THEME — CAREERS IN AGRICULTURE — SUMMER EMPLOYMENT OPPORTUNITIES

AGRICULTURAL EDUCATION

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COVER PHOTOS

Top Photo — Wayne Bailey is a student in VocationaL Technical Education at Roanoke High School. He is shown with his model truck made and sold many truck arrangement as part of her supervised occupational exper-ience program. Here he displays one of his unique truck arrangements. His Practical Teachers are Bob Watts and Connie LaFe at North Hollywood High School.

Kenneth, F. Scott Williams and Connie LaFe at North Hollywood, Calif.

Wayne Bailey
Wayne Bailey is a member of approximately 450 students who have attended this program during the last two years and plans to feature this program for other producers. Wayne is a student in the University of California, Berkeley, California. His teachers are Betty Shoppee, W. Scott Brown and Ed Wynn.

Bottom Photo — University of California, Berkeley.

Linda Earl — a member of the Chinese High Vocational Agriculture program and has been a part of her supervised occupational program the responsibility of quality control for Emily Egg Ranch. She is responsible for feed and egg quality along with disease control for the operation. Her teachers are Tony Williams and Alan Williams.

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Send articles and pictures to the Editor or to the appropriate Special Editor.

BOOK REVIEW

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A Superintendent Speaks Out — Communicating Your Summer Program

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EDITORIAL

— Summer Employment
— Careers in Agriculture
— Teaching Agriculture

AG TEACHING — AN AGRICULTURAL CAREER?

As I write this, we are conducting our student teacher conferences held at the end of the semester. This conference is conducted in the State Department of Vocational and Technical Education facilities with the help of the State Supervisors. As a little time to evaluation, we want to let our students know how to do these conferences and to visit them with our good opportunities. As we summarize their student teaching experiences, it is occurring to us, considering these new teachers, that we teach and probably teach all the agricultural opportunities except our own. Perhaps we should take some time to these opportunities and see what do not give the opportunity to think of what to do as our teachers and why we decide to enter our own. After all, we have a small shortage of ag teachers and people who like to do so for choosing which people decide to teach.

AID THE PROFESSION AND OUR STUDENTS

Perhaps we should stress to our students the rewarding aspect we get from working with students and helping them feel their lives, the job security, the adequate salary (not one that will make you rich), but adequate and the other joys and benefits of our jobs as ag teachers. We should be realistic with them about the long hours, time away from family, and other characteristics of our jobs, but at the same time let them know why we chose.

We could help solve the ag teacher shortage and at the same time offer our students an excellent opportuni-
ty. After all, do you know of a more rewarding occupa-
tion, or one which is such a convenient stepping stone to other ag-related jobs if you would like to change careers? Why not try a career in agriculture? Our students have reported similar results from these programs. This might be an excellent activity to add to your summer program of activities if you do not already conduct a summer occupations tour.

July 1978

Some of the issues may vary how careers in agriculture and summer employment opportunities fit together. One of the issues in this issue illustrates the point quite well. Summarizing is an excellent time to carry out the work portion of the cooperative program or have tours for career exploration purposes.

TEACHING OPPORTUNITIES

How many of us have orchestrated our thinking to such an extent that we think the work part of a cooperative program can only be done during the day half of the school year? Most students eligible for the cooperative program probably have summer jobs anyway. Why not use this time for a learning experience with supervision by the employer and the teacher. An additional dividend the teacher accrues is the visibility given the summer work that is going on during supervision. This free publicity can add to keeping that 12 month salary. If you are not on the 12 month salary this might be a good talking point to the summer employer. You can probably convince your local Superintendent of the need for a summer coop program even more than most other types of programs. For you (and they) might like it.

SUMMER CAREER EXPLORATION

There are several schools in Ohio who organize tours for career orientation and exploration programs. One school even offered one unit of credit for the student to the summer. All have reported excellent acceptance of the idea and support from the school and community. Students have indicated this is an excellent way to explore the career field. Other states have reported similar results from these tours. This might be an excellent activity to add to your summer program of activities if you do not already conduct a summer occupations tour.

JAMES P. KEY

JASPER S. LEE, Mississippi State University, Mississippi Station 3721 — (Mississippi, Tennessee, Alabama, Georgia, Florida, Tennessee, Alabama, Georgia, Florida)
The Cashmere Program—An Approach to Agriculture Career Education in Washington State

by James Cook, V-Ag Instructor, Cashmere, WA

"Careers in Agriculture" was developed as a part of the Career Education Program for Cashmere High School. It is taught in the senior Agriculture Occupations class and is one trimester (90 days) in length. The students involved have all completed three or more years of agriculture classes and are in their last trimester before graduation.

NEED FOR THE PROGRAM

Cashmere is located in the central part of the State of Washington. The town has a population of approximately 2,500 people and is agriculturally oriented. The primary economic crops are those of apples, pears, and other fruits. Many students are interested in agriculture-related careers. This particular course was developed to meet the needs of those students. The entire community, because of their involvement in the Career Education program and has been instrumental in the success of the program.

The basic needs of the program can be more easily explained by discussing its major goals. The first objective was to meet the needs of the individual student. The students were definitely interested in agriculture as evidenced by their enrollment in the elective agriculture classes throughout their high school career. Many of them will eventually move into immediate geographic areas in some agriculturally related occupation. A class which provided the student an opportunity to explore careers in agriculture would be most beneficial.

The second objective was to meet the needs of the school. The Cashmere School District has developed specific goals for Career Education. All teachers were encouraged to shape their courses around the goals of Career Education. Goals related to the world of work were developed by incorporating new ideas into existing subjects. Relating the study of agriculture to the work world of work was an important part of the overall program. The goals were developed over a period of several years and have been used as guidelines by many other districts in developing new programs.

Community goals were involved in achieving the third objective. The community had certain needs to be satisfied in training students. The business community became involved because it was hoped that many of the students would remain in the area and go directly into the local work force. They take special pride in having students select their occupational area for study.

PLANNING, DEVELOPMENT, AND STATUS OF THE CURRENT PROGRAM

Career Education is an important fundamental of an agricultural education system. We, as teachers, must recognize the importance of Career Education and its implementation into our present programs. This unit was developed specifically for high school seniors, but could easily be used with an earlier grade group of students. Furthermore, any teacher could use this unit and relate it to his particular area of instruction.

These students are interviewing a fruit inspector at a local packing plant.

The involvement of the class followed a specific procedure. The students worked in groups of two or three and selected an occupational cluster in which they were interested. Since this was a senior Agriculture Business and Occupations class it was stipulated that their selected occupation be related to agriculture.

The students developed a standard interview form which included such areas as: salary, educational requirements, fringe benefits, hours, chances for promotion, requirements, work satisfaction on the job, and tools required, and other individually related questions. Since the students would be contacting businesses during school hours, a letter was sent home to each of the parents explaining the project and obtaining permission.

The students selected various local business firms to interview. Managers were contacted by the V-Ag instructor to make arrangements for the students' visitations. It was also agreed that the businesses were very cooperative and receptive to this idea of Career Education to public schools. The community has an agriculturally oriented for which a variety of careers from which to choose.

The students selected from one of the following businesses: a fruit processing warehouse, meat packing plant, National Forest Service, lumber company, helicopter service (for farm equipment dealers, carpentry shop, Aplets and Cotter factory, repair of recreational vehicles shop, distributor of petroleum products, fish hatchery, and others.

They were allowed fifteen hours of class time, during which time they were to use interviewing the occupations for which they had selected. During the interview the students supervised the managers of the businesses, each group of students interviewed all of the managers involved and completed the interview forms. They turned in pictures of the workplace of the job. Additionally, many of the students groups spent additional time on their own (after school and weekends) writing their individual reports. In fact, one group reported that forty hours had been used in talking to the teachers for the job and taking slide pictures.

The students returned to the classroom and began preparing the material they had obtained into a descriptive report of a specific career cluster. The films were developed and each group developed a slide presentation pertaining to the selected occupation. This preparation included title and selected background music for their presentations. The presentations were made with all members of the class present. An additional objective of this project was utilization of the slide-tape presentation by elementary teachers in their career awareness programs. They were also shown to several community groups by the students. This particular unit took a total of twelve weeks. The time frame for the program can be studied depending on class size and depth of material the instructor felt appropriate to student maturity and needs.

The students shown here are viewing slides and ordering materials for their class presentation.

In conclusion, the program speaks for itself. The students are interested and take great pride in being a part of the class. It will be continued at Cashmere as long as it continues to meet student needs and career objectives.

APPRaisal OF THE PROGRAM

The project as a whole, was very successful. The students accepted responsibility well, and the business men and women were very cooperative. The students felt they had learned much more by actually being with the workers than they could have through books, films, guest speakers, etc. They did an excellent job in preparing and presenting the material developed and also learned to set up a side-tape slide. The presentations to the community were made by high school students in the classroom. Some of the student presentations are being shown at various nation-wide workshops on Career Ed-

The student is viewing his slides to determine where he is in his presentation of the project. He will be attending the "Careers in Agriculture" workshop in Boston, St. Louis, Denver, Knoxville, and Portland. An article describing the unit on Careers in Agriculture appeared in the April, 1972, edition of "The Career Education Workshop," published monthly by Parker Publishing Company, Inc., West Nyack, New York.

PLANS FOR CONTINUING THE PROGRAM

"Careers in Agriculture" has become an important part of the curriculum in studying agriculture occupations. In fact, the student handbook now carries a description of this trimester's class. The students elect to take it along with registering for other classes. The program is re-evaluated each year and revisions are made in order to keep up with the changing times. The idea of incorporating student-made slide-tape presentations into the classroom is certainly not new. It proved, however, to be a very effective method for teaching Career Education in my senior agriculture class at Cashmere High School.

In conclusion, the program speaks for itself. The students are interested and take great pride in being a part of the class. It will be continued at Cashmere as long as it continues to meet student needs and career objectives.
A Follow-Up Analysis of Agricultural Interest

by Himanta Pandya
Graduate Assistant in Agricultural Education
The Pennsylvania State University

By Samuel M. Curtis
Associate Professor of Agricultural Education
The Pennsylvania State University

Once upon a time, when high schools were small, teachers of agriculture had an opportunity to counsel all students who desired to elect vocational agriculture. Today, it is a complex task to assist the large numbers of students who make course selections. Thus, it can no longer be the sole responsibility of a teacher. Since 1965, one of the Agricultural and Biological Interest Inventory (Wallace et al., 1965, 1971) has increased considerably as a graduate aid for both student and teacher. The best results are obtained by the proper administration of the inventory and by the proper interpretation of the survey items on the inventory.

Curtis (1974a) reported that many eighth grade students with a high score on the Agricultural and Biological Interest Inventory declare their interest in agriculture courses but then do not sign up for the following year. Walker et al. (1962) stated that students may not have chosen to take vocational agriculture because of a greater interest in occupations other than in agriculture, or that their eighth grade counseling did not adequately disclose to them their interest in agriculture.

Given the reported differences between agriculture interest of eighth graders and vocational agricultural enrollment in ninth grade, this follow-up study was conducted of these students previously investigated by Curtis (1974). The purpose was to re-evaluate the data and the inventory after student enrollment and success in vocational agriculture could be identified.

DATA AND METHOD

In 1971-72, the Agricultural and Biological Interest Inventory was given to 2,576 eighth grade students in 18 different schools in Pennsylvania by Curtis (1974a). Students' interests were recorded by teachers and by subcreatures. Students also responded to the demographic as well as to the 18 other items on the survey. The Penn State Scoring Key developed by Stevens and Curtis was used (unpublished).

In 1977, the names of the students who took the Agricultural and Biological Interest Inventory in 1972 were sent to their respective schools where the agriculture teachers were asked to identify those students who had elected to take at least two more years of vocational agriculture courses in high school (successful vocational agriculture students). Teachers identified 129 successful students out of 228, initially enrolled.

A random sample of 228 students was selected from the total group who had taken the inventory in 1971-72, but who never enrolled in vo-ag classes.

Analysis of variance, single classification, was performed on the total and part scores of the interest inventory test. Eighteen students were randomly selected for this study to investigate the following data.

COMPARISON OF MEAN INTEREST SCORES

Table 1 shows the mean interest scores of 129 students who elected agriculture as their major area of interest in ninth, tenth, and eleventh grades. The number of students and the vocational agriculture students in the eighth grade elections were significantly higher in the scores of the areas of interest.

Table 1. Mean interest scores of eighth grade students who initially, completed two years, and who never completed the agricultural courses.

<table>
<thead>
<tr>
<th>Interest score</th>
<th>Total score</th>
<th>Activities</th>
<th>Plants</th>
<th>Mechanical</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initially enrolled in Agriculture</td>
<td>221</td>
<td>127.6</td>
<td>50.5</td>
<td>50.6</td>
<td>10.5</td>
</tr>
<tr>
<td>Enrolled in Agriculture for two years</td>
<td>129</td>
<td>126.9</td>
<td>50.7</td>
<td>31.3</td>
<td>10.6</td>
</tr>
<tr>
<td>Never enrolled in Agriculture</td>
<td>228</td>
<td>101.8</td>
<td>35.5</td>
<td>25.2</td>
<td>17.5</td>
</tr>
</tbody>
</table>

**significant over "never enrolled" at the .01 level by analysis of variance and t-test for differences between means.**

COMPARISON OF EXPERIENCES

Response on each of the yes-no survey items in the inventory was analyzed by using chi-square. The responses of the successful ag students were compared with the groups never enrolled. Table 2 shows the responses of the 129 students to the different experiences by category. Successful students differed significantly on certain areas of experiences for those students who never enrolled. The students who elected agriculture related experiences they enjoyed most. A large number of successful students' four experiences containing: Helping with livestock (24.8%), helping to adjust or repair small machines (18.6%), helping to adjust or repair small machines (18.6%), helping to adjust or repair small machines (18.6%), helping to adjust or repair small machines (18.6%), helping to adjust or repair small machines (18.6%)

CONCLUSION

Table 1 shows that vocational agriculture students had higher interest scores on the Agricultural and Biological Interest Inventory than students who chose not to enroll. This finding agrees with previous research (1966) by Curtis (1974a,b). Curtis reported in his study that 221 students enrolled in ninth grade agriculture classes (1974 a,b). This follow-up study shows that of these, only 129 students selected their interest in agriculture courses. There were no differences in scores between those who initially enrolled agriculture and those who completed two years. The results do not explain the decrease in course enrollment of 92 students. Data show that the majority of students with higher scores and with "Yes" to the question, "Would you like to take agricultural courses in the ninth grade?" remained in the program for two years or more.

This study confirms that a student's interest score is one of the important predictors to use when counseling students about agriculture courses, but suggests other factors also must be taken into consideration.

Table 2 shows that students who took the agricultural courses significantly differ on different experiences. Such differences exist between students who elected agriculture courses and those who chose not to enroll. It is interesting to note that proportionally more students from the non-agricultural group had experienced of farming, garden, or lawn machines than the students who elected agriculture courses.

Table 3 shows the different areas of interest of successful agriculture and non-agriculture students. A higher percentage of non-agriculture students expressed interest in learning about job opportunities for young workers, and business and store operation, whereas significantly higher numbers of agriculture students were interested in learning about growing crops and livestock, mechanics and tractor operation, and soil conservation. It shows that students with more experience with crops and animals are more interested in taking agriculture classes while students who had high experience with lawn and garden machines liked to learn about business and job opportunities. This data seems to...
**DECISION MAKING AND CAREER CHOICE**

by Gilbert A. Long

*Head, Department of Extension Utah State University Logan, UT*

An emphasis on problem solving provides relevant managerial preparation as well as practice in decision making. The basic teaching model, therefore, centers on case study or problem presentation techniques. The models include consideration of adoption of an alternative (Yes/No or "look of the road") with consideration of importance of variables, or the possibility/factors approach in which two or more alternatives are considered together with the factors important to the decision. In both problem-solving models, a high level of participation in the setting of the problem, including the better understanding of what is being discussed by the students and step by step recording of each decision (usually not written in as to insures what he chooses). The importance of problem solving is in providing information regarding judgment and decision making needs to be emphasized. Decision making skills must be practiced to be improved.

**RECORD KEEPING**

A second area for increased emphasis with decision making is the area of record keeping. Too often the records are kept but little is done to evaluate through efficiency factors and application of economic principles. This can be improved through the use of a record keeping program. Again, decision making must be practiced to be improved.

**CAREER CHOICE**

Career choice requires a look at one's interests and skills just as important as decision skills require a self-analysis to identify one's interests and skills to determine if the career choice is realistic. It is not practical to keep track of career choices, but rather to keep track of the interests and skills under consideration.

**WORK TOWARD GOALS**

By working toward goals, the student can monitor progress. Progress can be measured by a variety of methods, such as hours of study, number of hours worked, or number of hours of activity.

**PATIENTS AND DOCTOR**

Patients and doctors are the same, they are both working to achieve a goal, and the goal is to improve the condition of the patient. Both are working to achieve a common goal, and both are working to improve the condition of the patient.

**CONTRIBUTED BY AGRICULTURE STUDENTS**

4. Farm homes — Urban areas are finding an increase in the number of farm homes and a need for more business management.

5. Self Employment — We have asked students to secure loans to purchase their own homes and to become custom machine operators and managers. While you may not be in the area, you can see that students are still using the skills of the agricultural programs.

**REFERENCES**


FEATURING—
BIGGER AND BETTER THAN EVER BEFORE:

The National Agricultural Career Show

by Tevi Dee Yeates
Information Intern
National FFA Center

The FFA has announced plans to expand its National Agricultural Career Show held in conjunction with the annual National FFA Convention in Kansas City in September. Plans for expansion of the 12-year-old show of careers in the nation's agricultural industry include a move from the Municipal Auditorium Exhibit Hall into the new H. Roe Bartle Exhibition Hall where nearly two acres of exhibit space will be available.

Previously open only to non-profit agricultural trade associations, professional societies and educational institutions serving agriculture, the new show guidelines also open the doors to commercial agricultural firms. According to National FFA Executive Secretary, Coleman Harris, the show will now be open to exhibitors who are major National FFA Foundation Sponsors and to The National FUTURE FARMER Magazine advertisers who placed one or more pages of advertising in the current or past year. "We want to expand the educational nature of the show and create an even wider variety of career opportunities," explains Harris, pointing out that "more than 20,000 FFA members, parents and business leaders, and 2,500 Vocational Agriculture instructors will be attending this year's convention."

The National FFA Convention, of which the National Agricultural Career Show is a part, is the world's largest annual National Convention of young people preparing for careers in agriculture. The convention was first held in Kansas City in 1928. This year's convention will mark the 510,000 member organization's 50th anniversary.

In addition to portraying careers in agriculture that qualify to exhibit are being asked to show new emerging types of agricultural technology being developed. Education required for a career in agriculture and opportunities in any field of agriculture may also be displayed. Exhibitors will have professionally qualified people on hand for consultation and for answering questions. No exhibitors will have literature to distribute but actual sale of merchandise will not be permitted.

For more information about the National Agricultural Career Show, write or phone Mr. George Vennigl, National FFA Center, Alexandria, VA 22309 (703-560-3600).
Dear Dr. Key,

I am enclosing a copy of a symposium transcript given by our Superintendent of Schools, Wayne Drexler, last fall at a meeting our Sub-District Vo-Ag teacher group sponsored in an attempt to open up some channels of communication between Vo-Ag men, Administrators, and Counsellors. In our group, we have thirteen schools, involving seventeen Instructors. We are probably not unique in this experience of finding warnings of a deterioration in communications and a likely result of less emphasis and understanding, less support. We included a former (former State Farm), a high school principal, an Ag-Businessmen, and a School Board member (another farmer). Each was instructed to address specific questions are proposed and each had at least a month to prepare his remarks. For a beginning, almost all of the persons who attended indicated a positive response. Time alone will tell whether we achieved our initial objective of opening up some new channels of communication, but at least it is my hope we can make an annual event of the project. It was a barbecued "Taco Soup" plus a light lunch including salads, beans, salad, rolls, coffee, cake.

I am sending the enclosure along because of the comments Mr. Drexler made to ALL VO-AG TRACHERS EVERYWHERE, if we see the need for the suggestions in the comments. You may write to me to get the text of the comments. I think it's worth while trying them. I hope you will find the text of the comments and the reaction to them of value to you.

Sincerely,
William W. Stewart
Vo-Ag Instructor
Ephrata, Jana 52065

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**SUMMERIZING**

**Your Summer Program**

By Wayne Drexler
Superintendent
Western Dubuque Community Schools
Ephrata

I firmly believe that in the type of rural school district that most of us work in, as the fortune of the farmer goes, so goes the success of our local school. It has often been rightly said that when the farmer prospers, so does the rest of the community, and that certainly includes the school district. As most of you know, local issues and concerns have much more to do with being economically prosperous community. Anything that the school can do to improve the chances of a good agricultural outlook in turn improves its own well being.

**ADULT GROUPS**

Adult groups, connected with improving agriculture offers perhaps the best way possible for the school and its patrons to accomplish mutual success. If you help an individual become more successful in his work, he is likely to be indebted to you in return. Adult farm classes, when instituted and conducted in a positive way, can prevent a wholesome picture of the public's role to adults. A few other opportunities allow the school this excellent public relations image. In fact, if the school could get adult groups as interested in other phases of the total educational program as the adult classes, it might make any adult class even more useful. But what does every school have to do to attract adults to the concept of adult classes in vocational agriculture?

**SUMMER PROGRAM**

For many of the reasons then, I view a well organized summer vocational agriculture program as an asset to your school. Again, the best opportunity to bring the school onto the farm exists. Good instructors do not wait for their students to come to them. They make regular visits to their homes and seek out their questions and problems, and then to help them to a solution. The key here, of course, is the enthusiasm and willingness of the instructor to have a well planned program. He must carefully build his program and his department's image, to let others know about their efforts.

A weekly news column in the home newspaper; a practiced skill of coming events; activities both formal and semi-social, such as the annual picnic, will maximize your efforts in advertising your villages. You must be your client to know that you are genuinely interested and that you are willing to spend the time to make the summer program work and mean something.

Let your principal and superintendent know what you are doing to organize these classes as soon as possible. Don't forget the board of education who have ultimate control over all aspects of the school curriculum. If you have board members who are farmers or farm related businesses, spend some time with them explaining what you are doing and soliciting their input. Above all, don't be afraid to promote your program by seeking with publicity for what you are doing. Involve parents whenever possible to remember that you are working with their children on their farm. You have a chance to promote your school in the general public, nobody else has, and please don't under sell the power of positive thinking in this regard with others.

Finally, gentlemen, and perhaps most importantly, never lose sight of the fact that vocational agriculture, with its adult and summer program, will be forced to compete for the present educational dollar. Budgets will be the name of the game in school planning. Your summer programs will survive only if they are an integral part of the school system that is more important than some other part of the competing curriculums.

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**SUMMERIZING**

By Alvin H. Holcomb
Subject Matter Specialist
Agri-Business Education Supervision
Avram, AL

Proper "summer" will insure that all phases of the program receive attention. Time should be devoted to FFA officer training sessions, chapter meetings, and to the maintenance of the program. Special events such as the annual picnic, will maximize your efforts in advertising your villages. You must be your client to know that you are genuinely interested and that you are willing to spend the time to make the summer program work and mean something.

Let your principal and superintendent know what you are doing to organize these classes as soon as possible. Don't forget the board of education who have ultimate control over all aspects of the school curriculum. If you have board members who are farmers or farm related businesses, spend some time with them explaining what you are doing and soliciting their input. Above all, don't be afraid to promote your program by seeking with publicity for what you are doing. Involve parents whenever possible to remember that you are working with their children on their farm. You have a chance to promote your school in the general public, nobody else has, and please don't under sell the power of positive thinking in this regard with others.

Finally, gentlemen, and perhaps most importantly, never lose sight of the fact that vocational agriculture, with its adult and summer program, will be forced to compete for the present educational dollar. Budgets will be the name of the game in school planning.

Your summer programs will survive only if they are an integral part of the school system that is more important than some other part of the competing curriculums.
JUSTIFYING YOUR SUMMER PROGRAM OF ACTIVITIES

by John D. Oades
Teacher Educator
Oregon State University

GOAL I
Specialized Occupational Experience Programs for projects of Vocational Agriculture Students.

Activities:
1. Complete a minimum of one SOEP visit to all SOEP students.
2. Complete a minimum of one supervisory visit to all cooperative work experience (CWE) projects.
3. Complete a minimum of two supervisory visits to all crop production projects.

GOAL II Conduct Instructional Activities Appropriately: Identified Needs of the Vocational Agriculture Students.

Activities:
1. Individualized student instruction through SOEP supervisory activities.
2. Offer short duration instructional activities for the benefit of groups of students. (Examples – irrigation skills, tractor and equipment operation, livestock evaluation, livestock fitting and showing, preparation of fair exhibits, etc.)

Note: Students other than SOEP enroll in related FFA summer activities.

GOAL III Complete Advisory Duties to the Future Farmers of America (FFA) Organization.

Activities:
1. Conduct FFA planning/preparation activities for the coming year.
2. Assist officers in conducting a minimum of 2 chapter meetings during the summer months.

GOAL IV Conduct Vocational Agriculture Student Recruitment Activities.

Activities:
1. Develop/recruit materials for identification and recruitment of vocational agriculture students.
2. Visit all prospective FFA students (pre-registered or otherwise interested) and their parents.

GOAL V Complete “Follow-Up” Activities as Vocational Agriculture Program Graduates.

Activities:
1. Develop/update 1 and 3 year graduate follow-up data.
2. Complete follow-up surveys and probability surveys for the program graduates.

GOAL VI Develop and Improve the Vocational Agriculture Curriculum.

Activities:
1. Complete agriculture competency studies/reviews necessary for curriculum development. (Examples – course equivalency, follow-up data, state adopted, advisory committee input).
2. Complete content revisions of the existing curriculum as indicated by follow-up data, state adopted, advisory committee input.

GOAL VII Complete Inventories of Vocational Agriculture Equipment and Materials.

Activities:
1. Submit purchase orders for budgeted new equipment and materials.
2. Obtain and list all new equipment and materials.
3. Utilize existing equipment and materials.

GOAL VIII Maintain Effective Communications with the School Administration.

Activities:
1. Prepare and submit a detailed plan of summer program activities to your administration.
2. Prepare and submit a weekly (or monthly) report of all summer activities completed to your administration. Take the time to explain your activities and answer any questions concerning your activities or your planning.

GOAL IX Develop a Public Relations Plan for the Vocational Agriculture Program.

Activities:
1. Develop and distribute public relations materials for summer FFA and FFA activities (annual chapter report, FFA publications).
2. Develop a FR plan for the FFA and FFA activities scheduled for the coming year.
3. Develop new public relations contact materials (new media, Chamber of Commerce, service organizations, etc.)

GOAL X Complete Planned Professional Improvement Activities.

Activities:
1. Attend district/region/planned summer workshops.
2. Attend university workshops and/or complete educational experiences appropriate to professional or technical needs.
3. Complete coursework necessary for terminal level certification and/or Master’s degree.
4. Take an active role in your state FFA teachers’ summer conference.

GOAL XI Expedite Completion of Vocational Agriculture Facility Renovations and Maintenance.

Activities:
1. Conduct safety inspections (and related records) on all new equipment and machinery.

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1. 16
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THE AGRICULTURAL EDUCATION MAGAZINE

JULY 1976

Note: This article is reprinted from a more detailed "Summer Program of Activity" presented by John D. Oades, Teacher Educator, Oregon State University, Corvallis, Oregon 97331.
L. M. HARGRAVE

Leader in Agricultural Education:


Beginning with a historical take on fertilizing, the book presents the fundamentals of soil fertility and fertilizers manufacturing. The authors begin with general soil history and then discuss the essential nature of fertilizers. The general fertilizers and principles of biological evolution are discussed. Later sections cover the essential nature of mineral fertilizers, plant nutrients, and fertility tests. Common soil management and cropping systems and water are covered in meaningful terms.

Special efforts are made to stress increased understanding of the economics of crop production. The authors always link economics and farming techniques, but the reader must update their knowledge about more recent events and examples. Lengthy detail is given to fertilizer manufacturing, including manufacturing, storage, and application of phosphates and natural fertilizers. The book is an excellent reference for students and professionals. The authors provide a wealth of information about the economics of crop production. They stress the importance of understanding the economics of crop production to make informed decisions about fertilizer use and crop management.


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PARENTS' EVALUATION OF THE VO-AG PROGRAM

by John Wm. Cullen, Jr.
Northired High School
Onon, Olin, NC

by Layle D. Lawrence
Teacher Education
West Virginia University

If your vocational agriculture program were to be evaluated by parents of your students, what kind of rating would you receive? Would parents say, “My son has an excellent vo-ag teacher. He takes pride and interest in all his students and their work, and is always willing to help them. The things they learn are certainly going to be helpful to them in the future.” Or would they be more likely to respond, “The instructor needs to make home visits and take a personal interest in all his students.” These are common comments made by parents of third-year vocational agriculture students in a recent West Virginia survey. Happily, there were comments more similar to the former than the latter.

To obtain data for the study, a random sample of 220 parents of third-year vocational agriculture students attending schools in West Virginia during the 1956-1957 school year were mailed survey forms. Two reminder letters were sent to nonrespondents. Subsequently, 90 suitable questionnaires (40.9 percent) were returned and subjected to analysis.

OVERALL PROGRAM

Most parents (85.3 percent) expressed satisfaction with their local vocational agriculture program and 92.2 percent agreed that subjects studied would be useful to their children (see Table). A high percentage of parents also agreed that the activities are a valuable part of the educational program. Approximately 85 percent felt that safety and current content of classroom and shop instruction were good, however, concern was expressed about the adequacy of classroom and shop facilities, reference materials, shop tools, and laboratory equipment.

OCCUPATIONAL COMPETENCIES

Regarding occupational competencies acquired in vocational agriculture, nearly 2/3 of the parents believed skills learned would prepare them for a 26.8 percent thought their child would be prepared for an off-farm agricultural job; and 11.1 percent believed their child had acquired skills which would prepare him for further education in agriculture. In each case, a relatively large percentage of parents was undecided.

SUPERVISION

Only two-thirds of the parents agreed that supervision of students by the vo-ag instructor was adequate. Parental dissatisfaction in this area is understandable. At 24.4 percent claimed their child had not received supervisory visits during the past year and another 10.9 percent said the teacher had made a single visit to supervise their child’s occupational experience program. This observation should be of great concern to teachers who respect this fundamental aspect of vocational agriculture.

There is no substitute for supervisory visits in the development of worthwhile and successful occupational experience programs or in promoting desirable relationships with parents and students.

When parental opinions were analyzed according to number of supervisory visits made, invariably attitudes were more favorable to various aspects of vocational agriculture as number of supervisory visits increased.

CONCLUDED LEADER

Noteworthy student testimony was expressed by L. M. Hargrave’s former students who have sent copies of their letters of recommendation and praise for excellence always impressed his students. Teaching a common sense, practical program that meets the personal concerns for each individual, fulfilled his excellent rapport with students. One of the lasting tributes regarding L. M. Hargrave’s teaching ability was his selection as Teacher of the Semester representing the College of Agricultural Sciences in the last year of the annual competition.

L. M. Hargrave has retired from teaching, but he will forever be a positive force through the lives of those he taught. At present, L. M. remains active and interested in a demanding schedule. Professor Emeritus L. M. Hargrave has made his presence known. The truly dedicated seldom pass on their way. May we all benefit from his example.

THE AGRICULTURAL EDUCATION MAGAZINE
Technical AG Competencies Needed by Secondary Students in Latin America

by

Lee Harman*
E.P.D.A. Fellow
Kansas State University

In order to increase the food supply and income of farmers in Latin America, a well planned and organized program of agriculture education is essential. There are many secondary-level agricultural schools already in operation throughout Latin America which would benefit from an increase in curricular and teaching methodology. The educational programs should be oriented toward a more practical and applied education in agriculture. Objectives and student competencies need to be identified and used as a basis for developing and implementing a sound agricultural education program.

THE STUDY

The author recently completed a study to identify the technical agricultural competencies needed by secondary students in agriculture education programs in Latin America, with emphasis on Panama. Panama was chosen as an area of study due to the relationship of the Kansas-Panama Partnership in the Partners of the Americas Program. The author was an officer in the Partnership, and has spent time studying agriculture education in Panama.

METHODS

Members of a jury of experts were asked to rate 104 technical agriculture competencies in eleven categories according to their importance in the secondary-level agricultural schools in Latin America, with emphasis on Panama. (Concluded on next page)

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TABLE II

RANK CLASS ORDER OF THE FINEST

Most Important Competency Item

1. Plant Mechanization
2. Agronomy
3. Zoology
4. Science
5. Animal
6. Animal Science
7. Entomology
8. Animal Science
9. Agriculture Mechanization
10. Agriculture Mechanization
11. Agronomy
12. Agronomy

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CONTINUED

INSTRUCTIONAL EMPHASIS

With few exceptions, parents considered teachers to be giving proper instructional emphasis to the diversity of agriculture. In general, parents who participated in the study would like to see more emphasis given to thoroughness in programming of agricultural subjects. In addition, they indicated concern regarding most of the mechanical activities. To some extent, this concern may be related to dissatisfaction voiced regarding adequacy of facilities and equipment.

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SUMMARY

It was anticipated that this study would assist the agriculture teachers in Panama by providing a basis on which to develop an improved educational program. The study would come about through the revision and adaptation of the existing curricula to more effectively meet the identified competencies needed by the students. The findings should also be used as a guide in developing and implementing pre-service and in-service agriculture teacher education programs in Latin American countries such as Panama.

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CONTINUED

PARENTS' EVALUATION

INSTRUCTIONAL EMPHASIS

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SUMMARY

Opinions and attitudes of parents are important. There are some people who shape attitudes of students, parents which make it very possible, and influence members of boards of education with regard to moral and financial support and the continuing growth of programs. The cooperation is essential if educational agriculture is to succeed. Thus, it is vital that vocational agriculture programs and activities be planned and conducted with due consideration given to parental views and attitudes.

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The top 14 competencies are given in Table II, as rated by the jury of experts. There were 30 of the 104 competencies which received "very important" ratings, 56 of "some importance," and the remaining 18 of "little importance." There were 65 competencies in the opinionnaire that received a rating of 3.50 or higher. It did appear that the jury members placed a higher rating on the applied competencies than on the theory competencies.

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STORIES IN PICTURES
by Joe Sabol

Mark Hamm, a senior at Newcomb High School, has constructed a garden where he raises many varieties of fruit and vegetables. This garden is unique in its location and setup, providing a valuable learning experience for students. He also has a freezer for storage of produce for use in the school's cafeteria.

Ed Valke has been actively involved in occupation experience programs during his college years. He is currently employed at the local nursery and is an apprentice in landscape design. He has been training in Westmead, CA.

Alanacey, shown with several of his feeder hens, is from Bighorn High School. He has given several presentations on beekeeping and has received several awards for his work. He has also been involved in a local agricultural club, where he has learned about crop production and animal husbandry.

Oliver King has raised this crop of green chile, seed to be consumed by his family and local market. He is a senior at Grandon High School, where his teacher is Theodore Walker and Sharon Strasbot.

Mario Garcia has made his first step into agriculture through horticulture and construction. He was a winner in the local project competition and has since expanded his experience program by working with the local gardeners and plant department. Mario’s vocational agriculture teacher is Mr. James, who advises Mario in his efforts to become involved in the local FFA. (Photos courtesy Richard Tolbert, Antelope, CA, and Dr. Jack A. Miller, Poly of Pomona, CA.)

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