student's supervised occupation-related assignments before the learning process is complete.

The problem-solving approach is considered the most effective method of teaching. It provides a necessary motivation element and develops in the student the ability to solve systematically the problems he will face as he progresses in his career. Much of the instructional time in the classroom should be used to solve problems and smoke decisions, just as the student must do in his normal work. This is especially true in preparing young people for successful employment in our rapidly changing business firms.

There is a positive correlation between active student participation and learning. Therefore, a variety of techniques should be used to gain student involvement. Some techniques that may be used in providing related instruction, role playing, and in-class discussions (2) require students' participation in planning, simulation, laboratory activities, project field trips, and group discussion, and (7) reports.

Conclusions

Three sources of learning (1) the classroom, (2) the supervised occupational experience program, and (3) the off-the-job exposure all contribute to making the educational program work in the farms business firm.

The teacher is responsible for coordinating the learning activities so that each contributes to the student's education, work, and his employability. Related, classroom instruction should be combined with supervised occupational experiences.

The procedures recommended for general occupational competencies and the specific job competencies needed to succeed in an occupation.  

BOOK REVIEWS


I. Development of Agricultural Education in Public Schools

II. Teaching Procedures--4 Chapters

1. Classroom Instruction
2. Projected Learning
3. Laboratory Learning
4. Vocational Education

Chapter 5--Specialty School Agriculture Education--6 Chapters

Chapter 6--Planning for Agriculture Mechanization--2 Chapters

Chapter 7--Preparing and Using Facilities, Equipment, Supplies, and Teaching Aids

Chapter 8--Administration and Evaluation

Chapter 9--Evaluation of Educational and Economic Changes

Chapter 10--Agricultural Science

The handbook is recommended for persons who are interested in the practices in agriculture and their associations. In addition, this book will probably be used extensively as a textbook in undergraduate education courses. The book also provides a wealth of information on teachers of agriculture and agriculture education. 


This is a good teacher's reference for teachers who are engaged in in-depth farm management programs in their curriculum and who also desire to utilize farm business management as well as a good supplemental reference for teachers who are conducting farm management programs for young and adult farmers.  

Howard Turner

Howard Turner has been promoted to the position of Editor by the American Association for Vocational Instructional Materials (AVAIM). This is a new position being created by the expansion of services to vocational education by this national organization.

In this new position, Turner will be responsible for the research, production, and editing of all new and revised publications produced by the Association developed by the Association. His responsibilities will include testing and evaluating the effectiveness of materials and products produced. He will also train and assist new writers who will be added to the staff.

Turner has been with AVAIM since 1960. During this time he worked first as an illustrator and then as an author. The books and teaching aids he has produced are being used in vocational schools, in industry and by individuals throughout the United States and foreign countries. They are especially adaptable for use in the developing countries.

From the Book Review Editors Desk...

BOOKS TO BE REVIEWED


If you find one of these book titles on the list you would like to see reviewed and the Book Review Editor a card and we will send you a book to review. The book will be yours to keep. Address: Howard Turner, Agricultural Education Department, Oklahoma State University, Stillwater, Oklahoma 74074.
Stories in Pictures
by Richard Douglass

POWDER PUFF SHOP—Harold Johns, Voc-Ag Instructor at Benson, Nebraska, trades classes for a short time with the Home Economics Instructor. He has instructed for a number of years for a suitable way to develop the shop skills needed by the modern homemaker. Harold uses a cedar box assembly kit as a teaching tool. The girls develop basic hand tool and finishing skills while producing an attractive and useful product. The students are enthusiastic about the project, which can be completed quickly.

(PHOTO BY RICHARD DOUGLASS)

IDEAS UNLIMITED CONTEST—The NVUA sponsors an "Ideas Unlimited" contest annually during their national convention. It is designed to give classroom teachers attending the convention an opportunity to share their talents. The contest is open to all teachers of the Vocational Agriculture students at the state and local level. The winners, chosen by a panel of judges, receive a large plaque, cash, and other prizes.

(DIFFERENT COLUMN)

SUMMER'S THE TIME TO LEARN NEW SKILLS—Arkansas Voc-Ag Instructor provided in-service training last summer at Camp Crousehead. The Head of the Engineering Department at the University of Arkansas, Professor Billy Bryan, provided the instruction on the use of the transit. This type of in-service instruction results when groups of teachers identify common needs and request specific programs. (Photo by Marlin D. Fisher, Assistant Supervisor, Ag Ed., Arkansas)

(ARTICLE)

PLACEMENT AND FOLLOW-UP

THE SCHOOL'S RESPONSIBILITY FOR

THEME: CAREER EDUCATION:

Vocational Agriculture Education

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