Agricultural Education
August, 1974
Number 2

Stories in Pictures
by Richard Douglass

Evaluation in the Judge's Fete. — The President of the Stidell FFA Chapter (Madison) accepts the award for the Chapter's Grand Champion Bass. The award was made at the State Spring Livestock Show. (Photo from Dr. J. C. Alexander, Louisiana State University, Baton Rouge.)

Results of Career Education Planning. Ray Chapman, 12, acting as a judge, displays results of his research project to visiting first grade students. A "lantern business" fits in a plant which produces a strong wood. (Photo from Alva Cates, Vocational Education Program, Washington State Council for Occupational Education.)

Planning pays off in Agricultural Mechanics. Vocational Instructor train up at Tri-County High School in Nebraska. Two sided, built benches were used to mark the tools of the handsaws. (Photo by Richard Douglass)

Self-evaluation for self-improvement with the help of the partner. Nebraska student teachers code videotapes of their teaching and get an instant analysis. (Photo by Richard Douglass)

Planning and Evaluation Pay Off. — Virginia Vocational Teachers' AWARD OF EXCELLENCE was presented to Carl S. Thomas (right), assistant director, Bureau of Vocational, Technical and Adult Education, State Department of Education. The presentation was made by W. H. Wayman, retired state supervisor of home economics in Virginia. Mr. Thomas is now at post-secondary and adult education for schools in West Virginia. He received an academic and adult education for assuming his new responsibilities. (Photo by W. H. Wayman)

Developing Technical Competence

Theme—TEACHER EDUCATION
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The AGRICULTURAL EDUCATION MAGAZINE is published monthly by THE AGRICULTURAL EDUCATION MAGAZINE, Inc., and is printed at the Lillywhite Press, Inc., 920 East State Street, Athens, Ohio 45701.

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COVER PHOTO: Developing Technical Competence in Agricultural Education, these Nebraska students are updating their skills in a de-technicalized service approach. In addition they are studying available teaching aids. The teachers use the aids with appropriate feedback to multiple-choice questions. Instructions [left to right] are Grant Wissman, Newman, George; Carl Brown, Ashton; Gary Horn, Gren; Bruce and Teresa Michalski, formerly from Bloomfield, (Photo by Richard Douglas)
is more than farming and agriculture. The applied arts and animal science which is not farming and ranching does not particularly serve farmers and teachers assume too.

The term "industry" in "The Industry of Agriculture" is challenged by a person who was obviously from industry as it is used in the Standard Industrial Classification. He said "Agriculture is not one industry but seven industries that educators are trying to find occupations in which the Bureau of Labor Statistics, Department of Commerce focus on industries. was not interested.  "Agriculture" is perhaps the proper umbrella term. Limited success may be expected from another educational agriculture to give it a broader definition especially since they already have used "Agriculture/Agribusiness" and when the Department of Labor continues to define agriculture really farming.

Your editor has turned reporter this month. I want you to think about the alternatives for awhile. You may have some of the background information upon which to base your thoughts concerning the controversy. — Mill

It is time to challenge those in roles of leadership in agricultural education to assume a more positive posture in the issues and trends that relate to teacher education in agriculture.

It is time to challenge those in roles of leadership in agriculture to assume a more positive posture in the issues and trends that relate to teacher education in agriculture. Teachers of vocational agriculture, school administrators, program supervisors and directors, and teachers all serve in important and strategic roles in shaping, teaching, and directing programs in agricultural education. In order to be effective, a teacher must have the ability to communicate. The ability to communicate is essential to the success of any educational program. Teachers of vocational agriculture must develop the skills necessary to communicate effectively.

There are many facets of a teacher’s role that make up a complete picture of their teaching. This includes many different aspects of teaching such as preparing lesson plans, giving feedback to students, and assessing student performance. These facets are important because they allow the teacher to effectively convey knowledge and skills to their students. In order to be successful, teachers need to be able to communicate effectively. This includes being able to speak clearly, use appropriate language, and engage students in the learning process.

When student perceptions of the teacher are communicated to teachers, teachers tend to modify their perceptions in the direction of the students' ideal teacher.

When student perceptions of the teacher are communicated to teachers, teachers tend to modify their perceptions in the direction of the students' ideal teacher. There were a number of other rather interesting outcomes of the study which has the potential of being useful to other researchers for in-service professional growth programs for teachers of vocational agriculture.

One finding of the study was that there is significant difference in the perceptions of the teacher that they are economic in the teaching-learning situation, the lower the teaching-learning situation, the lower the teaching-learning situation

Another finding of the study was that students consistently rated teachers as knowledgeable about the content of the subject being taught and as fair and objective in their grading practices. This indicates that students are more satisfied with the overall quality of their teacher-student relationship when the teacher is perceived as knowledgeable and fair.

The study concluded that teachers who are perceived as knowledgeable and fair are more likely to have positive relationships with their students. Consequently, it is important for teachers to develop these qualities in their teaching. This includes being knowledgeable about the subject matter, being fair in their grading practices, and being willing to listen to student concerns.

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TEACHER EDUCATION ADVISORY COUNCIL
MEMBERS SELECTED AT RANDOM—
A Success Story

Alfred H. Krebs
Teacher Education
Virginia Polytechnic Institute and State University

There has long been a strong interest in finding ways to involve people in the development and evaluation of programs which affect them. One of the more effective techniques for achieving this involvement has been the representative advisory council, sometimes known as a consulting committee. When properly constituted, representative advisory councils have been of great value. The experience of an advisory council is, as with most groups, having able and interested members. While a variety of procedures can be used for securing the council membership, the procedure most likely to provide the best result is a random selection procedure. This method of selection was used in organizing an agricultural teacher education advisory council for the State of Virginia. The procedure and the results are worth consideration by all who believe in lay citizenship involvement in education.

Clear Purpose Critical
Before deciding on the membership of an advisory council, it is first very important that the purpose for which the council will be established be understood. Many advisory groups designated as "representative" of the rural areas or of agricultural special interest groups. For example, many teachers have advisory councils in their schools to help them with particular aspects of the program such as vocational agriculture. The council member wants to be specified. Councils which can help in free teaching materials and placement opportunities for students, he would be well advised to select three to five of the best known leaders among the owners-managers of the local and area agricultural businesses. If, on the other hand, the teacher is interested in organizing such a council to study the general plan of education, the membership should be selected and the purpose of the selection of the members.

In the case of the Virginia Agricultural Teacher Education Advisory Council, the purpose for which the council was organized was quite clear. The teacher education department at Virginia Polytechnic Institute and State University and Virginia State College wanted advice and counsel with regard to all aspects of the teacher education program. The membership should be selected and the purpose of the selection of the members.

Selecting the Membership
Once the purpose for organizing the council has been defined, the procedures for selecting the members must be carried out. A random selection procedure was determined to be the following steps were taken:

1. A committee was appointed to select the random sample. Members of the selection committee included the state adviser for agricultural education, the state head teacher educator, and the president of the Virginia Vocational Agriculture Teachers Association, and two others in agriculture.
2. A list of the teachers was obtained and updated to include all teachers of Agricultural Education in the State. The list was divided into two parts: one for the state agricultural education program, and the other for the Virginia Vocational Agriculture Teachers Association, and two others in agriculture.
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5. The teachers on the lists were numbered consecutively beginning with the number "one" in each year. Using a table of random numbers, each list was divided into two parts: one for the state agricultural education program, and the other for the Virginia Vocational Agriculture Teachers Association, and two others in agriculture.
6. The teachers were selected from the lists: one for the state agricultural education program, and the other for the Virginia Vocational Agriculture Teachers Association, and two others in agriculture.

As with all successful representative advisory councils, it served basically as a study group seeking information and considering all aspects of the programs at which level of formulating recommendations. While some observers who were unhappy with certain recommendations were more than willing to go "new sample be drawn," most of the Virginia agricultural education profession developed a deep faith in the advisability that any council of this type might become a member added to the meaningfulness of being a member. In addition, the very effectiveness of the recommendations by the groups of teachers should have their memberships obtained in the same way to increase the influence of the teachers in the decision-making process.

Conclusion
This experience with a teacher education advisory council with a membership obtained by a random selection procedure has been rewarding in many ways. The council, by its accomplishments, demonstrated that:

1. A truly representative group will provide sound counsel on the problems in teacher education in agriculture.
2. The fear of getting members who will be detrimental to the teacher education program is unfounded.
3. A group of vocational individuals with time to obtain and consider all available information about a program needs would develop sound recommendations.
4. Teachers of agriculture are a truly professional group and sufficiently interested in agricultural education to give of their time and energy to help develop a better agricultural teacher education program for all.

While other methods of selecting advisory council members might have resulted in a group of individuals, it is doubtful that the teachers themselves would have been as firmly convinced of the sincerity of the request for advice and as sincerely interested in all teachers were being considered.

Try it! You'll like it!

---from page 28---

It is another purpose of this editorial to weigh the worth of an advisory group in previous statements on the role or extent of involvement in teacher education by the various agencies, institutions, and organizations. This "complex" makes up the "system" responsible for teacher education. None of the agencies in the system can or should be "washed out" of its role in the development of the system. Recognizing the need for an interdisciplinary approach to the education of teachers, all within the system can and should contribute to the development of the system. The only question is: how each individual can contribute to the development of the system? This is the question that needs to be asked by each teacher educator. The only question is: how each individual can contribute to the development of the system? This is the question that needs to be asked by each teacher educator.

---from page 34---

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EXPLORATORY TEACHING FOR ETHICAL GUIDANCE

Larry Miller Teacher Education PPL 368U

The ethical approach for the teacher educator is to assure that those who are enrolled in the undergraduate curriculum of agricultural education and experiences that will allow them to make appropriate career decisions, before it is too late for them to change direction.

Several attempts have been made in education to assess the effects of early experience during the academic-professional preparation process. Few have been thoroughly tested and evaluated in agricultural education. Most preparation programs in agricultural education at the introductory course level include various and sundry visits to the classroom to view facilities, watch classes in session, and visit with the vocational agriculture instructors. These are valuable field trips, but lack the real life experiences necessary for the pre-teachers to determine if this is the profession for them. An investigation of the literature in the area of student teaching and early experience, shows that many different and varied attempts have been subject to experimentation. Some include summer experiences, cooperative five-year programs, summer experiences with an overlap into the school session, enrolling for internships (field experiences) during the regular school year, and other variations. These must be counted as actual early experiences since they commonly occur during junior or senior year.

Dr. Woolley's longitudinal study of the supply and demand for agricultural education vocations indicates that there is an oversupply of those early experiences as well as an oversupply for some more extended ones. For the past agricultural programs have been an excellent tool for work activities for professional growth and development of many of these work programs. On the other hand, there has been too much emphasis on the development of agricultural skills with an aim of helping the student become as skilled in the classroom as in the farm. Agricultural programs with realistic goals of training in psychiatric hospitals, rehabilitation centers, senior citizen homes, correctional institutions and others for the mentally handicapped. Projects and techniques are varied, but the main aim is to help people find a useful place in society.

The real effect would be in the number of students completing the curriculum. This would be the only effect upon programs that have been tested through the International Institute of Agricultural Teachers. This is not to say that there is not a need for more research on the teaching of agriculture. However, the need for more research is not as great as the need for better ways to present the material.
watering all furnish projects to a group that has a range of function.

6. Where a greenhouse is not available, there are projects which can have similar therapeutic effects. A higher degree of planning and some ingenuity is necessary to have a continuing activity. Woodlands, farmlands, and wasteland provide material that needs only ingenuity, imagination, and a will to discover a new and interesting way. Dried grasses, flowers, wood, natural fruits and nuts, and woodland material can be used effec-tively in artistic arrangement. All of these materials are generally free for the collecting and can be the backbone of projects if money is limited.

7. Sunroom flowers can be pressed in catbird or drier in silica gel. This pressed material can be used in flower pictures, imbedded in wood or pieces of plywood, or used on stationery. Dried flowers can be imbedded in rubber or canvas arrangements in glass containers.

8. Terrariums are very popular and are inexpensive if a sand base is used. Discarded bottles can be filled with plants from the woods or the garden. A terrarium is easily cared for.

9. A wide range of plants can be grown under fluorescent lights in basements where there is no available light.

10. Fine cones and plant materials can be collected and made into Christmas decorations. The collecting as well as the actual making of decorations can be very gratifying.

11. Terrarium beds can be planned, laid out and maintained. Peanuts do not provide the immediate gratification of annuals.

12. Avocado seeds, sweet potatoes, or foliage plants can be grown in the greenhouse and although simple, can be meaningful.

13. Beautification of institutional grounds with purchased annual plants is gratifying, or even a small vegetable garden can be en-lightening to patients who have no idea of the source of our common food. These can be done within a limited space and budget.

14. Files of projects connected with horticulture are important to be periodically furnished a refreshing ap-proach. Participants recognize, through presentation of papers, and gardening books are all available resources for new ideas.

Horticultural Therapy at Veterans Administration Hospital

A program of this type was initiated at the Lincoln Veterans Hospital with cooperative consultation from staff of the Horticulture and Forestry departments of the University of Nebraska.

So That's What Your Teachers Do!

Eugene L. Cooper
Teacher Educator
Virginia Polytechnic Institute
and State University

The concept of teaching students in agriculture has come to mean more than teaching them technical skills in the classroom. Teachers look to teacher educators for assistance in educating the students to become valuable members of society. To the high school student, teacher education may represent the route to a career in agriculture or becoming an agricultural teacher and an FFA advisor. To the college student, teacher education may offer an alternative and more meaningful while. The college student, who graduated in a high school vocational agriculture program may continue to see these opportunities as a direct route to a career goal, other college students may see the alternative opportunities in agriculture.

SUMMARY

Dr. Jarrod M. Cooper states that the program "helps in developing a new interest never conceptualized before. Some persons create a new interest in others, and for that is an immediate diversion for a moment, getting patients off the couch. Patients improve their understanding and getting their problems for the living. This type of program allows the patient to be refreshed, enabling patients to look at their problems in a new way. As a result of this program, patients return to see this patient or that patients return at night and have been eating function as a daughter of the patient or the home or the patient in a green house."

(Continued on page 35)

Teacher education programs need vocational agriculture teachers to send capable students who are likely to succeed in college.

The university is dependent upon the secondary school teacher to encourage students to attend the university; and, more specifically, teacher education programs need vocational agriculture teachers to send capable students who are likely to succeed in college. The future of the university depends upon the institution's ability to attract and graduate persons who will work for it effectively.

The teacher educator has another set of expectations with which to cope - that of the university's insistence upon research and publishing. The teacher educator would like to say the day has arrived when proficiency in teaching provides sufficient credentials for access to the university faculty, but this is not the case in many universities. A task generally allied to research and publication is the writing of research proposals to generate new programs. It may be argued that a balance between research, publication, and teaching is the key to being a successful teacher educator and practical research. This brings us to the most important function of teacher educators - that of educating present and prospective teachers. One of the most important challenges for teacher educators in determining the best methods and content for the undergraduate program. Modern theories of education seem to require that instruction be student-centered and responsive to student interests and needs. Therefore, it is unfortunate that prospective teachers have not generally been placed in the role of a teacher prior to being trained in teaching. Local school administrators look to teacher education programs to send beginning teachers not only with skills compatible with those of experienced teachers, but also with skills which utilize innovative methods of teaching and incorporate new theories of learning. Such expectations place a heavy burden on the teacher educator, since many of the real innovations in the teaching of high school agriculture are taking place in the schools and frequently in the absence of any formal research effort. Therefore, perhaps the greatest abundance of new ideas in teaching is to be found among the ranks of dedicated teachers. Since the observer educator must keep his “ear to the ground” and maintain a constant vigil for new ideas that improve upon the traditional teacher educator must keep his “ear to the ground” and maintain a constant vigil for new ideas that improve upon the traditional (Continued on page 65)
H. D. Brown

The ratio of men and women in the national work force has undergone significant change since 1927. In 1947, there were 16,661,900 women over the age of 16 years of age counted in the total civilian labor force. The corresponding group in 1970 was 31,520,000. This shows an increase of 14,858,100 women while the number of men in the labor force during the same period and of the same age increased by only 5,050,000. This difference shows the marked increase in female employment in agriculture, 8,297,000 more women entered the labor market during the period from 1947 to 1970 than did men.

It is evident that the woman of today is becoming increasingly career oriented. It is also apparent that many women, in the process of career decision, have chosen some segment of the field of agriculture. In September of 1971, 305 women were enrolled in undergraduate programs at Texas A&M University. By October of 1971, this number had increased to 169 women, indicating substantial interest on the part of female students in professional training in the field of agriculture. Several of these students are presently enrolled in a curriculum leading to a bachelor of science degree in agriculture education at Texas A&M University.

A study was made to determine if a need exists for female teachers of vocational agriculture. The study was also made to determine what type of vocational agriculture teachers and what type of agricultural education system the schools need. The results of this study indicate that vocational agriculture programs are being offered in over 100 schools, which have vocational directors, but only 50 have been surveyed. Of these 50, 40% of the schools have female teachers of vocational agriculture. However, nearly 50% of the schools have been surveyed, and of these, only 25% have female teachers of vocational agriculture. Therefore, the need exists for female teachers of vocational agriculture.

A sample of vocational directors indicated that women vocational agriculture teachers would preferably be assigned to teaching agriculture or Cooperative Part-Time Training.

A vocational agriculture teacher would be assigned to (a) Pre-employment Training in Ornamental Horticulture, (b) 4-H program in General Horticulture, or (c) Cooperative Part-Time Training.

5. Ornamental horticulture was indicated as the most important subject area for a female vocational agriculture teacher. However, other important subject areas such as leadership, plant and soil science, and supervised experience programs also need to be significant.

In view of these findings, however, limitations in the study must be considered. First, the sample represents vocational directors recognized by the Texas Education Agency and the schools they represent. Therefore, the schools offered here may be larger or have more schools in the State. Second, the limitations pertaining to hiring practices dictate that employers must consider all applicants for employment, and to determine which subjects matter areas a female teacher of vocational agriculture would be most effective in teaching. Questionnaires were mailed to 133 vocational directors in Texas and 109 responded.

1. The major findings of the study were as follows:

(a) The vocational agriculture programs operated by the responding vocational directors were composed of a wide variety of curricula.

(b) Significant enrollment of female students was noted in the programs reported in the study. A total of 77% of students were enrolled in the sampled programs reported to have female teachers.

(c) A majority of the vocational directors who responded indicated that they would hire a female teacher of vocational agriculture if 44% indicated that they would consider hiring a female, while 27% indicated that they would not.

(d) The results of the survey indicated that the female vocational agriculture teacher would be assigned to teaching agriculture or Cooperative Part-Time Training.

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Another finding of the study was that the teachers in the study were most likely to rate their ability to handle the loads imposed by teaching in other disciplines, greater exposure to the workload of teaching programs were placed on minimizing the required number of subject matter presentations and maximizing imaginative new approaches to the presentation of material.

There was very much impressed during my visits to the Fairplex high school agricultural departments by 1) the openness and candor of the teachers in the study, 2) the friendly cooperation of the other faculty members despite the exceptionally large number of staff members, 3) the individuality of the teachers to be evaluated by their students, and 4) the lack of optimism and enthusiasm on the part of the high school vocational agriculture program for the future.

A point question for each teacher in the department to ask is, "On what basis do we select student teaching centers?" A typical "good" center may be one in which the supervising teacher is in a complete control over all the aspects of the program. Larry Rozz

Graduate Student

Purdue University

Student teaching should be a fun-filled and confidence-building experience.

**Larry Rozz**

Graduate Student

Purdue University

Do the following quotes sound familiar? "My supervising teacher was a good experience." "My supervising teacher was a tremendous experience." "I was pleased with my supervising teacher." "The program was a fine experience. "All criticism was constructive." I would like to be as successful as my supervising teacher." "I was delighted to hear and enjoy your kind remarks. Does that mean that the following never occur? "My supervising teacher didn't even look at me. I had to go by to complete the apprenticeship."

The entire experience was a "fine." It was "used and abused." I am recommended dropping the student teaching experience as a part of the teacher education program.

An excellent exists for agricultural teacher education across the the Nation and confi-dence-building student teaching program for pre-service teacher education.

An excellent is the student teaching experience may well shape an individual's attitude toward his training and his ability. As a teacher, a teacher may find in selecting student teaching centers and placing of students, an opportunity to judge the efficiency and quality of instruction. The supervision is essential for the students' success, especially in the beginning stages of their teaching experience. The experience is essential for the shaping of teaching methods and outlook toward teaching.

A good question for each teacher in the department to ask is, "On what basis do we select student teaching centers?" A typical "good" center may be one in which the supervising teacher is in complete control over all the aspects of the program.

The author is not really proposing an alternative, but just asking some searching questions about a time-honored, maybe antiquated system.

Is there a more logical approach available? A basic system should be evaluated and matched as nearly as possible the supervising teacher and the student teacher. The factors such as personality, attitude, self-perception, familial background, social background, and preconceived ideas about the profession is at issue.

An improved system for placing student teachers in student teaching centers is needed. Can the placement for a very critical experience continue to be made by an arbitrary set of factors as the criteria? Researchers need to study systematically for inner characteristics of both the student teacher and the supervising teacher. The matching of student and supervising teacher could fulfill the need for a more realistic and perhaps ultimately more humanistic level.

We are dealing with the happiness of humans as we direct and guide experiences which they receive. There is an area of error to be zero level. A restructuring of ideas about student teaching experiences may help guide educators toward zero level of error.

Memorandum will probably not filter down from the higher ranks of the hierarchical ladder. The complete operation must be a conscientious in-
SUCCESSFUL FFA BANQUETS

Glenn Patrick  
The University of Wisconsin

and

John F. Thompson  
The University of Wisconsin

The annual FFA banquet is one of the most prominent and most popular activities of FFA chapters. For many chapters, it is a high point of the year’s program. When used properly, it will provide benefits that cannot be realized from any other activity. Appropriate use of banquets cannot be properly affected without knowledge of specific aspects of the program. This article discusses the use of desirable banquet practices in the area of public relations, development of student abilities, and socializing the public, with the emphasis on the socializing aspect in general.

In all cases the 0.5 level of significance was chosen for statistically testing hypotheses.

FINDINGS

To the sample drawn, approximately 97 percent of the students in the FFA chapter were members in schools with superior ratings. While only 79 percent of their chapters reported support for other activities, 73 percent of the students were in schools with superior ratings. About one-half of each group had programs devoted almost entirely to productive agriculture. The remainder of the schools indicated an equal orientation to production agriculture and agriculture with a small minority having strictly agricultural programs. Thus, there was little difference in the background characteristics of the two groups of students.

Teachers from all chapters with superior ratings and teachers from all but one chapter within each ratings indicated that in their programs a greater number of students were involved in all areas. The chapter from superior rating was involved in all areas at the same time and was involved in the activities of FFA at state, local, and national levels.

SUMMARY

A one-way analysis of variance was used to compare the two groups on their use of desirable banquet practices in the area of public relations, development of student abilities, and socializing the public. The findings are presented in the following order of importance for continuing banquets:

1. A banquet gives the community a better understanding of the chapter.
2. A banquet provides a place for students to receive recognition and encouragement (including perhaps activities that often fall under the radar recognition for anything).
3. A banquet can be used as a socializing technique to teach such things as leadership and human relations skills.
4. A banquet is excellent for increasing student participation in chapter activities.
5. A banquet fosters cooperation with support for other activities.
6. Of the schools with superior rating, 93 percent had FFA banquets during the 1972-1973 school year and 83 percent of the chapters without superior ratings had the activity. This difference was found to be significant.

Banquet practices used significantly more often by schools with superior rating included providing programs and activities for FFA students. Of the schools with superior rating, 95 percent had FFA banquets during the 1972-1973 school year and 83 percent of the chapters without superior ratings had the activity. This difference was found to be significant.

The FFA program of work is made to be shown in the year and posted in the banquet. Each chapter is assigned a specific area of responsibility. At the annual meetings, each chapter presents a report on the accomplishments in their community. The annual report is the main report for the entire FFA Program. We evaluate our FFA Parent-Student Banquet by good attendance from FFA members, parents, alumni members, and support from the business community.

Recently we organized an FFA alumni association consisting of 36 members, and an alumni council consisting of 5 members. The alumni council also serves as an advisory council for the Agricultural Education Program. Our FFA alumni have been instrumental in organizing a State FFA Alumni Association and this year, we held our first FFA alumni banquet. We have been able to secure the support of the business people of our area in the matter of contributions to the State FFA. For three successive years, our school has held the State in the collection of money for the State FFA Foundation. We feel that this financial support is indicative of the support of our program in the community.

In 1973 our chapter won first place in all three of the chapter contests, namely the BOAC Contest, the Chapter Contest, and the Chapter Safety Contest. We were given a Gold Emblem rating at the National FFA Convention in all three of these contests. In order to have a successful chapter in these contests, it was necessary to have community support.
Horticultural Mechanics Competencies

W. Edward Steiger
Agricultural Education
Pennsylvania State University

Paul E. Fleming
Agricultural Education
University of Illinois

1. Essential — a rating of "essential" indicates that an employee must possess a knowledge or skill
2. Highly desirable — a rating of "highly desirable" indicates that an entry-level employee should possess the knowledge or skill
3. Desirable — a rating of "desirable" indicates that an employee must possess the knowledge or skill
4. Not needed — a rating of "not needed" indicates that an entry-level employee need not possess the knowledge or skill

To determine the appropriate educational level for teaching the different agricultural mechanics knowledge and skills, a mean score was computed. The knowledge and skills were then ranked by the horticultural teachers.

The mean scores were:

<table>
<thead>
<tr>
<th>Knowledge/Skill</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essential</td>
<td>3.04-4.05</td>
</tr>
<tr>
<td>2. Highly desirable</td>
<td>2.01-3.00</td>
</tr>
<tr>
<td>3. Desirable</td>
<td>1.01-2.00</td>
</tr>
<tr>
<td>4. Not needed</td>
<td>0.00-1.00</td>
</tr>
</tbody>
</table>

The procedures for conducting the study consisted of developing a survey instrument, selecting two groups of respondents, and collecting and analyzing the data. The two groups of respondents were secondary school teachers of ornamental horticulture occupations and managers of ornamental horticulture businesses.

The survey instrument included questions about the respondents' knowledge and skills in the areas of hand tools, wiring, electrical power, machinery, and soil and water management. Each survey instrument was to be returned within 30 days.

The rating scale used in the survey questionnaire had four positions permitting flexibility of choice but requiring each of the 85 statements using the following scale values and definitions:

- Highly desirable
- Desirable
- Essential
- Not needed

Conclusions

The following conclusions were drawn based upon the data of this study:

1. There was no significant difference between the responses of horticultural instructors and horticultural business managers.
2. Of the 85 agricultural mechanics knowledge and skills, 38 were rated "highly desirable" and were common to four occupational areas. The knowledge and skills were in the areas of hand tools, wiring, machinery, and soil and water management.
3. Of the 85 agricultural mechanics knowledge and skills, 38 were rated "highly desirable" and were common to four occupational areas. The knowledge and skills were in the areas of hand tools, wiring, machinery, and soil and water management.
4. Of the 85 agricultural mechanics knowledge and skills, 38 were rated "highly desirable" and were common to four occupational areas. The knowledge and skills were in the areas of hand tools, wiring, machinery, and soil and water management.

Recommendations

The recommendations are based on the findings of the study and observations made during the investigation:

1. In schools providing ornamental horticultural courses, it is important that the identified essential agricultural mechanics knowledge and skills be taught as part of the curriculum.
2. When providing agricultural occupations instruction, a core curriculum involving agricultural mechanization should be established. Each agricultural occupational area should provide a core course necessary for entry-level employment.
3. To provide valid information for technical assistance in horticultural program planning and evaluation, the advisory council representatives of the horticultural service areas should be involved.
4. Certain aspects of agricultural mechanics, as they relate to horticulture, should be taught as core and exploratory information in elementary and junior high school courses.
5. Greater articulation between educational agencies is required to minimize learning and prevent duplication of effort. Articulation further promotes continuity of knowledge and skills. Earning and transferring credits in a single setting facilitates a more focused learning experience.

(Concluded on next page)
There was little difference between the practices concerning guest list of the two groups, but the students who practiced planning for the banquet after it was held. Banquet practices included in the study varied considerably among the groups. Seven percent of the practices surveyed included the usual holding the banquet, serving student catering at the banquet, and the students the accompaniment of students and serving. Awards earned throughout the year to them, awarding an Honorary Chapter Farmer Degree, conducting the banquet as a formal FFA meeting, and having the chapter president as master of the ceremonies. 

Cooper—(from page 45) vote a considerable amount of time to working with the state supervisory teachers in agricultural education. If the staffs of teacher educators and agricultural education supervisors are really "pulling together," there will likely be several joint staff meetings per year. In addition, a new teacher educator will be attending meetings of the state Young Farmers Executive Committee, area vocational education supervisors and other similar activities requiring cooperative effort.

In summary, teacher educators must perform many vital functions. Foremost is the provision of adequate support services for schools which include in-service as well as pre-service education. Inherent to the provision of effective teaching and learning is the need to keep abreast of new developments in the field, which requires participation in professional organizations, as well as research in education. Further, it is important to provide services to agricultural teachers and high school students in various university sponsored activities. In so doing, the teacher educator, as an advocate for the supervisory staff, becomes a catalyst which causes a lot of good things to happen.

book review


The Agricultural Education Magazine
WE CAN'T DO IT ALONE. Vo-Ag teachers need people like Charles Berry (center) from U.S. Soil and C. J. Ashby (right) from Ohio-Grady Corp. Their contributions to Vocational Education in Agriculture has been recognized by NVATA Honorary Membership. Show's making the presentation is past NVATA President奋斗 Murphy. (Photo from NVATA)

SOME OF THE REWARDS. The NVATA Farm Education Service Recognition Award is presented by the Pfizer Corporation to the vocational agriculture teacher-evaluator who is considered to be the national winner of the FFA Agricultural Education Science Award in horticulture, dairy, and animal science categories. (Left to right) Joseph A. Bauser, South Carolina Regional Manager, Pfizer, Inc.; D. A. Wofford, Georgia State Agricultural Education Coordinator; Ed Strong, Main Street dairy accepting the award; Charles J. O'Callaghan, Farmers, Inc., and C. M. Baker, Sylvan Bank, Alabama. (Photo from NVATA)

WE NEED ADVICE. Programs of Agricultural Education require good advice by supervisors, teacher education, and administrative personnel. The above photograph shows the planning underway in Virginia. Seated are Dr. M. A. Fuhrer, Head, Ag. Ed., Virginia State College; Mr. Julian M. Campbell, State Superintendent; Dr. Noel T. Brotton, Dean, College of Education, Virginia Polytechnic Institute and State University; and Dr. O. R. Johnson, Associate Dean, College of Agriculture. Seated are Dr. James Closer, Program Leader in Ag. Ed., VPI & SU, and Dr. D. B. Adams, Director, Division of Vocational and Technical Education, VPI & SU. (Photo by Jasper L. Lee)

STUDENTS NEED PRACTICE. Geddes, South Dakota Vo-Ag students, Ron Larson and Bob Reina practice loading a sprayer and injecting an option. This is part of a Disease Prevention unit in Animal Science practicum, hands-on experience is essential in a Vocational Agricultural Program. This space and equipment to provide this experience are also essential. (Photo by Carl J. Spurlock, Geddes Vo-Ag Instructor)

WE NEED COMMUNITY SUPPORT. The 1974 Illinois FFA Alumni purchased these two logs from Clapsey Farms, Bill Burgener, for use at their Annual Pancake Supper Day. It was a part of the Kewanee Club's effort to call attention to the FFA during National FFA Week. Work placement was used for the event in which two FFA members spoke to the club on their activities. Left to right are Max Southby, Finance Chairman, Bill Burgener, and Dave Boomwirth, Illinois President. Robert Kratzer joined a former FFA members, as are a good percentage of the Clapsey Kewanee Club. (Photo from E. L. Boomwirth)

Stories in Pictures
by Richard Douglass

Developing The Agricultural Competence In Our Own Community

Theme—SCHOOL ORGANIZATION AND ARTICULATION