Profeesionala wage a War on Weeds — Dr. Gale A. Buchanan, standing at center, of the Auburn University Agriculture Department, helps Alabama agriculture teachers, M. L. Carroll (left), Gauntley; R. O. Bagby, Highland Home; and R. H. Lovelace update their weed identification proficiency at a summer workshop for agriculture teachers. (Photo from D. Gadd, Agriculfural Education, Alabama Department of Agriculture)

Improving Administrative Techniques was the theme of the Connecticut workshop for 58 teachers. Instructor: left to right, were Dr. Alfred J. Manusbacl, Teacher Educator, University of Connecticut and Roger W. Lawrence, Consultant, Connecticut Department of Education. Consultants for the workshop were: Harold R. Crawford, Iowa State University and W. H. Schaefer, Agricultural and Technical College, Calhoun, N.Y. (Photo from Alfred J. Manusbach, Associate Professor, Agriculture Education)

Stories in Pictures
by Richard Douglas

Harold Dotsch, Jr. (left), member of the Lee Road Jr. High School FFA Chapter and Nahlon Vogt (right) of the Thomasville FFA Chapter above found MacGregor as they obtain his autograph during the Poultry and Egg Institute of America, Jr. Fact Finding Conference held in New Orleans. MacGregor was director for CKNW, Windsor, Ontario, became famous overnight when his recording of "AMERICANS sold out one and a half million copies the first week. Mr. MacGregor gave a reading of his recording during his talk to the delegates at the conference. (Photo from J. C. Simmons, Vo-Ag Areas Supervisor, Louisiana Department of Education)

Professional Improvement on Wheels — shown below, a group of Missouri Teachers during a summer travel course taught by Professor C. V. Bodehick. They visited the following schools: Fairfield High School, Fairfield, Iowa (shown in background); Kirkwood Community College, Cedar Rapids, Iowa; Hawley Technical Institute, Waterloo, Iowa; an area vocational school, Malee, Minnesota; Adult High School Program, Cutbank, Montana; Area Vocational School, Chillicothe, Missouri. [Photo from Ann M. Lacy, Professor and Coordinator, Department of Agricultural Education, University of Missouri]

Several participants in the Floral Arrangement and Design Workshop held at the University of Kentucky are shown here showing their arrangements with the instructors. Dr. Jack Reiner and Mrs. Carol Mitchell, a commercial florist, show (l to r) a design. Farmers, Jeff Callahan, Mrs. Mitchell, H. Conard Boyd, Thomas Wilson, and Dorris W. Bruce. Twenty-four teachers participated in the workshop. (Photo from Robert A. Fulcher, Associate Professor, Department of Agricultural Education, University of Kentucky)
A teacher often feels obligated to look for almost minimal differences in the performance of his or her students, given that students have achieved high levels of learning tasks. It is necessary to continue to challenge them after they have mastered the required learning task. Instead of accelerating these students by permitting them to move ahead individually on other required learning tasks, the teachers appear to prefer curriculum enrichment as the primary method for motivating the more able students to work up to their maximum capacities. It was a rather common practice, for instance, for the teachers to encourage their better students to conduct in-depth study and investigation of problems related to the required learning tasks.

A second instructional management problem was centered on providing sufficient time for slow students to achieve mastery. This problem was further complicated since slow learners were often handicapped because they had not acquired essential prior skills and knowledge. One of the teachers, for instance, found that some of her students were beginning to appreciate the amount of seed needed to establish a lawn because they lacked certain skills in arithmetic. Fortunately for these students, the teacher did not ignore this situation because it was too bad that they had learned how to divide in the elementary school. Rather he took steps to provide the necessary remedial instruction.

In actual practice, the teachers indicated that they did not seem to be able to budget sufficient time so that all of the slower students could be helped to achieve mastery. However, they reported that they could receive most of their students to achieve high levels on most learning tasks. It should be recognized, of course, that the problems of managing instruction to provide for the needs of the rapid and the slow learners are not peculiar to mastery learning.

Themed For Future Issues

January — Urban Agricultural Programs
February — Programs in Natural Resources
March — Utilizing Resources in Teaching
April — Informing the Public
May — Teaching the Handicapped and Disadvantaged

June — Women in Agricultural Education
July — The FFA
August — Servicing Out-of-School Groups
September — Guidance, Counseling and Placement
October — International Agricultural Education

A Return to Productive Pedagogy

Perhaps even in an era of great technology, it would be good for us to return to that which has stood the test of time and redefine ourselves to make it work—because it has before, it does now, and it will in the future.

No Panacea

The first thing the professional educator wants to realize is that there are no easy answers—no simple panacea. R.E. Steiner predicted that teaching machines would be the salvation of the profession, but such was not the case. Likewise, there was the era of programmed instruction as good as good in the effectiveness of the person with data for using it. For others, the educational jargon has included the words "individualized instruction" but in most instances, individualized instruction is a good idea that is seldom used even to the potential it has. Clearly, the facts, the slogans, the conceptualizations have not found the test of time over the rigorous evaluations of educational programming.

Learning will be substantialized—improved if the teachers encourage students to analyze the situation and formulate questions to which they need answers. No Panacea

Foremost in this writer's mind are two concepts which agricultural education instructors need to continue to incorporate in their teaching. We cannot afford to approach planning for teaching, or teaching itself, without utilizing our creativity to be sure students have a feel need for learning that which we propose to teach. It is absolutely essential that, in planning a unit of instruction, we provide an opportunity for students to recognize the importance of this new learning to their lives both now and in the future. How can this objective be accomplished? Alfred H. Krehm in For More Effective Teaching suggests that teachers assist their students with an interest approach and then load students into formulating goals or objectives they personally have for studying the unit. To accomplish this, the responsibility for formulating group objectives is shifted from the teacher as dominator to the students as partners in planning for learning. Students are asked leading questions which cause them to see for themselves reasons why they should learn. Not only do students see why, but they are also led to psychologically commit themselves to learning the new concepts and skills. It is important that the student be called on to plan and decide what the unit is important to them.
THE FORGOTTEN INTEREST APPROACH

The students in my Introduction to Agricultural Education class were discussed during their recent visits to various departments of vocational agriculture. The discussion included discipline problems, housekeeping, the FFA program, and the daily lessons which were taught. One student mentioned that the teacher he observed did not use any type of interest approach or motivation technique to interest the students in the lesson he taught. The other student suggested comment on the major topic of vocational agriculture teachers observed by these students did not use any interest-gaining technique at the beginning story of individual small group class.
IMPROVING INSTRUCTION

Nathan Moore
and
Chester Crandell
Teachers of Vo-Ag
Mesa, Arizona

Teaching for a Change in Attitude: VALUES CLARIFICATION

William B. Dreischmitz
Agriculture Instructor
Middleton, Wisconsin

The agricultural profession is an ideal profession for teaching the "tuned-out" generation. It is a profession where the student can see the results of his efforts immediately. The student can see the fruits of his labor in the harvest of a crop. He can see the results of his efforts in the performance of a machine. He can see the results of his efforts in the operation of a farm. He can see the results of his efforts in the operation of a business. He can see the results of his efforts in the operation of a school. He can see the results of his efforts in the operation of a community. He can see the results of his efforts in the operation of a country. He can see the results of his efforts in the operation of a world. He can see the results of his efforts in the operation of a universe.

The occupational agriculture profession is an ideal profession for teaching the "tuned-out" generation. It is a profession where the student can see the results of his efforts immediately. The student can see the results of his efforts in the operation of a farm. He can see the results of his efforts in the operation of a business. He can see the results of his efforts in the operation of a school. He can see the results of his efforts in the operation of a community. He can see the results of his efforts in the operation of a country. He can see the results of his efforts in the operation of a world. He can see the results of his efforts in the operation of a universe.

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Method of Instruction

First-year agriculture students are briefly introduced to the areas using the following outline: 1. Name of area and reason for location, 2. Skills to be developed in the area, 3. Jobs using those skills, 4. Color scheme for the area, 5. References and teaching aids, 6. Location of supplies needed to accomplish skills, 7. Tools, equipment, and supplies needed to accomplish skills, 8. Schedule for the area, and 9. Demonstration or explanation of the skills to be accomplished in the area.

All 14 areas are briefly introduced using about five class periods, then students begin work in the areas, two students per area. Students begin work in the areas by first completing an additional study guide on information related to the skills they will be doing. Upon completion of the study guide, these are turned in for grading and students begin doing the designated skills in the area. Each skill is completed to the instructor's satisfaction and posted on the progress chart, which is displayed on the area bulletin board. Upon completion of all the designated skills in the area, the completed study guide is returned to the student to prepare for a quiz over the area just completed. Grading is based on the study guide, 2 skill completion and progress, and quiz on study guide and skills. Students work at their own pace and are allowed to progress to 14 areas as each is completed. Students are held responsible for cleaning up on their own area at the end of the day. Brisk and dust brushes are located in each area for this purpose. Each area also has the necessary protective clothing and supplies (safety glasses) to be used.

Second year students follow the procedures except they do not receive an introduction to the areas. Skills are guided guides are progressive in nature. Example:

ARC WELDING I
Skills—Set up equipment for operation, strike arc and run beads, make a butt weld in that position.

ARC WELDING II
Skills—Joint welds in flat position, arc cutting, and horizontal butt welds.

Agricultural Mechanics is concerned in agriculture in the field and the classroom, the follow the same procedure while settling in the areas, but some group instruction is utilized for specific areas of interest, especially electricity at small gas engines.

What is this thing called competition? Webster gives the following definitions: 1. The act or process of competing, 2. A contest between rival and (3) the effort of two or more parties to secure the aim of one of these seemingly unreachable goals when he can see any number of fellow members in his local chapter who has an equal or better chance of succeeding.

Webster's first definition of competition is "the act or process of competing." This is an activity that all FFA members should have the opportunity to experience. However, for many students to have a really competitive experience, it is necessary and vital that each FFA member learns the art of competing with himself. Competition is an activity that can be learned; it must be experienced firsthand by actual participation. Since competition is a part of everyone's way of life, and is a form of work, it is important that we all know how to compete with ourselves regardless of our choice of life. We need to learn how to compete with ourselves as much as a part of the education process as we learn how to compete with each other.

We often forget that other adult, men, women, and youth are more or less the same. Therefore, the rewards of the efforts, only to those who are not encouraged or motivated to become involved by those rewards.

This book suggests that there are ways to use value clarification in the classroom: 1) in separate value classification classes; 2) in regular classes where a student subject of class, 3) in an integral dimension of subject matter. In supporting the approach the authors present a model for teaching. This model is that teachers should begin with (Concluded on page 130)
A MODEL FOR EXPANDING AREAS OF LEARNING

Alf Mannenbach
Higher, Technical and Adult Education
University of Connecticut

ELEMENTS AND EXPECTED OUTCOMES OF CAREER EDUCATION IN AGRICULTURE

ELEMENTS
- Self Awareness
- Appreciation, Attitude
- Economic Awareness
- Decision-Making
- Skill Awareness
- Employability Skills
- Educational Awareness

EXPECTED OUTCOMES
- Self Identity
- Social Fulfillment
- Career Decision
- Employment Skills
- Career Placement
- Educational Identity

Elements listed in Figure 1 are assumed to lead to certain identified outcomes. For example, Self Awareness, which is the student’s knowledge of himself, who he is and what he hopes to become, is assumed to lead to his event self Identity, where he knows himself and has developed a well-integrated value system. Likewise, the other elements of career education and their expected outcomes include Career Awareness, which leads to Career Identity; Appreciation and Attitudes, which lead to Self and Social Fulfillment; Decision-Making Skills, which lead to Career Decisions; Economic Awareness, which leads to Employment Skills; Employability Skills, which lead to Career Placement; and Educational Awareness, which leads to Educational Identity.

In Owatonna’s school district, there are six elementary schools, two junior highs and a public and parochial high school with a total of over 2,000 students attending.

Donald Barber, NVATA Region III Career Orientation Award Winner Owatonna, Minnesota

CAREER EDUCATION
In Owatonna Schools

Barber has worked extensively with the Career Information Program in preparing career educators in the community for interested students. All high school students were surveyed for their first and second career choices. Students were then invited to participate in an educational program throughout their high school years.

In the summer of 1973, a group of three teachers developed a community resource guide for all teachers in the school district. The guide included a list of companies, businesses, and industries that were willing to accept four or five students each year to participate in a program that made it available for use nationwide.

Over 2,000 copies have been distributed to date.

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Over 2,000 copies have been distributed to date.
CAREER EDUCATION: Which Job For You?

LaVer Godfrey  
NVATA Region I Career Orientation Award Winner  
Riverton, Utah

The primary purpose of Vocational Agriculture is to prepare students for careers in agriculture. Before the preparation process can take place, the student should identify the career for which that preparation is to be made.

Need For Career Orientation

Opportunities for agricultural students in our area to become engaged in farming and related industries are diminishing. This problem emphasizes the importance of providing career orientation to all students in the agriculture program and others in the school that they might envision a job for themselves in the agricultural industries other than farming and ranching.

The availability of several good work stations and employers willing to cooperate in a training program accentuates the need for offering career education in my classes. The majority of the students do not live on farms which dictates the responsibility I have to provide career instruction that meets the needs of both farm and non-farm youth.

Groups Involved

All-Day Students

We serve about 160 students daily in our vocational classes on the 9th and 10th grade levels. Additional career orientation is provided in the specialized classes specifically related to the individual student's choice.

Of the students enrolled in our two-man department the past school year, 51 were involved in a supervised work experience program of farm placement and 59 had off-farm agricultural jobs. Our school serves a suburban area that provides a number of job stations for the on-the-job training. Some of the students travel to neighboring states to work on farms and ranches during the summer.

The students in Basic Agriculture classes are involved in a program of career exploration which covers the broad area of the 500 plus agricultural careers. It is approached on a job-club basis with the problem posed in each student, "Which Job For You?" Job clutures are as follows:

• Farm Service
• Farm Supplies
• Farm Machinery
• Government Services
• Animal Industry
• Crop, Ornamental

A unit on human relations is also conducted.

Following the career exploration each student must identify two careers in which he is most interested and research the occupation to prepare a career brief on each one.

As our area has become more urbanized, some of our students have turned to jobs in farming and ranching and agriculturally related jobs for work experience rather than the traditional production project at the home farm. Usually a few students locate their own farms and by the end of the year another dozen are placed by teachers on suitable job stations in a variety of jobs ranging from farm laborers to green house workers.

Career Interview Project

This program identifies the first and second choice careers of the entire Junior Class through the counseling department of the school. The 50 students that selected careers in any phase of agriculture or agriculturally related areas were assigned to me as a Volunteer Career Interview Project Supervisor. It was my responsibility to arrange special career interviews for each student with a qualified person in the various career choices.

The career interview project consists of two phases:

• On-the-job interview with a qualified person in a specific occupation
• Group meetings with specialists

Last year arrangements were made for career interviews for the number of students listed in the following areas:

• Veterinarian
• F.A.R.M.
• Animal Technician
• Forestry
• F.E.E.T.
• Natural Resources

Ecology Club

An Ecology Club was formed to provide interested students an opportunity, to survey the ecological needs of our school service area. It was my privilege to serve as advisor to the group for twelve weekly meetings that were planned by the counselors. Career orientation was a valuable by-product of exposure to several concerns enjoyed by various ecological areas.

As the ecological survey was new by the club members, they were exposed to a number of careers through the use of people employed in the areas of water treatment and pollution, sewage treatment, garbage collection, sanitary landfill and miscellaneous types, forestry, conservation, park service, and wildlife resources.

Career Mini-Course

A new dimension was added to our program this past spring. The entire school was involved in a career education project with each teacher developing a four-minute mini-course on their selected area of orientation. It was natural for me to offer a course called "Agriculture Is More Than Farmlab" to non-agriculture students.

The developmental objective for the mini-course was: Individuals will develop a growing awareness of career opportunities available in agriculture. During the school year, each student does a research paper on his chosen career. We work with the local agricultural industries in getting industry personnel to tell their story to our students. Each person included a farmer, a rancher, a veterinarian, a banker, a wildlife specialist, a feed dealer, a lawyer, a machinist, a banker, others. In addition, training items were developed with many of these businesses to help the student involve students in the chosen career.

We have offered our services to the elementary and junior high schools in the area to coordinate field trips into agricultural industries and to provide resource personnel. While this is not that difficult to accomplish, it can be effective because it serves the junior high and elementary teachers some work and provides a service they can utilize. In addition, we visit with students at the junior high schools to explain what is involved in agriculture and how vocational agriculture fits into the total educational picture.

In the development of our efforts in career orientation, we tried to involve as many different groups and age levels as possible. We did this with the belief that the more people you could contact, the better prepared students would be when they selected some phase of agriculture as a career. We talked to the civic organizations, the junior high, the FFA, and other places in telling our story about the careers in agriculture.

Of course, the FFA has played a real and important role in this effort. Constructing displays, speaking at community functions, speaking at schools, and working with local businesses, they have found a major way in which our youth organization has helped teach others and ourselves about the careers in agriculture.

The supervised agriculture program itself is a program of activities provided for the identification of career opportunities in our area. This was developed by a fifteen-man community service committee. Three students were placed with the Colorado State Forest Service, and the FFA made arrangements to pay the students' salary.

As we continue to develop our career orientation program at Golden, the effectiveness of our approach becomes more obvious. We are getting greater involvement from our young farmer and 

(The AGRICULTURAL EDUCATION MAGAZINE)

Jim Knight, NVATA Region II  
Career Orientation Award Winner  
Golden, Colorado

In recent years education has gone through many changes. One of the most important that has had a tremendous impact on our profession is "career education." While there is a wide range of definitions of career education and of what it should do, one thing appears clear, vocational education and career education are not the same. Vocational education is more specifically vocational agriculture and is a course sequence for career education in agriculture. Career education could almost literally be translated as "career-oriented education." An example of this might be where an elementary math teacher no longer simply has students do problems that relate to real life situations and jobs or careers where such information might be valuable. To implement career education completely would not necessarily involve a great deal of curriculum re-arrangement--or very much additional staffing. It simply is a concept that teachers need to adopt and implement to make agriculture more meaningful.

At Golden High School in Golden, Colorado, we introduced vocational education classes. It was the only vocational agriculture program in Jefferson County at that time. Each of the such a program drew a great deal of criticism because we were located in an urban area. People knew that more ranching and farming was happening in the area and predicted the program would fail. However, with a clear goal and firm support from the administration, the program has been successful.

Colorado agricultural statistics show that over 20 percent of the jobs in our state are in areas of agriculture. Some large agricultural businesses are based in Colorado. We have a smaller industries provide supplies and services for the education program. At the same time there are numerous outlets for the student to help produce students in the metropolitan area.

We have offered our services to the

(The AGRICULTURAL EDUCATION MAGAZINE)

(Author of next page)
**Improving Teaching Skill**

- **Douglas Bishop**
  Teacher Education
  Montana State University
  Bozeman, Montana

*Learning to manage facts is as equally important as learning them in the first place.*

- **B. D. Keen**

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**Appraisal of the Program**

The career instruction provided for the all-day students regarding job exploration meets the needs of beginning students. The additional training provided in specialized classes enhances the position of students who are able to identify a career.

- **Work experience is the heart of the whole matter.** To have students receive hands-on experience which is more likely to help each student "mull down" a prospective career in this career.
- **The unit dealing with human relations also makes a significant contribution to each student, especially the owners who are employed at the time of instruction or shortly thereafter.**
- **The career interview project has been an excellent means of reaching the students of the school who are not enrolled in our agricultural program.** Several students have become interested enough to get involved in supervised work experience programs and to sign up for agriculture classes.
- **The Ecology Club has also attracted students interested in natural resources.** Hands-on experiences have helped participants to make positive decisions about their future careers.

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**Choosing an agriculture-related job** is not always easy. Students who do not have the right background will likely not have heard about alternatives otherwise.

- **In the final analysis some students benefit more than others, but so many carry on in the job they selected, all of them have participated in the important process of being involved.** This helps them to better understand their own personal characteristics and traits, and to be more conscious of their abilities.
- **Regardless of the position we take, there is much evidence to support the fact that good teachers are needed**. Most of our agricultural education begins as students enter the classroom. Teachers need general and technical knowledge as well as an attitude toward good teaching. Following this experience they enroll in a university to learn the principles and techniques of communication. Each prospective candidate participates in a student teaching program, hopefully under the direction of a competent cooperating teacher.

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**Until the total educational community comes to realize the importance of career education, young people will continue to struggle to find what is right for them.**

- **Many students are increasing in natural resources.** Hands-on experiences have helped participants to make positive decisions about their future careers.

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**To be itself, develop his own techniques, his own methods and his own theory.** He must not attempt to follow a rigid pattern established by others or those under whom he studies. Thus, prospective teachers must develop themselves according to a plan that incor- porates the qualities of teaching as well as any special skills they might possess.

There are many qualities contributing to the development of a good school. Some of them are measurable and other are quite intangible. A few may be mentioned that have universal applica- tion: willingness to be flexible, ability to perceive a problem situation from the student's point of view, ability to "personalize" teaching, willingness to experiment and try new things, skill in asking questions, knowledge of subject matter and related areas, provision of well-established examination procedures, and provision for defining, reflecting on an appreciative attitude, use of conversational manner in teaching — informal, easy style. The good teacher is concerned with people, not things. He must be able to evaluate the awards he receives but he must also be aware of the many other things, but in the long run it is he, his students, who bring about much of his achievements and ultimately value.

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**Be Alert**

While teaching others, a good teacher will continue to increase his own knowledge. He is the one who picks up new ideas, mixes them with old ideas and moves them around to fit his purposes. Thus, the good teacher avoids the "rut" into which many a teacher has stumbled.

Search for something that needs to be improved. Treat each need as a problem. What solutions have been tried and why have they failed to solve the problem? Write down all the ideas that come to you. By approaching the problem, evaluate them, and throw out those that seem impractical. Learning to manage facts is equally as important as learning them in the first place.

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**Think Positively**

A good teacher must always think positively. Negative thoughts toward teaching can be disastrous and act to inhibit those who wish to improve their craft. The one who ceases to search for new methods and tends to do the same old thing will lose his teaching as if he were suddenly handicapped himself. He is

*Concluded on next page*
Motivating Students Who Are Learning Manipulative Skills

Dwight Kindred
University of Idaho

There was no doubt in anyone’s mind that Gary Moore would break Bob Reeder’s national record, but the sentiment was different. This same principle has been observed by Jack Koopman, the vocational agriculture teacher at Sandpoint, Idaho, to stimulate students to do better work. The reason seems to be that with any skill where all students do a certain designated project or exercise to learn the proper tech-

Left to right: St. Cloud High School vocational agriculture instructor, Jack McHugh, and students, Steve Rauer and Brian Johnson, observe the best welds ever made in their school and the names of the students who made them.

when a weld is replaced; the stu-
dents will supply the ceremony.

4. Occasionally an especially talented student, one who can perhaps do the exercise better than the instruc-
tor, will try to sweep the board. Students themselves may agree that one individual student can only replace a limited number of the school’s best welds.

5. It is not necessary to start a new board with each class; the longer an exercise holds the spotlight, the greater the honor.

(Gary Moore—from page 127)

A demonstration is another device that can be used to help students develop a better understanding of the subject matter. However, this new technique requires the same degree of care and attention as the traditional method. The student should be given the opportunity to practice the skill until they feel confident in their abilities.

References

Why Teachers Quit

Keith E. Mattos, Instructor
Dept. of Agricultural Education
University of Arizona

Effective programs of vocational agriculture are dependent upon an adequate supply of qualified teachers. Teacher supply has not been stable. Teacher educators for many years have been trying to solve the teacher shortage problem with little success. Various programs have been initiated to recruit prospective teachers. A large percentage of these prospective teachers, once trained, enter other professions or leave after teaching for a short period of time.

Vocational agriculture teachers are similar to other teachers in that they leave the profession for which they were trained. A recent study was conducted at the University of Arizona to determine what sociological, environmental, professional factors influenced vocational agriculture teachers to leave their profession. The study included fifty-eight (58) men who left the vocational agriculture teaching profession in Arizona between September 1, 1959, and September 1, 1972. Data were obtained from a questionnaire mailed to each former teacher.

ROLE STRESS

Many researchers have dealt in varying ways with what is referred to as "role stress." In this study, the author attempted to identify and classify role stresses and their relationship to sociological, environmental, professional factors which influenced teachers of vocational agriculture to leave the teaching profession. Role stress, as used in the study, was defined as the tensions, strains, demands, and pressures of the vocational agriculture teaching profession.

Through a review of related studies and several discussions with personnel in the educational field at the University of Arizona, forty-five (45) sociological, environmental, and professional factors were synthesized. A reaction panel composed of eleven professors of agriculture in the College of Agriculture at the University of Arizona cooperated by placing the forty-five (45) factors into the role stress group as follows:

I. Conflict
   1. Personality conflicts with administration
   2. Time required for FFA activities
   3. Inability to teach community responsibilities other than agriculture
   4. Ethnic and religious factors
   5. Expected to teach subject areas other than agriculture
   6. Overemphasis of athletics
   7. Required extracurricular activities

II. Inadequacy
   8. Too many meetings to attend as vocational agriculture teacher
   9. Lack of administrative support and backing of decisions
   10. Lack of cooperation from Department of Agricultural Education at the instruction college
   11. Excessive pressures from State Supervisor

III. Frustation
   1. Too few teacher aids and materials available
   2. Trend toward less emphasis on vocational education in agriculture
   3. Students lacked interest
   4. Overstressed classes which reduced teaching effectiveness thus increasing job dissatisfaction

IV. Dissatisfaction
   1. Long hours
   2. Inadequate salary
   3. Lack of advancement opportunities
   4. Too short summer vacations
   5. Size of community
   6. Teaching in remote area of the State

V. Conflict/Dissatisfaction
   1. Unable to adjust to the school schedule
   2. Submitting state reports
   3. Misfit of community standards for teacher
   4. Lack of school policy and long-range goals
   5. Lack of administrative support

VI. Conflict/Inadequacy
   1. Poor rapport with other teachers in system

VII. Dissatisfaction/Inadequacy
   1. Too much preparation required for classroom teaching

Environmental, sociological factors, and influences affecting human behavior over which the vocational agriculture teacher had no control. As a result of environmental factors, many teachers became frustrated and dissatisfied with the teaching profession. Frustation occurs when the teacher cannot accomplish certain tasks or educational objectives due to a lack of equipment and/or facilities, limited time, changing agricultural situations, decline of student interest, and other frustrating circumstances. Dissatisfaction may arise out of the desire of the vocational agriculture teacher to achieve more status, responsibility, rewards, shorter working hours, or change of residence.

As a result of statistical tests, it was found that environmental factors, such as long hours, inadequate salary, and lack of advancement opportunities, influenced a larger number of tenured than non-tenured teachers to leave the vocational agriculture teaching profession. The list of environmental stress factors influencing tenured teachers to leave the profession were:

1. Lack of advancement opportunities
2. Long hours
3. Inadequate salary
4. Too short summer vacations
5. Size of community
6. Teaching in remote area of the state
7. Too few teacher aids and materials available
8. Trend toward less emphasis on vocational education in agriculture
9. Students lacked interest
10. Overstressed classes which reduced teaching effectiveness thus increasing job dissatisfaction
11. Lack of opportunity to specialize
12. School discontinued vocational agriculture department on a full-time basis

PROFESSIONAL FACTORS

Professional factors included those issues associated with the role of teaching were assuming the ability of the vocational agriculture teacher to fulfill the expectations of his job. This inadequacy on the part of the teacher to meet the requirements of his job included such reasons for failure as lack of technical knowledge, his personality as it related to his students, health, and his background. Professional factors influencing non-tenured teachers to leave the profession were:

1. Discipline problems
2. Dislike for adult and young farmer programs
3. Dislike working with high school students
4. Dislike teaching certain subject areas
5. Contract not renewed
6. Poor health

SOCIOLOGICAL FACTORS

Sociological factors are factors which may affect the ability of the vocational agriculture teacher to adapt to the social needs of the community or get along with others in his social group. These sociological factors affecting teaching behavior lead to conflict. Conflict arises due to the work that the vocational agriculture teacher is doing and what others think he should do. This may bring about a split between the vocational agriculture teacher and his students, his colleagues, his administrators, and even his family.

(Concluded on next page)
REALY TEACHING VO-AG?

Shudel D. Owen

Teacher Education
North Dakota State University
Fargo, North Dakota

Are you truly a teacher of Vocational Agriculture and Natural Resources? Take three minutes of your time to reflect upon which makes the teaching of Agriculture and Natural Resources VOCATIONAL AGRICULTURE and NATURAL RESOURCES.

(Seefeld—page 131)

To solve the need for an FFA activity that would allow individual FFA members to receive recognition for successfully completing and participating in a meaningful supervised occupational experience program. 6. The program and activities of the FFA chapter interest each student and motivate him (her) to actively participate in a program of development and personal growth.

7. Assist students enrolled in bridging the gap between high school and the next phase of their life following graduation—be it job placement; vocational technical school; college of agriculture or other.

Review your answers. If you are truly teaching Vocational Agriculture/Agriculture and Natural Resources, all questions will be answered yes.

The students in your classes deserve your best. Resolves to make your teaching truly VOCATIONAL AGRICULTURE.

THE AGRICULTURAL EDUCATION MAGAZINE

December, 1971
MSU Professor Donald O. Meaders, secondary education, presents Dr. H. Paul Sweany with one of several awards given him at his retirement party during the Michigan MATVE conference held the latter part of July. Sweany next to Dr. Sweany is his wife.

Edward Stefaniak, left, executive director of the Minnesota Association of Cooperatives, visiting with Jack Linder, regional educational resource center at University of Minnesota-Waseca, presenting two volumes of ROD OF AMERICAN COOPERATIVE ENTERPRISE to the Center.

Participating in the Feed Trace Workshop University of Arizona are Mr. Joe Daal, Tempe, and Mr. Fred Alston, Ansonia, Iowa. Avonlea. In the background is Mr. Jim Brown, Prineville, Oregon, teachers of vocational agriculture in Arizona. (Photo by T. Jacobs)

Agricultural mechanics and crops highlighted recent Swiss tour for Charles Schurter of Wyckoff, Ill., who was the National Vocational Agricultural Teacher's Association winner of a 100-Swiss Kronenwett Award. Schurter visited machinery at the Centenary School of Agriculture in Murten, Switzerland.

Dr. W. C. Banks (left) is dedicated to producing the best possible radiographs. Here he points out the delineation of detail in a film to students gaining first-hand experience in radiology prior to their DVM degree at Texas A&M University's College of Veterinary Medicine. (Photo by Emmett Rolka)

Stories in Pictures
by McMillion

Theme—URBAN AGRICULTURAL PROGRAMS