In-service Education

HYDRAULIC TRAINER — Jerry Hubbard (right), discusses a hydraulic trainer he designed and built for classroom demonstrations with a colleague during "Bill's Week" at California Polytechnic State University. (Photo by W. D. Wilks, California Polytechnic State University)

INSTRUCTION IN FARM POWER — Ray Ansell, instructor at Covina (California) High School, shows using a tractor power train in teaching agricultural mechanics. (Photo by W. D. Wilks, California Polytechnic State University)

KENTUCKY SKIT ON COMPETENCY-BASED EDUCATION — A popular feature of the Kentucky Vocational Agriculture Teachers 1976 summer conference was a skit on "You Are There — Individualized Competency-Based Education in Tractor Mechanics." The skit showed students using self-instructional modules and related audio-visual equipment, the role of the teacher, how the classroom should be set up, and the roles of school officials and employers.

"Actors" in the skit were (left to right): M. J. Iverson, University of Kentucky — "World News Reporter;" John Kistler, Laurel County High School, London — "The Teacher;" Frank Rowland, Barren County High School, "Guidance Counselor;" L. C. Crowder, Hardin County High School — "Student;" W. E. Foster, Lear County High School — "Tractor Dealer." (Photo from Maynard Iverson, University of Kentucky)
GUEST EDITORIAL

Futuristic Considerations for Summer Programs

It appears that the summer programs in vocational agriculture are at the crossroads. The emerging trend toward nine- and ten-month contracts for teachers of vocational education in agriculture is responsible for the writer's concern about summer programs and activities. At the present time, state policy in Arkansas supports only twelve calendar-month contracts. However, there are those (our critics) who look down on vocational education in agriculture because they do not really know enough about it. They are the ones who would replace the program to nine-month contracts. If this trend prevails and becomes universal, summer program and activities cannot survive. It would, in effect, destroy the "living" part of vocational education in agriculture. Then it would become just another academic course in the public schools. If this should happen, do you realize the impact that it would have on all components of vocational education in agriculture? The supervised experience program would be completely destroyed; the PFA would lose some of its effectiveness; the adult education program would become obsolete; the building and grounds would be left unused, and ultimately cause damage to the professional growth of teachers of agriculture. Congress is in the process of passing the Smith-Hughes Act which is intended for vocational education in agriculture to become a part of an academic course. Congress realized that the interests of the agricultural community could be served best by having viable summer programs and activities for day school students and junior high school students. During the last sixty years, we have developed a great deal of knowledge in agricultural education. The writer likes the way J. G. Ahertson expressed what we have contributed to society in the United States. He said "Agricultural Production in the United States has come a long way from the time it required 85 per cent of our work force to provide our domestic needs in the fields of food and fiber. Now slightly over ten per cent do the same job and leave us blessed with healthy surpluses. Education and technology have been responsible largely for these gains." Summer programs and activities played a major role in bringing about this progress.

Most of the teachers of agriculture, supervisors and agricultural teachers across the nation are aware of the criticisms and pressure of groups that would abolish vocational education in agriculture and ultimately destroy it. Being knowledgeable of our critics and their way of eliminating vocational education in agriculture provides us with a basis for counteraction that will try to keep all parts of the total program intact. Last year the staff in Agricultural Education in the State Department of Vocational Education assumed the leadership in neutralizing relations with those who look down on the program of vocational education in agriculture. After several review committee meetings, Crawford wrote "Fortunately, the committee saw fit to continue agriculture on a full 12-month basis for another school year. In doing so, however, it was determined that a report of summer activities be filled out for the months of June, July, August and September. This will be required of all ag teachers, as well as other vocational teachers under contract for 12 months. Teachers in agriculture must plan and account for their summer activities during June, July, August and September. Teachers of agriculture are trained to design and conduct twelve calendar-month agricultural programs. They have developed important responsibilities in the school community during the summer months. During the summer months the ag teacher who is not established in his school community will take advantage of opportunities to relate to farmers and agricultural workers. The teacher who is not well established in the school community and who abdicates his real summer program responsibilities should be censured.

(Concluded on next page)
There is no way to divorce the summer activities of a teacher of vocational agriculture from the supervised experience program.

In the Future
After all that has been said, we must seriously consider that future summer programs and activities and twelve-month contracts of teachers of agriculture will depend on well-trained, dedicated personnel. We cannot sit idly by and think our programs were originally designed for summer activities and twelve-month contracts, and it will always be that way. Our challenge in the future is to learn that we must earn the right to serve vocational education in agriculture during the summer months. In the future during the summer, a teacher of vocational agriculture may increase the amount of time he devotes to adult education in agriculture because his high school classes do not meet. This does not mean that a teacher should neglect supervision of the agriculture experience programs of his high school students during the summer. This primary responsibility is always present even though classes are not in session. In the future, more consideration must be devoted to the supervision and evaluation of approved programs which adults are attempting to use as a result of adult class meetings. Field trips and individualized instruction for both high school students and adults must be increased. The future summer programs and twelve-month contracts have more than an outside chance of surviving in the future if the agricultural teacher will re-direct his efforts in providing a realistic summer program in a manner such that the rural clientele will look to him as the community's professional agricultural leader and advisor. This means better ways of keeping the school administration aware of meaningful summer activities that are planned and conducted by the teachers of agriculture. Goodwill must be created for the summer agricultural program by maintaining good public relations. The advisory committee, counseling and guidance, and the FFA are important components of all quality summer programs. They must be kept intact during the summer months for orderly operation during the regular school term. The nature of summer programs and activities in vocational education in agriculture and twelve-month contracts will be bright for the most part, if wholesome consideration is given to the items mentioned above. The momentum for eliminating summer programs and twelve-month contracts can be turned around provided teachers of agriculture, the state staff, and teacher educators pull together.

Read!
Teachers should read this issue from cover to cover and see that the school officials do also.
—The editor

JUNE 1976
SUMMER SCHOOL IN AGRICULTURE

Thomas N. Wood, III
Ag Teacher
Salem, New York

Yuk! At first thought, the idea of having a summer school in agriculture didn’t sound very appealing or potentially successful to me. It all started one day in early May when the principal called me into his office and asked me for my opinion on having a summer school for credit in agriculture. I was negative toward the idea. It wouldn’t work, I thought. Students wouldn’t come. This idea in Agriculture didn’t like to come to school during the regular school, why on earth would they suddenly be motivated to come to school during their summer vacation? After further discussion, it became apparent that the students wouldn’t have to come to school each day; in effect, we would take the school to the students. The idea began to sound less appealing. My next concern was what to teach. What would the course content be? It soon became evident that a work experience course would be the answer.

After further discussion, it began to sound like an idea whose time had come. I proceeded to contact our Agricultural Advisory Board for their reactions while our principal went to the Board of Education for its reactions. Both groups responded enthusiastically to the basic idea but wanted more specific as soon as they were developed.

With their basic approval, we shifted into high gear. The first thing we did was fill out and submit the formal application for conducting a summer school with the New York Education Department. While waiting for their official approval, we spent a great deal of time working out some of the specifics of the program. I decided to offer two one-half credit courses. The courses would be called Agricultural Work Experience 1A and 1B, and a student could take one or both, depending on the amount of work he or she wanted to do. The next step was for me to write up course objectives. My objectives were written in behavioral form and spelled out what it was we expected the students to do. Basically the objectives concerned the development of good work habits and attitudes, the development of new skills and improvement upon old skills and managerial abilities; the ability to set goals for themselves, the ability to keep accurate records on their work experience activities, and the ability to accurately evaluate their own progress.

I was determined from the start to give the course integrity, make it valuable and meaningful. To further this end I developed a packet of information and record sheets for each student to be enrolled. This packet of record and informational sheets included: (1) a registration card, (2) a course information sheet which spelled out the administrative procedures for the course, (3) a course objective sheet, (4) a student work agreement form, (5) a record of occupational work experiences, (6) a report card, (6) a student safety agreement, (7) a student schedule, (8) a record of volunteer work experience, (9) a student progress sheet, and (10) an employer-employee evaluation sheet.

With this information developed, we set out to recruit students for the course. Earlier I had decided to limit the course enrollment to 30 students. I arrived at the 30 student number by figuring that I could invite 6 students a day, since I worked a five-day week. If that meant I could check on each student’s progress once a week. As it turned out I was not able to meet this goal, but ended up seeing each student about once every week and a half. By now it was the third week in June. I had maintained the possibility of the course to students in class during early June. I set up a sign-up sheet, but couldn’t actually enroll students because we hadn’t received final approval from the State Education Department. When official approval finally came about the last week of June, I went out and registered the students and got the course rolling. Preference at registration was given to juniors and seniors, but we did have a couple of sophomores in the program.

When the course was completed, it was simply a matter of my setting up a schedule and going around on a regular basis to visit the students, parents, and employers to check their progress at work experience and record keeping. After each visitation, I made notations and evaluations on my record of each student’s visitation and evaluation form for the course. I must also mention that I had a folder for each student in which I kept all of the student’s records. Each time after a visitation I would collect any completed record forms and place them in the student’s folder.

My typical day began at about 8:00 a.m. I always made it a practice to be in my office every day from 8:00 to 9:30. The students, parents, and employers all knew this and it made it possible for them to schedule as many visits as possible to get any problems or questions answered. During this time I would take care of any mail and correspondence, update my record forms, and fill in my detailed diary—which when completed at the end of the summer was included in my final report of the programs. I always planned to have my coffee break and three-thirty break (a twice weekly schedule). Each student then got out and made observations until about 4:00 p.m. Most days I worked through the lunch hour as this was a particularly good time to find the students and employers. Also, it offered the opportunity to get several delicious free lunches. I soon learned the “good” places to be at lunch time. I followed this schedule for all of the summer.

(Continued on page 279)

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JUNE 1976

Conducting Summer School in Agriculture

Melin Lloyd
Vocational Agricultural Instructor
Eagle Bend, Minnesota

When you think of what to do on your summer vacation, consider setting up a program like the one I developed. This provides a small school like Eagle Bend the opportunity to more adequately finance its summer vocational agriculture program. The combination of vocational farming and foundation aids should help justify hiring the vocational agriculture instructor on a full-time basis each summer.

I still feel one of the primary responsibilities of the summer agricultural vocational program is individual student instruction and the supervised experimentation programs. I do not want to minimize their importance in this article. I merely point out a possible avenue for part of the summer instructional time. The classes should not replace the horse violations and other activities that are the normal routine. With this in mind, I hope to describe in this article a program that might be modified to fit your local vocational agriculture program.

Here, at the Eagle Bend Vocational Agriculture Department, we offer two courses in the summer. Students can sign up for either course. Students are required to complete 60 hours of group and individual time and receive one half credit towards graduation upon satisfactory completion of the course requirements.

During the summer of 1975, we had over 35 enrollees in the summer classes. The two courses we offered our students were Livestock and Livestock Products Evaluation and Agribusiness Leadership Seminar. In each class, students were given a list which included objectives, competencies, key words, and activities. Each student was also asked to have an individual or small group team in developing resources materials in the area of their interest. The objectives of the livestock class included:

1. To develop skill in proper selection of dairy cattle.
2. To develop skill in proper selection of red meat livestock (beef, swine, sheep).
3. To develop proficiency in the evaluation of meat products.
4. To develop proficiency in evaluating dairy products (cheese, milk, etc.).

Student competencies developed from the livestock class included:

1. Each student was able to grade meat according to USDA standards.
2. Each student was able to grade live animals according to USDA standards.
3. Each student developed fundamental skills in dairy selection.
4. Each student was able to identify and correct flavor defects in dairy products.
5. Each student developed individual skills in the area of his or her interest in the areas of livestock and livestock products.

The class schedule included:

Session #1. Start individual projects in area of interest, basic information about subjects in course.

Session #2. Dairy cattle judging, live animal evaluation, pedigree evaluation.

Session #3. Dairy cattle judging, live animal evaluation, fitting and showing.

Session #4. Beef cattle judging, live animal evaluation, USDA grading, quality grading.

Session #5. Red meat evaluation, retail cuts, wholesale cuts, carcass grading.

Session #6. Dairy products evaluation, milk, cheese, dairy products, milk, etc.

Session #7. Field trip to University of Minnesota experiment station, Morris, Minnesota.

Session #8. Field trip to Todd County Fair livestock show and Wadena County Fair show and judging contest.

Session #9. Field trip to Minnesota State Fair. We entered a livestock and dairy team from the class. Some class members also presented demonstrations at the fair.

Session #10. Class members were required to spend 12 hours on individual or group projects to complete the 60-hour course requirement.

A description of the Leadership Seminar included in...
Summer Programs — A Time to Get Acquainted

Ernest H. Muncief
Vocational Agriculture Instructor
Marlow, Oklahoma

Plan a visit of invitation to the day students in which the superintendent and principals can go with you.

A recent positive statement of the National Vocational Agriculture Teachers’ Association concerning twelve months programs states, "The major contributions of Vocational Agriculture education programs have been and continue to be:
1. Increased production of food and fiber through the training of individuals in productive agriculture.
2. Increased utilization and improved conservation of renewable natural resources.
3. Improved distribution of agricultural products through placement of trained persons in agricultural sales, services, and processing.
4. Improved community development through leadership training for agricultural personnel.

Vocational Agriculture/Agricultural education is charged with the responsibility of providing an opportunity for all people who need, want, and can profit from such education. To accomplish this mission, Vocational Agriculture/Agricultural education programs must be on a continuous twelve month basis.

Of course in Oklahoma every vocational agriculture instructor is faced with twelve months, there are no ten-month or partial programs. Some feel that there is not enough work to justify a twelve-month program. Personally, I have found that the summer provides an opportunity to become better acquainted with the community and the people with whom I work.

Summer is an excellent time for the supervision of the occupational experience program of the day student. Since there is no 8:00 clock to make or time clock to punch, I frequently spend one-half or a full day with a student, helping with his work.

Summer is an excellent time to visit with the new or prospective students and their parents.

Summer is an excellent opportunity to become closer acquainted with the administration of the school. Schedule a round of golf, diners, homescoots or a cook-out for the administrator. They most likely will be elated to consider themselves an integral part of your program, of which they are. Plan a time of visitation to the day students in which the superintendent and principals can go with you. Besides becoming closer acquainted with the administration, a program of Vocational Agriculture can easily be sold through efforts such as these.

Get acquainted with your fellow vocational agriculture instructors in your area. Regular FFA meetings and newsletters aid in a complete summer program.

The objectives of the leadership class were:
1. To develop individual leadership skills.
2. To develop the ability to work effectively in group planning.
3. To develop the ability to function as a group member.

Student competencies developed from the leadership class included:
1. Each student was able to function as a group chairman.
2. Each student was able to plan and give a speech.
3. Each student was able to work with group planning.
4. Each student developed individual skills in the area of their specific interest in the area of leadership development.

The class schedule included:
1. Two class seminars of eight hours each, at a resort.

Summer programs — A Time to...

Summer Programs — A Time to...

Continued...
Three-Quarters Employment Makes Teaching Less Attractive

Harold B. Bledsoe
Teacher Education University of Kentucky

Several states have already had (and others will have) difficulties, either at the local or state level, with the 12-week employment period for teachers of agriculture. Teachers of agriculture and the profession as a whole must be clear and ready on the justification for year around employment. The following seven justifications or supporting statements may be helpful to teachers and others where it is necessary to extend the basic employment period of a teacher 9 or 10 months.

1. A basic employment period of 9 to 10 months will have a devastating effect on attracting capable prospective teachers to enter training programs in the universities and the subsequent employment of highly qualified teachers in the states. Unlike other teaching professions, there is a shortage of teachers of agriculture across the nation. The profession could very well end up with those individuals who cannot get jobs elsewhere in agriculture. This has far-reaching implications in years ahead.

2. The county agricultural agent, the teacher of agriculture's counterpart in the public school system, is employed for 12 months. Both have the same basic training in agriculture. To make the basic employment period for the teacher 9 to 10 months, with extended employment added on, tends to cause the teacher and the community to feel that his services are not as important as those of the county agent who still retains the second-class rank as an agricultural leader in the county.

3. Agriculture is a very significant aspect of the economy of most states. In many states agriculture is the number one industry. Farming and other agricultural businesses are complex and the need for training is becoming increasingly important, not less.

4. Since the enactment of the basic vocational education act in 1963, the vocational agriculture program has required the services of a teacher for twelve months, primarily because of the instruction and supervision which the teacher provides to each student, including farmers who work in agriculture beyond the four walls of the classroom and after regular school hours.

5. Year-round supervision is a necessity, especially during the summer months when farm and agricultural businesses are at their peak. Young and adult farmers and other agricultural workers are involved in small to large, complex and diversified agricultural business operations and their training must be applied to specific situations through on-site supervision.

6. The agricultural business has had an exceptionally fine record in the states and on the national level in terms of experience programs for high-school students, the young farmers, and the adults in agriculture, and the profession would like very much to keep it that way for the sake of those served.

7. Agriculture/business needs high quality programs at the local level, across the nation. Appointment periods of less than 12 months for teachers will jeopardize high quality programs at the local level in the years ahead.

It would be a significant step backwards if the basic employment period of teachers of agriculture is reduced to 9 or 10 months, when in many quarters of the American educational systems there is much talk that students need teachers on a year round basis. I spoke in part, Dr. Barbara Thompson, State Superintendent, Department of Public Instruction, State of Wisconsin:

It is perhaps high time that we acknowledge the process model created and put in practice by vocational agriculture teachers who an extended school year is used to better understand and know the individual student, his family, and home environment. The willingness of a professional to deal with all of the problems in his student's life is a recognition which should not be critical. It is not enough to pride in the classroom in a single immediate environment and hope that accidentally or coincidentally what is being taught will have some bearing on the life of the individual student. The vocational agriculture teachers in Wisconsin have been willing to put theories into practice and to truly apply classroom theory to the reality of the environment and waiting for the day when the good examples used by vocational agriculture teachers will be seriously considered by school boards as an acceptable model to be used with all professional education. This year-round service of which the teacher provides evidence productively wherein the public will be served, is a guarantee that the young person's education is relevant and useful.

CONTINUED

SUMMER SCHOOL IN AGRICULTURE

With only one or two exceptions, there were no problems. All of the students who started the program completed it, about 90 to 95 students, and 2 for one-half credit. I might mention that to receive one full credit the students had to work 300 hours and to receive one-half credit the students had to work 150 hours. During my last visitation at each employer, I left the employer evaluation sheet. The employer then filled these out at his convenience and mailed them in to me at the school.

(Concluded on page 276)

Farm Experience for Urban Vo-Ag Students

Robert J. Kastorin
Assistant Principal-Supervisor
John Brown High School
Farming, New York

For more than fifty years the students of John Brown High School in Farming have been involved in agriculture. The Bowie High School have been required to participate in three summers of farm work experience. As important as practical work experience is for students living in rural areas, it becomes almost mandatory that students from a large urban area gain this kind of foundation experience since knowledge and skills involved in agriculture are basic and fundamental in many off-farm agricultural occupations. The primary purpose of our farm work placement program is to provide a farm situation in which students have adequate resources to enable them to acquire the necessary practical skills, understandings, and attitudes to prepare them for (1) entrance to college and technical institutes of agriculture, (2) the vast related agricultural occupations and, of course, the possibility of a career in farming itself.

The organizing and maintaining of a meaningful summer work practice program is a task which can be described as being simultaneously frustrating and at times consuming. Our program requires placement of approximately 100 students each summer. We are working on this year's program and had the foresight to maintain a FarmCadet Program which is most often used as a vehicle to provide job opportunities for students in our program. It is interesting to note that the head of this program, Mr. Paul Hoppe, is a graduate of our course. His help and support has been invaluable in making our program the success which has been established in the past. He has been an excellent resource for "growing up" on the road to adulthood.

The instruction and supervision which the teacher provides to each student, including farmers who work in agriculture beyond the four walls of the classroom and after regular school hours.

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continued

JUNE 1976
The Summer Program - -

It Can Be Salvaged

Floyd J. Lack
Teacher Education
New Mexico State University

As the traditional Vocational Agriculture program is known in New Mexico, the original concept of the teachers’ contract has been the time of the year when the teacher could really become involved with students and production agriculture. There has traditionally been financial support from the state and state agencies to keep the summer program alive for vocational agriculture. This traditional support seems now to be fading as the summer or extended contract is not required as a part of the “Contract Plan for Vocational Education” in New Mexico. In the words of the New Mexico State Director of Vocational Education, “If the teacher of vocational agriculture is going to have an extended contract he will have to justify the contract to the local school.” Realization of this fact has made extended contracts the hottest topic of the year for the New Mexico vocational teacher. This is a very tenuous situation for the New Mexico vocational agriculture teacher and several other states have indicated a similar problem.

With this complicity, people in vocational agriculture must decide whether or not the summer program is as important as it once was. It has to be realized that the original concept of the program was necessary to the operation of a quality educational program, local administrators and boards of education must be educated regarding this need. If these local people cannot be convinced that vocational agriculture needs a summer program, it is on the way out, and if the local people do not want the program, it will be terminated no matter what stands are taken by the state and federal levels of government.

The person responsible for the local program, the teacher of vocational agriculture, must work with the New Mexico state office to develop backup from school administrators and boards of education if they want their support. The cooperation of these people must be genuine. In order for their support to be genuine, they must feel they are getting a return for the money spent on a summer program. The cooperation of any area or community is getting in return for the money lies with the vocational teacher. It is difficult to enumerate all the possible summer duties of the vocational teacher and make those duties apply to all; however, some of the same responsibilities can be assumed by more teachers. Some of the suggestions which might help build support for a local program include:

1. To put a day’s work for a day’s pay. It doesn’t matter how many extra days of work the vocational teacher has already put in during the nine month formal school term, administrators want their people to be “on the job.”
2. Keep the administration informed. Most administrators may not demand to know where the vocational teacher is on an hourly basis, but there are exceptions knowing whether students are being visited or if the vocational teacher has gone out of-town to some agricultural function. Keeping the administration informed can be done, in most cases, by giving them a planned schedule of the next week’s activities.
3. Work with students who are involved with “Supervised Occupational Experience Programs.” This activity might take a majority of the vocational teacher’s time during a summer program. This activity allows the teacher to become involved with the student and family. The vocational teacher should, through this activity, gain community goodwill for the total program and in particular for the summer segment.
4. Work with the FFA. Some of the most rewarding experiences FFA members can have, such as camping trips, tours, conventions, and other educational activities are more easily planned and carried out as a part of the summer program.
5. Visit with potential students and their families. Many times a visit to a potential student’s house will convince the student that the vocational teacher is interested in his future and as a consequence enroll in the program. Parents especially seem to be impressed by a teacher who will take time to work with their child on an individual basis.
6. Summer Classes — If a school offers summer classes, it might be a refreshing addition to the curriculum to have a class in agriculture.
7. Adult Program — Many vocational teachers have had outstanding success in developing community support for vocational agriculture through the use of adult programs. These programs, if operated as an educational activity, can certainly develop backing from the people who pay the bill.
8. Professional Improvement — Many teachers have difficulty in getting the administration approval for the local school board to permit them to continue with formal education or any kind of professional improvement. This activity might take a majority of the vocational teacher’s time during a summer program. This activity allows the teacher to become involved with the student and family. The vocational teacher should, through this activity, gain community goodwill for the total program and in particular for the summer segment.
CONTINUED

Why Have a Summer Program?

Jerry Crowe

Agriculture Instructor

Altam, Missouri

Another activity which is as important to the community as it is to Vocational Agriculture is the local or county fair, in which the vocational-instructor and students usually have as much to do with its success or failure as in any group. Many fairs, including the one in my hometown, would most likely become non-existent.

Agricultural mechanics would be hurt severely also. In Missouri most teachers allow one to two weeks to maintain shop equipment, reorder supplies and incorporate changes in the program of Agricultural Mechanics. It becomes very evident what would happen to this area.

Would our teachers' organizations remain as bonded and strong if we could not meet as a whole for three or four days each summer? Definitely not, and this could possibly be the worst result of any of the aforementioned problems. It is because of the great brotherhood among vocational-instructors that Vocational Agriculture and the FFA are as strong and unified as they are.

How many of you visit prospective students before school starts in the fall? Probably everyone, and if this is your first year, how many of these students would go unnoticed? How many students who sincerely need Agriculture to be a success, would fall?

And finally, let us look at our adult program. If adult programs do not meet bimonthly or monthly, enthusiasm dwindles and participation decreases markedly. And this being one of our more important areas, certainly needs our attention.

Farmers, agribusinessmen, students, and the community need the help and support of a total program in Vocational Agriculture not just from August to May, but the entire year.

If you have read this far, you have realized and began to appreciate just how important these 12 weeks in the summer are to the success of Vocational Agriculture. At the same time, I sincerely hope that those not closely associated with FFA can see and understand how important the summer activities are, not only to the vo-ag instructor but to the entire community of agriculture and business.

I hope that we as teachers never have to try to accomplish everything in nine months, but the best way to prevent states from enacting this is to strive to do the best job possible we can through the summer months with our department. This in itself should serve to decrease the potential of this problem that we are vitally needed year-round.

Why Have a Summer Program?

The teacher is employed on an eleventh or twelve-month contract. It is difficult to think that administrators who feel that the educational program of a community would be the better for having an additional year, would not work out a way for the teacher to take part in professional improvement. The teacher has good public relations with administration below this a goal.

9. Learning By Doing — The backbone of vocational education also has a place in the summer program. If there is any way possible, the local teacher should involve the administration in a "learning by doing" experience with the summer program. Some examples are:

a. Take administrators on supervisory visits.

b. Invite administrators to FFA meetings.

c. Invite administrators to any adult functions which might be covered with the school newspaper. If possible, use administrators as sponsors for FFA activities.

d. Invite administrators to take part in agricultural activities outside of the school program.

It seems that the only way the vo-ag program originally was able to accept the support for a summer program was that people believed there was a worth-while educational activity in off-farm agriculture. The second element to keep in mind is that at least 60 percent of the vocational agriculture teacher's time should be spent teaching and supervising students and carrying out related activities.

The summer duties of a vocational agriculture teacher can be grouped into four general categories with their specific activities falling into these categories.

1. Teaching short-term summer classes for interested students and arranging for the appropriate credit. Secure job stations for supervised occupational experience programs.

2. Survey employment opportunities for students desiring placement in production agriculture or off-farm agriculture as their supervised occupational experience programs.

3. Secure job stations for supervised occupational experience programs.

4. Survey employment opportunities for students seeking employment in agricultural occupations upon completion of the program.

5. Supervise students on their supervised occupational experience and assist them with their records on other problems which they encounter.

6. Work with students in getting their projects ready for exhibiting at fairs.

7. Vote prospective class members and their parents to explain the program and what is expected of them.

8. Discuss the planning of vocational agriculture teachers to supervise the students involved in the professional activity. The second element to keep in mind is that at least 60 percent of the vocational agriculture teacher's time should be spent teaching and supervising students and carrying out related activities.

In every community and states the summer program in vocational agriculture is being questioned. We are being asked to justify the need for summer programs and to be accountable for this time.

The summer program has been and will continue to be vital to the total preparation of students and in meeting the objectives of Vocational Agriculture. A rationale to support the need for a summer program in vocational agriculture is the seasonal nature of the agriculture industry. All students enrolled in vocational agriculture should have a supervised occupational experience program whether it be production enterprises, placement in production agriculture, placement in off-farm agriculture, business improvement project, or school laboratory experience. In many areas of the country, the students will be most involved in their supervised occupational experience program during the summer months. Activities with productive enterprises increase; farm placement increases when farmers and ranchers need additional employees; and with the increase in these areas, there is also an increase in the activity of students in off-farm agriculture resulting in a need for more employees. These additional activities carry out related activities related to the supervised occupational experience programs.

Vocational agriculture teachers are hired to teach. One cannot be teaching if he or she does not have contact with students. This need is so vital that at least 60 percent of the vocational agriculture teacher's time should be spent teaching and supervising students and carrying out related activities.

The Educational Agriculture Magazine

JUNE 1976

Vernon D. Lauf

Agricultural Education

North Dakota State University

Vernon D. Lauf

Agricultural Education

North Dakota State University

Justifying Your Summer Program

Why Have a Summer Program?
A full-time teacher of vocational agriculture has the responsibility to plan and carry out a worthwhile summer program of activities. This includes working with students enrolled in agriculture, young and adult farmers, as well as other school and community activities. For the sake of organization, we may group some of these activities in the following categories:

1. **High School Students:**
   - A. Classroom • Shop • Land Lab Instruction • Practices
   - In many instances it is not only desirable but very worthwhile for vocational agriculture teachers to teach summer school classes. These may be for those students who were unable to enroll during the regular school year, for students who need to make up or acquire extra credits, or for those that may be interested in the field with special needs. Many teachers offer the course in tractor safety and are able to certify 14 to 15 year olds for on-the-farm work. Sometimes it is also advantageous to offer special courses in Horticulture or Greenhouse Management.

2. **Supervised Occupational Experience (SOE) Program:**
   - By 1976, every student enrolled in vocational agriculture in North Carolina will be required to have a SOE program. (See Supervised Occupational Experience in additional information.) Since each student is to be involved in such a learning experience beyond the classroom, the teacher may be responsible for a number of activities including:
     - Aiding each student in selecting the kind of SOE activity most beneficial to the career objective of that student.
     - Contacting farmers or agricultural persons to make arrangements for on-the-job training or for an opportunity visit.
     - SOE visitation of the student either on-the-farm or in an agricultural business.
     - Aid students in maintaining accurate records.
     - Provide students with guidance and counseling.

3. **Supervised Farm Program (SFP):**
   - Since the SFP is an integral part of the SOE program, the team of the SOE program may include:
     - PLANNING and initiating at least two regular SFP meetings.

IV. **Community Service:**
   - The teaching of agriculture is frequently called upon to perform community educational services or to cooperate with groups or clubs in community betterment programs. These may include:
     - Aiding individuals with home landscaping problems.
     - Advising on use of agricultural chemicals or with cultural practices.
     - Advising on treatments for livestock or crop diseases.
     - Working with civic clubs or other community groups on community beautification.

V. **Summer Work Program:**
   - Some of the summer time of the teacher will have to be spent in connection with department activities such as:
     - Preparing an actual teaching program plan. This will

---

**CONTINUING JUSIFYING YOUR SUMMER PROGRAM**

Agriculture teachers to justify the need for their summer employment, I feel that one of the two problems possibly exist. They may have neglected to carry out their summer activities and abused the time; or they have failed to communicate with school administrative officials. It is important that lines of communication be kept open and the vocational agriculture teachers keep the administration informed of their activities.

Once we are able to convince the people within our own ranks that they are hired to teach in an industry for all seasons, and that vocational agriculture teachers do spend their time supervising and teaching during the summer months, we will lessen the accountability problem concerning summer employment. Subsequently, we will have less need to justify our summer programs.

---

**High School Students:**

- **B. Supervised Occupational Experience (SOE) Program:**
  - By 1976, every student enrolled in vocational agriculture in North Carolina will be required to have a SOE program. (See Supervised Occupational Experience in additional information.) Since each student is to be involved in such a learning experience beyond the classroom, the teacher may be responsible for a number of activities including:
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    - Contacting farmers or agricultural persons to make arrangements for on-the-job training or for an opportunity visit.
    - SOE visitation of the student either on-the-farm or in an agricultural business.
    - Aid students in maintaining accurate records.
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---

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---

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    - Advising on treatments for livestock or crop diseases.
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---

**Summer Work Program:**

- Some of the summer time of the teacher will have to be spent in connection with department activities such as:
    - Preparing an actual teaching program plan. This will

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**Continued (on page 207)**
Home Visitation - A Chance for Counseling

Roger L. Green
Grad Student
VPI & SU

Here are some ideas which I believe should be considered before, during, and after the home visitation of students in order to reap the greatest benefits from this effective program.

First of all, plan the activity—select a date and time that are mutually agreed upon by the student, his parents or guardians, and the instructor. Before the agreed upon appointment, the instructor should take time to look at the student's cumulative records and consult with the guidance counselor. Each record or the counselor might raise questions which can be answered by an effective visitation. For example, it is learned that either parent can read or write, it might shed some light on why Johnny does not like to take English in school.

On the day of the planned visitation, the instructor should ask the student to meet him in the vocational agriculture department as soon as school is out. Then both of them can get to know each other better on the way to the student's home. (It also helps to have the student along to provide directions.) One of the greatest results to be gained from visiting the student is a feeling of mutual understanding and respect. Through normal social conversation, it may be possible for the teacher to discover some special interest or skill which the student possesses. The teacher should watch for this and use the time the student has available to pursue his interests. Teachers may use this time and guide the student to pursue his own interest in a meaningful way.

Up on arrival at the home, a lot of mysteries should begin to clear up. The instructor should carefully assess the answer to the question of whether the student will attempt to further the student's development. An alert observer should be able to assess many of the attitudes and values held by the family as they relate to their values to the student's personal growth and development. In addition, the student's observations of others may affect the student's personal development.

At the conclusion of the visit both the student and the instructor should feel that the time together was meaningful. They should have a better understanding of each other and an improved relationship should carry over into the regular meetings at school. Furthermore, the outcome of one visit should serve as a basis for more visits in the future at the request of the student.

Leader in Agricultural Education:

EDGAR A. PERSONS

Six thousand farm business records analyzed for the 1974 calendar year
Behind that cool statistic lies a history of leadership in agricultural education that deserves recognition. The vocational agriculture farm business management program in Minnesota has achieved remarkable success and some renown. The prime mover behind this program since 1966 is a dynamic young man, Dr. Edgar A. Persons.

"Dr. Ed" is a product of the public school system of Minnesota. Coming up through the route that is now unimpeded to many, Ed Persons was born and raised on a farm, educated in rural schools and the University of Minnesota. Given a keen mind, a sound body and a passion for learning, it is not unusual that Ed Persons would graduate with distinction. Nor is it unusual that he would carry out a highly successful career as a vocational agriculture teacher and community leader before joining the staff as an Assistant Professor in Agricultural Education.

In the near future, there was a farm business management program conducted by the vo-ag men of Minnesota before Dr. Persons assumed responsibility for its further growth and development. But in no way did it resemble, either in magnitude or sophistication, the finely honed instrument of teaching and learning that it has become under his leadership. Dr. Persons took a Model T hand-cranked operation and, with

Bibliography
Salaries and Working Conditions for Vocational Agriculture Teachers in the United States

by Tobie Timworth and James P. Key

National trends indicate that the increased enrollment in vocational agriculture subjects and the increased number of multiple teacher departments in vocational agriculture teachers will be needed in the future. This fact, coupled with a lower number of potential agricultural education graduates and an increasing percentage of teachers leaving the profession, points out a need for more and better recruitment information and procedures. Woodrow and Craig pointed out that shortages of vocational agriculture teachers across the United States had to close in 1974 because of teacher shortages. This is up from the 71 reported in 1975. There are many reasons for this national trend and many surveys and studies have been made to attempt to find solutions to this major problem. Some people tend to believe that we're just a part of an over-all national problem in education. Leland Dean, Director of Teacher Education at Michigan State University, puts it this way, "The current teacher shortage and a lot of publicity about an over supply of teachers has caused enrollment in teacher preparation programs to drop. This very well could lead again to a general shortage of teachers by about 1976 or 1977." However, there are many people who feel that salaries and working conditions are, at least in part, determining factors. A study of Agricultural Education graduates during 1964-1965 at Oklahoma State University by Timworth and Fenton in 1969-70 in Oklahoma showed that these were the major reasons for either remaining in or leaving the profession. A study by Woodrow and Craig in 1974 showed that these were the major reasons for either remaining in or leaving the profession.

### Table I

<table>
<thead>
<tr>
<th>State</th>
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**Major Findings**

**Length of Employment**

As shown in Table I, a 12-month employment period for all vocational agriculture teachers within the state was reported by only 16 states. However, another 14 have from 73 to 95 percent of their teachers on a 12-month contract bringing the total states with a majority of teachers employed 12 months up to 58 percent.

**Minimum Starting Salaries**

The minimum starting salaries of vocational agriculture teachers with the B.S. degree have increased an average of 16.5 percent across the United States since the period of 1971-76. The increases ranged from no increase in 4 states to over 30 percent in 6 states.

The minimum starting salary for vocational agriculture teachers in 1975-76 is shown in Table I which is based on data from T-400-1100 for the B.S. degree and from T-400-1100 for the M.S. degree. The maximum starting salaries were taken from a low of $750 (B.S.) and $811 (M.S.) to $760 (B.S.) and $820 (M.S.)

**Table II** is a summary of minimum starting salaries for vocational agriculture teachers. The beginning teacher (with a B.S. degree) most often starts with a salary range of $700-900 with 25 states or 50 percent reporting this salary. This table also includes 2 states with no minimum salary, 1 state with a minimum salary of $400 and 3 states with a salary of less than $700 for the B.S. degree. In the salaries for the M.S. degree, 7 states (14% reporting) minimum of $600, with 70 percent of the states above $600.

In Table III the starting salaries/month are summarized. The starting salaries/month are summarized. The largest number of the states (17 or 34%) reported salaries for the B.S. in the $800-999 range. In this table, 8 states reported no maximum salary for the B.S. and 14 reported a maximum for the M.S. Eleven States (22%) reported a maximum for the B.S. over $1000 per month and 22 states (44%) reported a maximum over $1000 for the M.S.

**Table IV** outpoints that 27 states...

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*Specific comparisons of salaries between states must be made only with the greatest caution since types and reporting accounts of salaries are greatly variable as can be seen from Table I.*

**The Educational Agriculture Magazine**

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Minimum reimbursable salary schedule

- Estimated salary: no state min. or max.
- Each district has own salary schedule

<table>
<thead>
<tr>
<th>State</th>
<th>Minimum Salary/Month B.S.</th>
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**The AGRICULTURAL EDUCATION MAGAZINE**

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Tobie Timworth and James P. Key

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*Varies, 9-12 months
- Estimated salary: 10-12 months
- Each district has own salary schedule
- Yearly salary divided by 12 months
### Table II

<table>
<thead>
<tr>
<th>Monthly Salary</th>
<th>Number of Teachers</th>
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<th>Monthly Salary</th>
<th>Number of Teachers</th>
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Total: 50  50

### Table III

| Maximum Salaries Per Month for Beginning Vocational Agriculture Teachers |
|-----------------------------|-----------------------------|-----------------------------|
| Monthly Salary              | Number of Teachers/Percent  | Monthly Salary              | Number of Teachers/Percent  |
| $1000 & over                | 1                           | $800-1000                    | 5                           |
| 800-999                     | 4                           | 600-799                      | 8                           |
| 600-799                     | 12                          | 500-600                      | 10                          |
| 500-599                     | 14                          | 400-499                      | 12                          |
| 400-499                     | 28                          | 300-399                      | 14                          |
| 300-399                     | 42                          | 200-299                      | 6                           |
| 200-299                     | 60                          | 100-199                      | 10                          |
| 100-199                     | 60                          | 0-99                         | 4                           |
| No Minimum                  | 2                           | No Notice                    | 2                           |
| Total                       | 50                          | Total                        | 50                          |

### Table IV

| AMOUNT OF VOCATIONAL AGRICULTURE TEACHER SALARY INCREASE FOR EACH YEAR'S EXPERIENCE |
|---------------------------------|---------------------------------|---------------------------------|
| Amount                         | No. of Years | Percent |
| 1000                           | 1             | 2       |
| 600-900                        | 1             | 2       |
| 500-600                        | 3             | 6       |
| 300-500                        | 9             | 18      |
| 200-300                        | 7             | 14      |
| 100-200                        | 6             | 12      |
| No Information                 | 10            | 20      |
| Variance                      | 18             | 36      |
| Total                         | 50             | 100     |

### Table V

<p>| BEGINNING VOCATIONAL AGRICULTURE TEACHER SALARY AVERAGES—ALL REGIONS |
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### Table VI


This text provides a comprehensive introduction to the fundamental principles of animal science. It emphasizes the biological and scientific aspects of animals that serve mankind. The book is divided traditionally with chapters on animals, reproduction, artificial insemination, animal nutrition, animal husbandry, animal health, animal behavior, animal environment, and animal management. The book is intended for students in veterinary medicine, agriculture, and related fields. It is also useful for those who wish to learn more about the science of animal behavior and its applications.

### Table VII

| SUGGESTED SUMMER ACTIVITIES . . . |

| IN AGRICULTURE. |

Occupational experiences in agriculture consist of those learning experiences, related to instruction, which are developed beyond normal class hours. These may be divided into four large areas:

1. Occupational Exploratory Experiences — These experiences consist of a broad variety of short-term learning activities in many agricultural occupations. The primary purpose is orientation to the occupation rather than development of occupational competencies. This experience would involve a visit to an agricultural firm, to a farm, or to a professional agricultural person, at which time the student would interview a person connected with the occupation.

2. Supervised Farming — These experiences involve those gained in producing crops or livestock, in conducting improvement activities, and in completing supplementary jobs.

3. Supervised Work Experience Program — These experiences are somewhat formalized, long-term student employment for the purpose of developing occupational competencies. Many students enrolled in the agricultural curriculum in the specialized courses of the eleventh and twelfth grades will work to find employment related to this instruction for the after-school hours and the summer months.

4. Cooperative Work Experiences — These experiences are designed to develop some occupational competencies in a specific area of agriculture. The student is formally employed. This program requires a cooperative agreement between the student, parent, employer, and school.

A well planned and implemented Summer Program of Vocational Agriculture will not only enhance the image of agriculture, but will be effective in meeting the needs of the school and community, and most of all will help meet the needs and aspirations of students. Let's continue to help them "Learn To Do By Doing."
STORIES IN PICTURES

by Jasper S. Lee

SIMULATED SHEEP SHEARING — Texas Virginia agricultural education teachers are observing a demonstration on sheep shearing in T. A. Constance, teacher of Seaville, Virginia, during a summer methods course of Virginia Polytechnics Institute and State University. The sheep is stimulated with a stuffed yellow cone, placed on stuffed socks for feet and head, and buttons for eyes. Dark slack is used to draw direction of the shear on the sheep. (Photo by Jasper S. Lee, Mississippi State University)

FORESTRY CAREER EXPLORATION IN FLORIDA — The two students shown here are participating in career exploration activities as part of their sixth grade vocational agriculture class. (Photo from R. Donald McCormick, Florida State Department of Education)

FORES STRY FIELD DAY IN GEORGIA — The students shown here are cutting a load of pignons. This is one of ten events in the Georgia Forestry Field Day Program. (Photo from Georgia Department of Education)

CHAMPION HYDRAULIC PRESS — Jerry Wesley, a senior in vocational agriculture at Ellwood (Kansas) High School, constructed the above '30-ton hydraulic press as a part of his vocational program. The press was the grand champion farm mechanics project of the Kansas State Fair. Construction was from a number of old pieces of machinery. The hydraulic pump from an automobile was used. The line, Jerrdy tells, the electric supply from an old truck, and the fire, Jerry relates, the entire press funneled through for the project. (Photo from Howard Wallace, Agriculture Teacher, Ellwood High School, Kansas)