STORIES IN PICTURES

by

Jasper S. Lee

NATIONAL ASSOCIATION OF FFA — Entrance to National College of Agriculture, Sewanee, Tennessee, Sign announces families of Future Farmers of America National Association. (Photo from Lambert Schilling and Milt J. Peterson, Minnesota)

SEMINAR ON INTERNATIONAL AGRICULTURAL EDUCATION — Martin McMillan, Virginia, is shown presenting a program on international agricultural education in Brazil to members of the Agricultural Education Society of Virginia Polytechnic Institute and State University. (He is also Editor of "The Agricultural Education Magazine".) (Photo by Jasper S. Lee, Virginia)

EL SALVADOR TRACTOR DRIVING CONTEST PRESENTATION — Jack Schindeloch, former Instructor at the National School of Agriculture, El Salvador, is shown presenting the first place trophy to Young Farmers following the first Annual Tractor Driving Contest at the National School of Agriculture, El Salvador, Central America. (Photo from Jack Schindeloch, Virginia Polytechnic Institute and State University)

FFA MEMBERS PARTICIPATE IN INTERNATIONAL CONFERENCE — Members of the San Luis Obispo FFA dairy team along with FFA Dairy Cattle Judging Team are shown at the National FFA Center prior to departure for the International Dairy Cattle Judging Contest in Wales at which they won second place. The coach of the team is Leo Farretto, center. (Photo from National FFA Center)

Theme — COOPERATIVE EDUCATION IN AGRICULTURE
Cooperative Education is a term more frequently misunderstood and misapplied by professional agricultural educators than almost any other in the broad glossary of vocational education. This editorial is intended to help clarify some of the misunderstandings surrounding cooperative education and place this concept in its proper perspective in relation to supervised occupational experience, frequently referred to by some vocational educators as "supervised work experience." Cooperative education, as the term is used in vocational agriculture today, is defined as occupational experience performed away from home by students for employers on a farm or in an agricultural establishment under a signed agreement for wages or other remuneration. The cooperative experience must be: (1) related to the student's occupation; (2) supervised by the teacher and employer; and (3) related to the instructional program. It may be for any length of time measured in weeks, months or even years before the student must have a planned set of competencies for the job to be acquired while employed.

Many educators today seem to have the misconception that most cooperative programs should be based only on a released time basis during the school day. Under such arrangements students spend a half day in school and a half day out of school. This is not the case. In fact, for many students in vocational agriculture the ideal program may be to have the experience program for a full school year with the same teachers and same classroom. The arrangement would provide supervision and is that the student has a carefully planned instructional program. Furthermore, that occupational work experience may be on the farm or in an agricultural business. Such programs may include the management of a cooperative education, leadership, full ownership or cooperative work experience.

Our report indicates that only fifteen percent of agricultural students participated in any kind of cooperative education program.
Cooperative Education: Problems and Remediation
In the Phoenix Area

Richard C. Sawyer
Teacher-Coordinator
Westwood High School
Mesa, Arizona

Leo C. Peterson
Voc-Ag Teacher
Westwood High School
Mesa, Arizona

Cooperative education is a method of training young people in occupations where they can work while they learn. This method of training is becoming increasingly popular in high schools throughout the country. In this article, the authors discuss the challenges and benefits of implementing cooperative education programs in schools.

COMING ISSUES COMING ISSUES COMING ISSUES

DECEMBER — Agricultural Mechanics
JANUARY — Two-Year Post Secondary Programs in Agriculture
FEBRUARY — Education in Agriculture — Our Past and Our Future
MARCH — Programs in Agricultural Supply and Service
APRIL — Career Exploration
MAY — In-Service Education for Agriculture Instructors
JUNE — The Summer Program
JULY — Attitudes and Values for Employment
SEPTEMBER — Cooperative Education
OCTOBER — Cooperative Education: Problems and Remediation

Looking around at the other programs in the system, we find that cooperative education programs have not only grown in size and capacity, but also in variety. Today, there is a wide range of programs in the system, from vocational education to general education and from technical skills to academic studies. As these programs have evolved, it has become clear that the success of cooperative education depends on the cooperation between the school and the employer.

Cooperative education is not just about providing students with practical experience. It is also about preparing them for the workforce. By participating in a cooperative education program, students can gain valuable skills and knowledge that will help them succeed in their future careers. As the authors of this article point out, cooperative education can be a powerful tool for preparing students for the demands of the modern workforce.

The success of cooperative education programs depends on the cooperation between the school and the employer. Schools must work closely with employers to ensure that the program meets the needs of both. This cooperation can take many forms, from regular meetings to joint planning sessions. By working together, schools and employers can create a successful cooperative education program that benefits both parties.

The cooperative education program is a powerful tool for preparing students for the workforce. By providing them with practical experience and valuable skills, it can help them to become successful in their future careers. As the authors of this article point out, the success of cooperative education programs depends on the cooperation between the school and the employer. By working together, schools and employers can create a successful cooperative education program that benefits both parties.

Cooperative Education: Problems and Remediation
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Educationally Disadvantaged in the Co-op Program

Ardell H. Paschel
Agriculture Teacher Coordinator
Prairie du Sac, Wisconsin

We have been working with the educationally disadvantaged in an Agriculture Cooperative Education program. Our main goal six years ago was helping the student graduate from high school, helping them toward their career goal, and helping them become a contributing member of our working world. Many of these students had never been expected to become successful, so they would develop a meaningful goal for their lives.

Type of Program
Students are employed about half of the school day (10-23 hours per week) at local businesses in the area. They receive one credit toward graduation for successfully completing the work part of the program. The employer assists with the evaluation of the student's performance, but the final appraisal is left to the instructor.

Purpose
Students are given an opportunity to gain experience in an occupation they may perceive as their career. Facilities and equipment are in many cases better and more varied than those which are found in a high school. These students are clearly supervised, and their adjustment from school to work is eased by the relationship between the employer and the program coordinator.

One of the reasons the program is popular with students is that students who only half of the regular classroom time. Even though we have increased the number of other alternatives (open campus, volunteer programs, etc.) available to students, their interest and attraction to the co-op program does not appear to have diminished. Perhaps one of the reasons the program is working is that students who are having a little success in school are experiencing success on the job.

As we look at the graduates of the program, the parents of students who are presently successfully employed is very high. Many of these students have continued with their programs, and therefore, found another job in the same general area, found employment in a different career area, or started their own business.

For Whom Intended
We try to aim this particular program at the student who is at least in his second year, either in and either in a low IQ range, a potential drop-out, or may have other disadvantages and is interested in the agricultural program.

Students apply to the program and a screening committee composed of the principal, a guidance counselor, and the instructor have to decide to accept or reject the student for the program and consequently for employment.

Curriculum
The curriculum centers around the general skills needed to apply for and obtain a job and the skills, attitudes, abilities, and actions necessary to be successful at the job. Discussion in the classroom centers around attitudes of the student. As the students are placed in a variety of agricultural occupations, much of the classroom must be organized for individualized instruction. In working with these students, I feel I should not attempt to completely individualize the class, as the students must have group activity and discussion among themselves. Also, these students generally are lacking the motivation necessary to be successful in a completely individualized classroom.

Training Station
Students are selected according to the needs of the student. After working in a community a short time, the instructor will become aware of the degree of cooperation of the different businesses. In some situations a training station may be valuable if it is used only every three or four years. One of the largest hazards to be overcome each year will be getting students employed during the previous year. Guidelines are set up to have no student at one business for the eighth year but changes must be made in this situation called for them.

One of the best things that can happen to the program is for an employer to speak well of the program to other employers. The program will not function without employers. Therefore, contact between the instructor and the employer must be very close.

Recently I placed several students in businesses with supervisors who were in the program several years ago. It has worked out extremely well as they are supervisors who are really involved in the program and try to keep the present students as much as they possibly can.

Cooperation
The cooperation is assessed through interviews of supervisors, students, and employers.

North Kingston, Rhode Island

North Kingston, Rhode Island, is located in the southern part of the State, north of the major industry centers, and it is a small town. The city is one of the largest in the state, and it is a major industry center. The city is one of the largest in the state, and it is a major industry center. The city is one of the largest in the state, and it is a major industry center.

The town's main industry is agriculture, which includes: oranges, a tractor and its related equipment, a chain saw, and the various hand tools. The town has a small number of golf courses and restaurants. Most of the employers agree that once a student could successfully operate and maintain the equipment, the skill could lead to many permanent careers in various fields of agriculture. These jobs other would include grower, grower-man, professional landscaper, and many more. The demand for the students was so great, that even though the program did not officially start until school opened in September, several students had already been placed with firms during the summer. At the same time, the conclusion was reached that many of the students who go through the program would not have had the opportunity to develop their potential while in school. Normally, the only one for any student to develop skills was through employment and training.

How the Program Works
With the aid of a federally funded grant, the "Cooperative Work-Study in Agriculture" has become a reality. The actual setup of the program is composed of five phases.

Phase one — Supervised training for students in grades 10-12 in the class and shop, two hours per day, five days per week, from September through March. The training will consist of safe and efficient use of power equipment, maintenance and repair requirements, including minor on the job repairs as well as major breakdown repairs. Most of the skills can be applied to different areas such as turf production, landscaping, and nursery production. In addition, the student will also be exposed to basic soil science and plant physiology to help the student understand why he is using this equipment.

Phase two — A three week pre-season training program when students are placed on the job two hours a day, but with no pay.

Phase three — The student enters the actual placement program during school, receiving pay from the employer and credit for school time.

Phase four — The program would continue into the summer under periodic supervision by the co-op instructor. The student would continue to be paid by the employer and could earn up to one credit during the summer.

Gordon M. McElhaney
Vocational Agriculture Instructor
North Kingston, Rhode Island

Gordon M. McElhaney
Vocational Agriculture Instructor
North Kingston, Rhode Island

Gordon McElhaney, Vocational Agriculture Instructor at North Kingston High School, explains the part of a rotor to student Ron Whitaker who is placed in a landscape maintenance position.
OCCUPATIONAL WORK EXPERIENCE

Raymond J. Erimestoi
Teacher of Agriculture
Kendall, New York

Oc cupational experience programs have traditionally been the backbone of agricultural instruction. The application of classroom theory and the future practice of demonstrated skills has served both to develop and reinforce classroom instruction. The use of farm enterprise related projects and develop the student's understanding of the agricultural program to provide a sound foundation for establishing in the farming. The practical skills, maturity, responsibility and communality of agriculture students have long been recognized by both agricultural and nonagricultural industries.

Preparation of students for farming has served as the primary goal of agriculture teachers; however, to meet the needs of rural communities, as agriculture has changed so has the need of the agriculture student. Specialized employment areas requiring special training have emerged, challenging the teacher of agriculture to provide the same high quality of student preparation. The challenge of providing instruction geared to a wide range of occupational goals is the task of today's teacher of agriculture. To meet this challenge, diversified occupational experience programs are a valuable tool.

The experience program has many advantages—including application of classroom theory and the practice of demonstrated skills, increased teaching effectiveness, effective career guidance, instructional program review and excellent public relations for the local agriculture program. These advantages and to best serve the student, three distinct functions should be followed: first, proper planning, organization and development; second, supervision and operation; and third, evaluation and revision.

PLANNING, ORGANIZATION AND DEVELOPMENT

For experience programs to operate successfully in meeting the needs of vocational agriculture students, the teacher of agriculture must play an active role in the program's development. He must also actively involve the student, school, and the community. The teacher must be modifying an existing program or establishing a new one, applying agricultural advisory board is necessary. Advisory boards provide valuable input and serve as an excellent sounding board for the programs. Their insight can assist in developing placement situations as well as program guidelines. Once guidelines and program objectives are established, students may be interviewed to determine occupational goals and further instructional needs. Cooperative programs exist, the cOnsiderable resources. The guidance department must also be involved to ensure student scheduling and to assist with the administration of the programs.

Employers should be invited and surveyed to determine the potential of the business and the interest of the program employer. All types of agricultural businesses should be considered. Employers should be informed of the objectives of the vocational agricultural department and the role of supervised occupational experiences. If an interest exists, the responsibilities of the program should be clearly defined and avenues of communication established. A file of names and positions of teachers should be established with job titles and skill requirements and other information such as name and telephone number of contact person. Time is necessary for the teacher to develop an understanding of employment needs of specialized areas, labor regulations and other factors pertaining to interview experiences. Placement with federal and state education agencies are convenient resources. Only when the program has clearly defined objectives and informed participants can the employer be expected to time to enroll and place students.

SUPERVISION AND OPERATION

The operation of the program is student centered. The students are expected to be involved in the program, all high school students are contacted during the eighth grade through an agricultural information service. Prior to the junior year or before entering a placement situation, each student is interviewed with a parent to discuss educational program, occupational career, placement planning. Occupational experience programs are explained and the program outlined. In the opinion of the teacher, guidance counselor, parent and student an occupational experience program will benefit the student's educational planning. If you please, to the students about course offerings prior to registration. This will take a concerted effort on the part of the counselor, especially in college and university communities, are oriented toward students. Even counselors cannot understand the program and agree to meet their obligations.

A placement file is used to aid the student in site selection when necessary. The placement of students may be done through the guidance department or by the teacher. The placement should be reviewed with the employer prior to employment. Many students are not aware of the support they receive from the guidance department or the teacher. The placement officer is the student, employer and teacher at the beginning of the placement experience. Hours, job description and pay are mutually agreed upon and a placement agreement is signed.

EVALUATION AND REVISION

Evaluation and supervision are continuous in this program. The teacher can evaluate each student's progress and development. The program is evaluated in terms of its objectives and its relation to the general education program. The effectiveness of the program is determined by the achievement of its objectives. The program is evaluated in terms of its objectives and its relation to the general education program. The teacher can evaluate each student's progress and development.

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The AGRICULTURAL EDUCATION MAGAZINE

November 1975

AN AGRIBUSINESS CENTER

Henry C. Lanford, Principal
Agribusiness Center
Alachua County School Board
Gainesville, Florida

Henry C. Lanford

A unique community has a successful Agribusiness Center serving one or more schools in the same county or city-wide for small counties. Yes, if close coordination and cooperation are effective the center directs principals and particularly, the guidance counselors in each school served by the center. Coordination of scheduling, judging, and student guidance by center and the director is absolutely essential.

Scheduling of students must be done in order for graduation credits required at an academic institution to be earned and for students to be selected in Agribusiness classes on campus. However, counseling, the center director, and personal must work closely in getting Agribusiness course information or orientation. If you please, to the students about course offerings prior to registration. This will take a concerted effort as most students, especially in college and university communities, are oriented toward students. Even counselors cannot understand the program and agree to meet their obligations.

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(Concluded on next page)
Failure of an Agri-Business Center could result from some of the following conditions. These are not listed in order of importance, but for information of interested persons.

Contributors to Failure of a Vocational Center

1. Lack of effective orientation in all schools to all students by counselors and center personnel
2. Country selecting or directing majority of achievers and discipline students to the center
3. A weak and non-aggressive administrative director of a center
4. Poor programs and instructions by teachers
5. Using the center for "dumping" ground for both personnel and students
6. Lack of sufficient support from county superintendent and his staff
7. Poor financial support

An Agri-Business Center holds a limited learning opportunities for students under proper conditions.

AN AGRIBUSINESS CENTER

ourselves, and our coordinator for vocational education oversees the implementation of the plan.

At the area level, we have included the community of Phoenix and nine of its suburbs with direction from the Department. Work week—work experience, work experience, and cooperative education—for the purpose of preventing problems will, in general, be developed through a united effort of all disciplines.

Each member school district is allowed to have one coordinator from each of its disciplines to sit on the council; a district administrator also sits on the council as an ex-officio member.

The council limits its activities to interdistrict work and provides guidelines for getting these problems before the council.

The council also developed a central clearinghouse for job placements, staffed by a secretary paid through a State education grant to one of the local school districts, and a specialized advisory board of major businesses.

The Valley Work Education Advisory Board meets twice yearly to discuss ideas and information on employment trends, to discuss opportunities for placing students, and to coordinate the mechanics of student placement. In this light, a list of those businesses placing students from more than one discipline was developed. A list of coordinators was set up to visit these businesses. This procedure has eliminated the coordinators and has been visited by numerous coordinators on the particular personnel of the "big" businesses business area.

When the coordinators visit these "big" businesses, they explain the nature of the cooperative education and try to solicit jobs in all disciplinary areas. They ask for a specific number of jobs in each area and set up the dates when interviews are to be conducted. The chairman of the coordinator's team then calls in the number of jobs and the interview dates to the central clearinghouse, specifying the discipline and areas desired by the company. It then becomes the duty of each one of us to call the clearinghouse to find out the job opportunities with the "big" businesses. All other placements with those businesses employing only one discipline continue as normal, however, if a coordinator has extra placements, it is possible that specific type of placement stations may call the clearinghouse for assistance.

By the use of community surveys, graduate surveys, a local advisory committee, working with the coordinators, and participating in the Valley Work Education Council, we have been able to tap the network of many of the coordinators and students with which our fellow coordinator throughout the State and other area of the country have been faced.

PAYING THROUGH A STATE EDUCATION GRANT TO ONE OF THE LOCAL SCHOOL DISTRICTS, AND A SPECIALIZED ADVISORY BOARD OF MAJOR BUSINESSES.

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Continued...
CO-OP EDUC... IN SMALL SCHOOLS

allow for a greater degree of flexibility and provide situations where more than one student-teacher can be employed in the same training station (place of employment). Some possibilities are:

1. One student-teacher might work in the morning and one student-teacher might work in the afternoon.
2. On a rotating basis, one student-teacher might work in the business for one week while his fellow student-teacher is in the classroom. The room in school (this system could be operated on a daily, weekly, bi-weekly, monthly, quarterly, or other basis).

If a particular school is located with:

...a relatively short distance of several small communities, students might be placed for their occupational experience in businesses in each community.

A community that affords extremely limited training possibilities could transport students to a larger city for the job on the training.

A program such as this might be carried out most easily during summer months or during periods of peak help for the students.

The teacher-coordinator during the summer months and ensuring that transportation for student-learners is available.

Schools with limited classroom facili-
ties might consider conducting related classes in a local business instead of at school. Especially if students are transported to and from work, it might be best to hold the related classroom instruction in a business at or near the site of their employment.

Some school provide instruction on the busses which transport students.

Small high schools located in rural areas should not overbend forms as possible training stations. Usually, a large number of farms surround a rural community; thus, students interested in acquiring knowledge and skills in agriculture might be placed on a farm for on-the-job experiences.

There are also possibilities for em-
ploying student-learners within a school system to provide for-on-the-job experiences as teacher aides, janitors, or groundskeepers if such employment would contribute to the students’ career development needs.

As another alternative, a school (or the students) could own and operate its own business.

STAFFING:

Staffing in a small school is one of the most important factors to consider. An "uncommon person" is needed to fulfill the role of the teacher-coordinator. This individual must conduct the program and help all of his students both in and out of school. To add to the stress, he must be able to provide business instruction.

In addition to having occupational experience, he must be an effective teacher. Frequently, at least in Nebraska, we find the Vocational Agri-

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Teachers Work in Agribusiness

Lloyd H. Blanton
Teacher Education
Clemson University

Cooperation is the heart of a program which brings together teachers of vocational agriculture, agriculture management and teacher education. Teachers enroll for a share credit in a winter school course, Ag Ed 737, Internship: Agribusiness. Four days are spent on campus at Clemson University, and teachers study principles of agriculture operation. Each teacher places his own internship with assistance from the manager of a local firm. Following 90 to 100 hours of scheduled intern experience, a written report is submitted in complete course.

The cooperative agreement commits money, personnel and facilities to contribute four basic concepts to teachers of vocational agriculture: 1) Agricultural supply and service businesses are major factors in America's economic position as world leader in food production and distribution. 2) Manpower requirements of the agricultural supply and service industry are great. 3) Competencies of agricultural supply and service personnel are important to production agriculture; development of competencies must not be left to chance or inferior education. 4) Clerical in agricultural supply and service may be rewarding in terms of earnings, professional growth, personal contacts, and life itself.

Supervised experience has been a basic component of vocational agriculture from its inception in 1917. In 1959, cooperative education was advocated in a departmental monograph. These two concepts, supervised experience and cooperative education, are now succeeding in a partnership to solve new problems of agriculture education.

Following the National Vocational Education Act of 1965, teachers have experimented in broadening curricula beyond production agriculture. Teachers are com-
fortable in production agriculture curricula due to first-hand experiences and familiarity with duties and rewards of farm life.

Many believe that it is the affective domain, shaped by the farm background, and the cognitive or psychomotor domain, which has provided teachers with the accustomed dedication to excel as teachers in production agriculture. Such has not been the case for our teachers when they modify programs to include off-farm agriculture.

Many teachers have a prejudice to overcome before uncharted commitment to curricular for agriculture sales and service. Unfortunately, many people in agriculture have an image of salesmen, clerks, and bankers who is best characterized by the traveling salesman and the mortgage holder preying on the poor farm family. Of course, this kind of image must be replaced before teachers can guide students toward careers in agricultural supply and service.

The internship reported in this article differs from that program.

(Concluded on next page)

...ing Program of Cooperative Education for the University Park Public Schools, Grades 9-12. Warwick, Rhode Island: Warwick School District, 1965.

Davis, Lawrence H. Supervising Occupational Experience Programs, A Special Con-

Learn the VALUES OF HOUSE RATIONS, Advance Salesmen White [R] of Osaka FFA Chapter and Summer FFA Manager Ragip Sinay discuss livestock feed in the warehouse.

LEARNING THE VALUES OF HOUSE RATIONS, ADVANCE SALES MEN WHITE [R] OF OSAKA FFA CHAPTER AND SUMMER FFA MANAGER RAGIP SINAY DISCUSS LIVESTOCK FEED IN THE WAREHOUSE.
of Smith in an earlier issue of The Agricultural Education Magazine. The first LSU instructor, a teacher at the Agricultural High School, also provided a service to full-time teachers.

Continued

**TEACHERS WORK IN AGRIBUSINESS**

(Continued)

In the cooperative arrangement, all expenses for the cooperative's work, such as teacher salaries, office supplies, and travel expenses, are paid by FCMX. Management takes the long-term view that the cooperation can best serve its customers if qualified, dedicated employees are provided. Management looks for high-quality work from its employees in this arrangement, and employees have a high level of responsibility for the quality of the service they provide. Teachers are provided with a salary paid by FCMX, and the school district pays for the other expenses incurred in providing the service.

The University role was one of coordination, integration, station approval, development of objectives, and supervision of evaluation efforts. The role of the cooperative was to provide the service to the students and the school. The role of the school was to provide the students and the curriculum. The role of the state was to provide the state's expectations for the program.

The cooperative arrangement has been successful. It is a model for other schools to follow. It is important for other schools to follow this model in order to provide the best possible service to the students. It is important to understand the overall plan of the cooperation in order to understand the benefits that can be gained.

The cooperative arrangement has been successful in providing a quality service to the students. It is important for other schools to follow this model in order to provide the best possible service to the students.
Do Pupils Answer, "I DUNNO?"

Joe E. Sabol
Teacher Education
Cal Poly, San Luis Obispo

What is your response to "I dunno?" when you ask one of your students a good question? Do you skip over him and ask another student? Do you tell him the answer? Do you get this response from this student quite frequently? Do you ask him an easier question such that the answers he gives bear no relation to the question you asked him? Do you try to determine the effectiveness of your instruction? Remember that saying... If the student hasn't listened, the teacher hasn't taught.

6. To PROVIDE patients and reinforcement; frequent recall reinforces facts and concepts and makes you think of this at the end of the lesson. Should review questions come in the middle of the lesson, as well as at the end?
7. TO CHECK on the effectiveness of your instruction. Remember that saying. If the student hasn't listened, the teacher hasn't taught.
8. TO CORRECT misconceptions; questions avoid students when they are out of line may get better results than direct orders. Certainly "John, will you sit down?" is better approached than "John, sit down!" The command gets John in a corner while the question allows him to make a decision. Both approaches have their place and only you can set up the situation and evaluate the results.

Proper phrasing of questions is an important skill to master. Poorly worded questions tend to confuse and dishearten potential answerers. It is essential that you ask questions that you get eye contact with your students. The confusion on their faces will help you ascertain or clarify the question before you can answer. Not only should you practice phrasing questions but continually attempt to improve the clarity of the questions. Most questions tend to be either too narrow, where a specific response is required, or too broad, requiring the highest level of thinking. Calling for short-answer, or recall. These questions are essential for warm-up and for students who are not capable of very thoughtful answers yet need the approval of teacher and peers.

Listed below are some questions which illustrate one or two of these points:

1. "What is the name and where is it found?" This is a compound question and might be better broken into two questions. It requires a rather low level recall answer.
2. "What did World War II?" This is a rather vague question which might be correctly answered, "He was remembered by President Franklin Roosevelt every morning."... or "It released us into the blood stream and traveled to the liver and allows todow after how many seconds after he has been printed?"
3. "Does photosynthesis occur on cloudy days?" This is a rather low level question requiring only a yes or no answer.

Leader in Agricultural Education:

LUTHER LALUM

by Vernon D. Luff*

Luther Lalum, former supervisor in Montana, is now a teacher in teacher education at North Dakota State University. He has been a member of the American Vocational Association, Montana Vocational Agricultural Teacher Association, and the National Vocational Agricultural Teachers Association.

*Vernon Luff, former supervisor in Montana, is now a teacher in teacher education at North Dakota State University. He has been a member of the American Vocational Association, Montana Vocational Agricultural Teacher Association, and the National Vocational Agricultural Teachers Association.
THE ROLE OF CONFERENCING IN DEVELOPING A COMPETENT STUDENT TEACHER

Charles Byers and Harold Blankley
Teachers College, Columbia University

Competence in teaching is an inherent nature. It is not a gift from the professor. It is not a revelation from a textbook. One cannot buy competence in teaching. Competence in teaching is a developed ability. It is the result of a clear goal, many hours of work, many hours of reflection, a few initiating failures, and some gratifying successes.

The supervising teacher plays a major and significant role in developing competence in teaching through his skill in conferencing. Skill in conferencing is the basis for a teacher's development as a teacher who works with student teachers as a supervising teacher. It is during conferencing that the supervising teacher guides the development of the student teacher and evaluates his performance as a teacher. How well can a cooperating teacher hope to fulfill his role of developing a competent teacher of agriculture? How can a cooperating teacher - a supervising teacher - develop student teachers? Without conferencing? Yet, too often in the rush to get things done, the cooperating teacher fails to hold conferences as often as he should and with the quality in the conferences of which he has the most need and the student teacher desires.

Conferences should be held relatively to many aspects of the student teacher's experiences in the training center. It is not enough for the supervising teacher to be a model teacher and provide an opportunity for the student teacher to get experiences in the many aspects of the program. The supervising teacher must confer with the student teacher so that both his observations and participating experiences are most helpful and contribute the most to his development into a competent teacher.

Perhaps, every major activity the student teacher undertakes should have a pre- and post-conference that is well planned and "comes off" with quality in his performance and is understood as to "how" it went and "why." Likewise, it is good procedure for the supervising teacher to hold pre-and post-conferences with the student teacher on most of the things he does which his student teacher observes. Activities and observations in which the student teacher may have difficulty - which should call for conferences are:

- Supervising a student at the place of his supervised work experience work station.
- Working with a FFA committee.
- Teaching a class.
- Meeting with an advisory committee.
- Working with the guidance counselor to get the kind of students that should be enrolled in a particular class in agriculture.
- Training students in parliamentary procedure.
- Completing the annual program plans for the department.
- Ordering publications.
- Making observations of the student's activities for the week ahead.
- Evaluating the student teacher's overall progress.

Which of the above list of items in his performance is not fundamental and is selected as may important.

Most of what is good and appropriate in conferencing for class teaching can be generalized to conferencing on other aspects of teaching such as conferencing for student teacher visits, weekly planning, and student teacher evaluation of fundamentals and real concern during student teaching should be that the student teacher learns to teach - to become the kind of teacher during the Indiana available. Emphasis should be placed on the quality of teaching rather than on the quantity. The student teacher should not be so heavily loaded that it is impossible for him to prepare for teaching and at the same time have time for a conference prior to an after teaching. Experience makes clear that making good lesson plans is consuming and sometimes frustrating for the neophyte in the teaching profession. Failure to provide time to prepare to teach and have conference contributes to the difficulty of the student teacher.

The student teacher should have some certain weak points in the plan. The student teacher may be helped to see more about the plan of procedure. "How do you plan to route the class? How will you create and maintain student interest?" "Can you see the student observation of the final materials?" The use of questions - statements of the supervisor that call for conclusions and a "yes or no" answer is a way of approaching these equally important, the student teacher should develop an approach or find the way he will do the planning. An important one of caution: it is a mistake for the supervising teacher to give or pass on to the student teacher the plans of lesson or lesson plans of other student teachers. If the student teacher will not plan lessons he may plan them. The conference should end with the student teacher feeling that he has received help in improving his plan. He should now make the changes which he feels necessary, and he should plan to talk with the supervising teacher before he goes before the class. He should have this opportunity. The final plan should be the best the student teacher can make and should have received a stamp that it is acceptable to the cooperating teacher. This makes for a helpful relationship and puts the supervising teacher in a position to work for the benefit of the student teacher. The supervising teacher should let the student teacher know that he expects his help. (Concluded on next page)

THE AGRICULTURAL EDUCATION MAGAZINE

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The Student Teacher. Should Have Total Responsibility

When the student teacher is teaching, he should have total responsibility of the class with all the authority and responsibility that goes with it. If the supervising teacher wants to watch the classroom situation or make a comment during the discussion, he should get recognition from the class. If he is seconding another member of the class, he should usually sit alone at a table or desk in the back of the room where he can observe all that goes on. He will want to make notes - write down some of the comments of the students and of the student teacher to which he will refer later. The supervising teacher should add his own questions or suggestions to the list. The need and importance of the supervising teacher being present and current and objective while the student teacher cannot be stressed too much. The supervising teacher cannot evaluate the student teacher's performance unless he has observed him perform. Perhaps, as the semester unfolds there will be occasions when the supervising teacher will desire to have the class all to himself. However, this should be a rare occurrence as part of the supervising teacher's plan for the growth and development of the student teacher and not as an adjustment of the supervising teacher's convenience. It is cruel to make a substitute teacher out of a student teacher.

The After Conference is Significant

After the student teacher has taught, he will be eager to know the teacher's evaluation of his teaching. Usually this conference should be held at least every other day. If the student teacher is working on the day following. If delayed too long, some of the fine points of what happened will be forgotten. At this conference the supervising teacher should be encouraged to tell first what he feels is the right thing to say about the things which the student teacher did not mention. The next logical question for the supervising teacher might be, "Do you feel that the student teacher did differently under the same circumstances?" The supervising teacher might point out weaknesses not mentioned by the student teacher. The principle of effect has a lot to contribute to the discussion of the after-teaching conference. The student teacher must be caused to feel "satisfied" with the correction of the errors in the planning for the teaching. The student teacher is experienced in directing the class and the student teacher who will help him evaluate his performance if he is to develop into a competent teacher. However the strategy of letting the student teacher have the "first crack" at listing his strengths and weaknesses is a good move in terms of good psychology and human relations.

If the student teacher's experience is essentially satisfying and they should be, the principle of association will be working positively for the program. When the student teacher later thinks about his teaching in the center, he will feel good - he will feel he is succeeding and masters and appreciate the supervising teacher's confidence in him, feeling (essentially satisfying). Good conferences can and will contribute to his development as a teacher and he will begin to feel extremely satisfying. The opposite can and will happen, through this kind of supervising, which is not a helpful experience. Conflicting conferences that are needed to develop a competent teacher.

In Summary

The supervising teacher has a dual role during the teaching process. Seeing that the student teacher participates in the activities of the teacher, and that the student teacher is trained as he will be when he enters the classroom in his classes for providing them with the best possible instruction in agriculture. The two are not in conflict, but can and should be mutually supporting. Being a good supervising teacher is not an easy task. It is demanding. It requires skill and dedication. A supervising teacher has a job to do - the job of which he has the ability and desire to do. At the heart of the performance of this job is that of teaching-student teacher conferences. Well conducted, total responsibility conferences which the total profession.
AG ED: LUTHER LALUM

Luke’s love for his profession as a vocational agricultural instructor has been inspirational to many young men

who have chosen agriculture as a career. He has many friends around the country who are working in the field of agriculture and who value his contributions to the field.

Continued

OCCUPATIONAL WORK EXPERIENCE

This question must receive a follow up question to determine the extent of the student’s knowledge. He may guess correctly and then be asked to explain why.

5. “How many chromosomes do you think this shrimp has?” This is a guessing game and may not have much purpose.

6. “When should we water the plants which are starting to wilt?” This question obviously has a hint of the answer built into it.

7. “Compare the recent milk boycott with the sugar boycott.” This statement will really test the student. It is not the simple recall type. The question should encourage answers which are based on fact yet allow the student to be original in his response as he pursues a longer and more thoughtful answer.

B. “How are you feeling about the energy crisis and the turf grass fertilization?” Again, this question allows students to judge, value, justify a choice, or defend a position.

This is a thinking question. It is higher cognitive level that may require use of all the operations used at the lower levels. We need more of these kinds of questions in our curriculum.

In summary, let us strive to improve our questioning techniques by consciously asking questions at all levels directed appropriate questions to our students. Let us be conscious of the responses we give to the questions. Now let you get an “I dunno”. WHAT WILL YOU DO?

Book Review: Educational Technology


This book was previously published in 1964 and 1970 under the title Agricultural Economics, and Management. The authors present a comprehensive and well-balanced view of agricultural economics. The book is divided into two major parts: The Theory of Agriculture and The Practice of Agriculture. The second section is more comprehensive than the first and includes topics such as agricultural policy, marketing, income distribution, and labor relations.

The book is well-organized and presents a detailed look at various aspects of agricultural economics. It is a valuable resource for students and professionals in the field of agriculture.

The Agricultural Education Magazine
STORIES IN PICTURES
by Jasper S. Lee

VO-AG STUDENTS OBSERVE CLEANING OF ENGINE — Students at Nichols High School (South Carolina) observe another student using a sheep shear on an ewe. High Durham, agriculture teacher, is shown explaining the operation. (Photo from J. Alas Hish, Department of Agricultural Education, Clemson University)

WORKSHOP ON BEE CARCASS EVALUATION — Howard Miller (left) and Professor of Animal Science at Mississippi State University is shown instructing agriculture teachers during a recent in-service workshop on beef carcass evaluation. (Photo from Jimmy McCully, Mississippi State University)

INSTALLATION OF DUCK NEST — Ray Spangler (Essex, Nebraska) is shown installing a specially constructed nest for wood ducks released by the local FFA Chapter. (Photo from Dennis Cease, Agriculture Instructor, Essex, Nebraska)

LAND LABORATORY CATTLE PROJECT — Students at Great Falls, Montana, show receiving hands-on experience in feeding cattle on the feedlot. Project is operated as a part of the vocational agriculture program. (Photo from F. A. Bookbinder, Michigan State University, and Glenn Petrig, Great Falls, Montana)

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This content is from a magazine and includes various agricultural education-related stories presented through pictures. The text is about students observing operations, bee carcass evaluation workshops, duck nest installations, and land laboratory cattle projects.