STORIES IN PICTURES

by Joe Sabol

Glen C. Shire is shown reviewing a filmstrip from his new "Working in Agricultural Mechanics" kit in preparation for a special method class in agricultural mechanics for undergraduate students at Mississippi State University. Shire authored the kit which is published by the Steggy Division, McGraw-Hill Book Company. (Photograph by Joayne S. Lee, Mississippi State University)

Mr. John Holbert, Vo-Ag Instructor, Clinton Falls, MN, gets his idea across to students studying FFA with a "Pyramidal Game" he developed in a seminar session in Ag Hall at the University of Minnesota. (Photo courtesy Gary Laake, U. of MN)

Rodney Wallis (right center), Vo-Ag Instructor at Point Pleasant, West Virginia, discusses tobacco production with a group of Indiana Vo-Ag teachers. The Indiana teachers were touring tobacco farms during a traveling teacher course. (Photo courtesy Gary More, Fort Dale)

(left to right) James W. Gottliger, NYATA President; Dr. Daniel Rockoff, Deputy Commissioner of Education in charge of U.S.O.E. Bureau of Vocational Technical, Occupational and Adult Education; Sam Stover, NYATA Executive Director; Dr. Durham is the newly appointed Deputy Commissioner for Vocational and Adult Education in the U.S.O.E. He attended the National FFA Convention and made a special effort to get acquainted with agricultural education leaders, including members of the NYATA Board of Directors. (Photo courtesy NYATA)

Theme
Supervised Experience
Doing to Learn
Learning to Do
It appears the state legislators in Massachusetts agreed with the views of Mr. Simmons as they sanctioned the project plan by placing it in legislation passed in 1911. Without much doubt, the use of home projects in Massa- chusetts paved the way for inclusion of the project plan in the Smith-Hughes Act. In the Smith-Hughes Act, the act that officially started (or appropriated) for agriculture, it is stated, “That in order to receive the benefit of such appropriation . . . such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year.”44

For students learned much about agriculture through the projects they carried on their home farm. Students were expected to have production projects, improvement projects, and a variety of farm practices. Records were kept and teachers provided co-operative supervision of projects. The term supervised occupational experience programs (SOE) was often used instead of the term project. It was during this time in history that agriculture improved rapidly.

The passage of the Vocational Education Act in 1963 signaled the start of the decline of projects. The 1963 act expanded the scope of agriculture to include training for non-farm agricultural occupations. Part of the 1963 Act read, “agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home; and such education may be provided without directed or supervised practice on a farm.”

In some states, this was interpreted to mean that project farms were still required but they could be off-farm projects as well as on-farm projects. In many states however, the interpretation was “projects were no longer required.” Consequently, teachers, teachers educators, and supervisors placed less emphasis on projects. Teachers in many states were no longer required to submit annual reports summarizing the students’ projects. A number of teachers quit keeping records to keep. Research conducted in a southern state recently revealed that only 58 percent of the vo-ag students had or were expected to have any sort of supervised experience projects. It appears that projects are no longer considered one of the basics in agriculture.

(Concluded on page 220)
The Agriculture Education Magazine

Some Tips on Managing Your Vo-Ag Co-op Occupational Experience Program

by Aylmer Ness

Vo-Ag Teacher/Co-op Coordinator
Olivia, MN

Two ideas here that will prove helpful as you coordinate your program.

1. Establish a Good Working Relationship with All Potential Employers.
2. Have students complete an experience form for every employer they work for.

There are times when I simply stop whatever I’m doing and spend a few moments thinking about the significance of my job. I enjoy what I do very much, and I want to make sure that the students have the same opportunity.

As a new comer, my first problem was to identify all the potential employers in the area and make contact with each of them. I received excellent assistance from several people, including my advisory committee members, and the directors of the local chambers of commerce. They provided me with lists of local agribusinesses, and they accompanied me when I made my initial visits to each of the businesses.

I feel it is necessary here to stress the importance of making your initial contact with each employer and make sure you have contact. This is much more effective than a letter or a telephone call, even though it takes a lot more time. After my initial contacts, I also tried to “stop by” each business occasionally, just to keep the lines of communication open.

It is very important to show a genuine interest in each business and the student as well as the student, so my interest in the well-being of the business will help to build the employer’s confidence in me and this will result in easier communicating.

(Conclusion on page 223)
Continued

STIMULATING STRONGER SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

by

John C. Hobert

Vocational Instructor

Cannon Falls, MN

The continued application of S.O.E. programs can be encouraged through local awards won with some forethought by the vocational agriculture instructor.

LOCAL SPONSOR SUPPORT

For many years, the National FFA organization has sponsored proficiency awards for some twenty-two different project areas, but no awards of high prestige at the chapter level. Several years ago, it was noted that individuals participating in S.O.E. programs would be less likely to pursue any of their personal activities with the care and ability with which they pursued their activities at the chapter level. It was also noted that many of the local businesses might be less inclined to give individual recognition to students participating in S.O.E. programs. The local FFA Chapter President and Parent Banquet

STIMULATING STRONGER CO-OP

Continued

MANAGING THE STUDENT TO THE JOB

Try to avoid the temptation to "chase" a student. It is most rewarding to know that you have placed a student with a company where you know that he or she is greatly interested. To do this, you must identify the student's interests. To do so, you must follow the student to his job. You also must know the job and the employer. You should also know the student's job, and have the student know the employer.

You can benefit from the following suggestions:

1. Keep a notebook for each student that you place. You may have notes of the "least" important things, which I use for record-keeping in my program. I designate one notebook to each student, and keep the notebooks in my office. I take them with me when I visit the students on the job or in their home. They provide instant access to the following items which I feel are essential:

- "Training Agreement. Employee should also have a copy"
- "Training Plan"
- "Port Weekly Summary of student's work experience. (They are completed by the student on a weekly basis)"
- "Age Certificates"
- "Employee Evaluations (Completed by employer; reviewed by the student)"
- "Copies of any Applications for Permission to Employ the Student-Learner at Subminimum Wage"

2. VISIT THE STUDENT ON THE JOB REGULARLY

The hectic pace of a coordinator's life can cause him to "push" visits to the students. It is best to maintain contact on a regular basis. Keep in mind that you are there to help the student and his employer.

The author would like to thank the Cooperative Extension Service for permission to use this material.

April 1979

The AGRICULTURE EDUCATION MAGAZINE

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continued

continued

continued

continued
EXPERIENCE BASED EDUCATION--TOWARD EFFECTIVE SUPERVISION

Learning by doing is a concept and practice long accepted by educators associated with agricultural education. Our students have grown milk cartons, plastic bag greenhouse window-plants, small area gardens, and a variety of other hands-on projects to demonstrate their knowledge and understanding of the principles of agricultural science discussed in the classroom.

More recently, we have witnessed a proliferation of "campus, experience-based educational opportunities such as internships, externships, field study, and cooperative education. As students alternate periods of campus-based study with periods in the work environment, direct supervision by the classroom teacher is necessarily being replaced by the on-site supervisor.

Problems regarding supervisory aspects of internships frequently emerge, and in some cases, have caused at least any gathering of people involved with such programs. Problem areas include such as program accessibility, accessibility of program site for supervision, and failure to provide adequate planning, guidance, and evaluation. Site supervisors, on the other hand, often complain about paper work, lack of understanding of the intern's academic expectations, and different standards.

There is general consensus that on-site supervision plays an important role in facilitating the learning opportunities which are the intent of such programs. But the establishment of meaningful supervision which will ensure effective supervision does not occur automatically. This article is written with the understanding that it is impossible to transmit all those ingredients which have been found to be essential to the success of experience-based educational programs.

A SHARED RESPONSIBILITY

While the supervision is responsi-ble for the daily guidance and supervision of the student employee or intern, it is also the responsibility of the faculty and other educational specialists who place the student must check with the student’s "teaching" for their "teaching." We share responsibility for planning and design phase, our emphasis regarding the structuring and super-

vision of learning experiences, and participate in the evaluation of the work-learn environment and our students' achievement must be clearly outlined.

PLANNING AND DESIGN

The planning and design function precedes the onset of the internship. Potential sites for students interested in agriculture include the small family-owned farm, commercial farms, commercial agricultural businesses, and a variety of state and federal agencies concerned with agriculture. In addition to the nitty gritty of day-to-day farming and production agriculture, the positions may be structured to permit students to learn in a more direct manner and in some cases to advise, farm and the university's agronomic business models. Students can see first-hand how methods of growing crops and soils, livestock and production, and machinery and buildings. They may attend farmer cooperatives or the wholesalers and processors of farm goods. Still others may have positions with professionals who serve agriculture — the Cooperative Extension Service, veterinarians, vegetable teachers, bankers, and so on.

The planning and design phase must include a commitment from the employer, the student, and the supervisor of the intern. There should be an open dialogue concerning the intern’s work responsibilities, minimum qualifications, and the time commitment. Clear communication between the employer, supervisor, and the industry must take place at this stage, as well as the completion of the objectives of the program and of the student. At the same time, it should be emphasized that the student should have the opportunity to view their productive service to the employer.

To facilitate effective planning, many internship programs use an intake, pre-intake, and post-intake process, orientation session, assessment, and provide feedback. In any case, program objectives, program, and expectations of students and the cooperating employer must be clearly outlined.

ELEMEINS OF SUPERVISION

Once the work experience begins, it is the responsibility of both the faculty supervisor and the site supervisor to provide students with adequate orientation and direction, so that the learning and job-related objectives can be achieved. Both the faculty supervisor and the site supervisor are, of course, provided by the site supervisor. Faculty sponsors and program directors may direct the student to conduct periodic telephone and on-site visits. Communication continues to be an important part of the process. The student and the supervisor should maintain an ongoing dialogue to clarify the job assignment, adjust the previously planned objectives, resolve any difficulties that may arise, and provide faculty and students with any other necessary feedback.

INSTRUCTIONAL NEEDS

In general, instructional needs are adapted to the individual needs. They help farmers solve everyday problems of crops and soils, livestock and production, and machinery and buildings. They may attend farmer cooperatives or the wholesalers and processors of farm goods. Still others may have positions with professionals who serve agriculture — the Cooperative Extension Service, veterinarians, vegetable teachers, bankers, and so on.

The planning and design phase must include a commitment from the employer, the student, and the supervisor of the intern. There should be an open dialogue concerning the intern's work responsibilities, minimum qualifications, and the time commitment. Clear communication between the employer, supervisor, and the industry must take place at this stage, as well as the completion of the objectives of the program and of the student. At the same time, it should be emphasized that the student should have the opportunity to view their productive service to the employer.

To facilitate effective planning, many internship programs use an intake, pre-intake, and post-intake process, orientation session, assessment, and provide feedback. In any case, program objectives, program, and expectations of students and the cooperating employer must be clearly outlined.
The supervised occupational experience phase of the total program of agricultural and natural resources education had it's origin in the Smith-Hughes Act of 1917 which stated: "Schools should provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year" (3: 578). At this result of legislation and the belief that supervised occupational experiences are essential if the program is to be vocational, SOEP became an important component of the curriculum. Also, an integral relationship developed between SOEP, classroom instruction, laboratory practice, and FFA. However, it appears that less emphasis has been placed on SOEP in recent years.

The following statements by Gilbertson (2) support this contention and attempt to summarize the growing assessment of national leaders regarding the current status of supervised occupational experiences in agriculture:

"All such activities are essential if the program is to be vocational, SOEP have become an important component of the curriculum. Also, an integral relationship developed between SOEP, classroom instruction, laboratory practice, and FFA. However, it appears that less emphasis has been placed on SOEP in recent years.

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FEATURING: LEARNING TO DO INSTEAD OF DOING WITHOUT

STUDENT INVESTMENT PROGRAM
For the past few years, Vocational Agriculture has struggled with urban students who could not have good projects due to lack of facilities or finances. Three years ago, in an attempt to solve this problem, our vocational agriculture department founded the Overton FFA Student Investment Program. The purpose was to assist students in having a worthwhile and financially profitable project. The standards for the program were:

1. Must be governed and operated by the students
2. Must teach a variety of valuable skills
3. Must be based on fair market value and require no gifts or inflated prices for a profit
4. Must require a small amount of equipment and facilities
5. Must be practical for this region

OVERTON FFA found just the position of many students who wanted and needed a cooperative student project, but they could not find a suitable permanent lot. This dilemma dictated that the Advisory Committee seek new solutions to this problem. The answer came in the form of a portable pen which would take small space and could be moved if land became unavailable. This versatile pen could be used for hogs, calves, or lambs. It provided the chapter with the ability to change the project and the opportunity to provide a wide variety of skills.

THE DILEMMA AND ANSWER
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CONSTRUCTION
The construction of this project on the school parking lot created a lot of community interest and speculation. The students were very proud when the wheels were put in place and the pen was pulled one-half mile out of town to a site loaned to the Chapter for the pen. Final set-up included blinding the pen off the ground, installation of automatic watering system, and self-feeder.

This year the students are feeding out a pen of 20 market hogs. This operation will be followed by a small broiler project.

The Overton Vocational Agriculture Advisory Committee has not given up its quest for a permanent FFA school lot. They are simply helping the students by “learning to do” instead of “doing without”.

A DILEMMA AND ANSWER

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This pen was constructed to the dimensions shown above.

Students built the pen in the school parking lot due to the site of the project.

The finished pen.

The finished pen in operation with a group of market hogs.
QUALITY IN POST-SECONDARY EDUCATION

by Howard Sidney
Dean of Arts and Sciences
UNY At Tech College
Cobleskill, NY

Post-secondary includes all education which follows secondary education. This article is based on the assumption that beyond the secondary level of education, more than the baccalaureate degree, post-secondary programs generally fall into one of the following categories:

1) The transfer program — usually two years in duration and designed to offer students the equivalent of the first two years of the baccalaureate degree; vary in length according to skills required for specific jobs.
2) Vocational-occupational programs — the programs jobs.
3) The technical program — usually two years in length, general education courses offering graduates the opportunity to acquire the competencies necessary for successful job opportunities.

TRANSFER PROGRAMS

Objective: To provide a program of instruction offering the greatest opportunity for successful transfer to a baccalaureate degree program after completing the first two years of the post-secondary.

Student Selection: Admission is based on interest, aptitude, academic record, advising and counseling.

Curriculum: A course of study as required in the first two years of college.

Content: Degree, breadth and rigors equal to that of the four-year college.

Attrition: Effective course selection and enrollment (open-door policy) should limit attrition to a maximum of 10%.

Transfer Potential: 60% - 70% of students starting programs should successfully transfer to the four-year college.

Success: 80% - 90% of those transferring to the four-year college should successfully complete the baccalaureate.

A majority of the transfer programs are offered in a comprehensive college. Exposure to a broad cultural base, many of the college faculty, and science and social science requirements for admission will accumulate up to baccalaureate. Technical colleges offer a two-year system where students have a choice of the technical-level or transfer program.

VOCATIONAL-OCUPATIONAL PROGRAMS

Objective: To give students of post-secondary age the opportunity to acquire the skills and knowledge for immediate entrance.

Student Selection: Selection and acceptance based upon criteria accepted for matriculation must be based on realistic assessment of the job market for qualified graduates.

Curriculum: A curriculum to educate a technician is organized around the specific requirements and objectives of preparation for that particular kind of technician.

Each program must be designed specifically to prepare each type of technician. The course for educating technicians can usually be grouped as follows:

1) General education courses.
2) Technical specialty courses and supporting courses.
3) Communication courses.

The curriculum for any high quality technician education program must be based on the assumption that certain minimal required information and resources are available. This includes a clear and complete definition of the special abilities that the technician must have and be in context with the nature and level of those abilities and the activities he must be able to perform. The formal instruction should be during the time of the academic year and summer session, it can be correlated most effectively with work experience. It is mandatory that specialized occupational course work be introduced in the first semester. The advantages of early introduction of occupational or technical specialities are:

1) It provides motivation. Since the student enrolled in the technique is motivated, it is important to start this training immediately.
2) By introducing the technical specialty in the first semester, it positions the student for greater depth of understanding in specialized subjects in later stages.
3) The student sees immediate application of the principle he studies in related courses.

Facility

A highly trained, experienced and technically competent and enthusiastic instructional staff is necessary for the success of occupational-technical programs.

There must be a continuation of the secondary school. It is not the same as most of our four-year college programs; therefore, faculty require specialized preparation in the occupational-technical educational system.

Facility must be capable of mastering subject matter. Experience requirements for teachers in occupational programs are important. Teachers must be able to do what they are teaching. In selecting the teaching faculty, consideration should be given to the practical need for the individual to select faculty from a wide range of diverse educational and employment backgrounds. This will provide a variety of attitudes and experiences which will broaden the faculty experience.

Facilities

The physical plant must be adequate for efficient conduct of the occupational program. Programs to train technicians must have facilities and equipment in these fields, is a requirement for expensive and highly specialized laboratories. Some examples are: a nursery and greenhouses for training agriculture; a college farm, house and milk testing facilities for dairy husbandry; a wood and sawmill for forest technology; and shops and testing equipment for agricultural mechanics. These facilities are necessary to give students hands-on laboratory experiences in application of principles studied in the classroom. Laboratory equipment is a major cost for technical programs. It is essential that apparatus typical of that used in the field be used in laboratories.

Scientific and technical books, references, periodicals, publications, journals, and visual aids must be available for the technical specialty program.

Administration

The administrators of two-year colleges must have a sound philosophy and at least as well as what is involved in providing the faculty, facilities, and supplies for instruction. If understanding or support is lacking on the part of the administration, the programs cannot thrive and be successful.

New programs are usually costly unless a technical school is well-established and already offering a variety of courses. New programs usually cannot be started merely by pulling together courses already in existence. There may be a critical situation in community colleges which areas are oriented largely toward Liberal Arts and Humanities. The courses currently offered in the sciences, social sciences, and English may not be of the nature necessary to support the technical courses.

The administrators must be sensitive to the needs of industry and work closely with laymen who will serve in advisory capacities. The administrators must act as an active part in program planning, since it does take from five to seven years, and many state institutions new programs, assemble faculty, purchase equipment and acquire facilities — and to place successful graduates in the field. Programs of high quality cannot be afforded and will not be supported.

Placement

High quality programs will place 80% - 100% of the graduates who desire employment.

Articulation of Programs

The administrators and faculty of post-secondary programs are an integral part of the secondary and post-secondary programs. Some of this articulation is automatic through faculty-student relationships. It is the responsibility of post-secondary teachers to prepare students for articulation so that students are not required to repeat learning experiences and skills already mastered in the secondary schools. The articulation program includes transfer agreements, course transfers, sharing of course and program outlines, and a close working relationship between secondary and post-secondary administrators.

We have the same responsibility in coordinating post-secondary and four-year college transition. Even though the faculty in a four-year college may have a better understanding of the technical program is for successful job entry, we find that some students do change their occupational objectives as a result of exposure to various educators and teachers. These students should be encouraged to continue their education in a four-year college.

We should not alter the occupational-oriented course content in the post-secondary programs. If a high percentage of occupational-technical students transfer to four-year colleges, the program is really a transfer program — not a technical program.

(Applied on page 239)
FAA—WHY NOT INTRACURRICULAR?

by Jim Knight
Teacher Educator
The Ohio State University

The relationship diagram shows the integral relationship of the two major components of the Vocational Agriculture/Agri-business program. The unique combination of these two elements makes possible the enrollment of each of these instructional strategies. This is accomplished through planned activities offering students opportunities to participate in the instruction and skills acquired in each of the other phases of the agricultural programs.

WHAT’S OUR PHILOSOPHY?

These are often repeated statements, not only to students of vocational agriculture, but also to people preparing or responsible for the teaching of vocational agriculture. The profession has adopted this philosophy throughout the country. However, during recent years this position has come under increasing question. Comments have been made to the effect that the expansion of vocational agriculture into the urban and suburban settings and with techniques other than production agriculture, the FAA looks to value and meaning. It is claimed that the FAA may not be as relevant to the students of programs in these areas. It would seem appropriate to analyze our position on this issue.

FAA INTEREST AREA

During recent years, the percentage of students enrolled in vocational agriculture who become FAA members has generally declined. This fact is evidenced by the following information from the National FAA Organization:

Year | Secondary Membership in FAA | 1% Enrollment | FFA
--- | --- | --- | ---
1971-72 | 576,409 | 432,288 | 75.0
1972-73 | 594,877 | 447,577 | 75.2
1973-74 | 608,033 | 465,180 | 77.8
1974-75 | 672,142 | 485,793 | 72.2
1975-76 | 695,820 | 500,585 | 71.9
1976-77 | 697,499 | 509,672 | 73.1

(Percentage of total program in Vocation Agriculture 1976-77)

Such a trend is cause for serious reflection by the profession, especially since FAA is considered to be "intracurricular." In the Official FAA Manual, the following statements are made:

"Organized in November, 1928, the FAA is an integral part of the program of vocational education in agriculture in the public school system of America."

"The FAA is intracurricular and originated as a part of the vocational agriculture curriculum."

In the FAA Advisor’s Handbook, we see the following:

The close correlation between instruction, activity and experience makes the program vocational. The FFA, being an integral part of each of the other program elements, has the unique characteristics of binding them together. It often serves as the catalyst, advancing the student more rapidly toward the intended objective.

Christmas

From your O.J. Students to our Downtown Teachers

by Frank A. Moon
Vo. Ag. Instructor
Hayfield Community Schools
Hayfield, MN

Key to the success of the program. We call them our "Downtown" teachers since they certainly have teaching, just as you or I would teach on a visit to a student on his home farm.

Over the years I have used many of the same businesses as training stations for our students. These people understand the program and do an excellent job for us. They provide, as many experiences as the student can handle and are generally willing to give them more opportunities and challenges than the first-year cooperators. These "downtown" teachers realize that occasional mistakes may happen, and are ready to take some of the pressure in those instances.

Quite a number of our student-trainees stay with the business after high school graduation. At first I was concerned that this would eliminate that business as a training station; but that has generally not been true. Most of them have expanded their operations to keep that former student-trainee with excellent salable skills, and take on a new student-trainee, also. Some of these students have stayed on to work part-time while attending a local vocational-technical institute for further training in their chosen field, returning still later as full-time employees.

We have a couple of unique "downtown" teachers, as they were charter members of the first Ag Occupations program in 1970. These fellows are now in management and foreman positions and believe me, they are real boosters of the program.

PUBLICITY

Our local weekly newspaper has also helped promote the program. Each week I provide them with a picture and article saluting a "downtown" teacher and his student-trainee in a feature entitled COMMUNITY CLASSROOMS. Each spring these "downtown" teachers are our guests at the FFA Banquet. We present them with Certificates of Appreciation which are available from the National FFA Supply Service. We publicly thank them for their cooperation and ask for continued support. Another publicity idea which we use is to have our student-trainees purchase ads in the two local newspapers to send Christmas Greetings to their "downtown" teachers. It isn’t very expensive, but is one more way to publicly thank them for their cooperation.

Over the years our "downtown" teachers have been a real asset to our school, our community, and the agricultural industry. They are helping to provide experiences which we couldn’t duplicate in the classroom or school shop. Even more important though, these people are helping the student-trainee to develop a greater sense of self-worth and responsibility, while teaching career decisions and developing salable skills which will affect him for many years.

We are proud of our "downtown" teachers, and we realize how important they are to the success of our Vocational Agricultural Department.
Leader in Agricultural Education:

RALPH W. CANADA

by Ramsey Groves and Wendel Wyatt

Success and leadership in agricultural education can be identified to a large degree, by length of service to the field. Dr. Ralph W. Canada was the second of only three department heads who had served Agricultural Education at Colorado State University since its inception in 1919. He stepped into some mighty big shoes when he succeeded Dr. A. A. Schmidt upon his retirement in 1945. Not only did he fill those shoes, but he continued to take the big strides those shoes were used to taking. He served with distinction and honor for twenty-three years until his retirement in 1968.

R. W. Canada served vocational agriculture during the "tough years" from depression, through the big war and during the early changes in the Smith-Hughes Act. He credits many of the ghosts in vocational education to the background and philosophy it took to sustain his beliefs during these trying times. He identifies as his teachers and models such greats as C. A. Smoore, Thomas Quingley, Dr. Allen, L. R. Humphries (U. of), Henry S. Brunner (U of Nebraska) and A. C. Schmidt (Colorado). With this background he went on to distingusih himself as a leader and influence in the field.

Ralph Wesley Canada was born March 29, 1907, in Bertrand, Nebraska. He was graduated from Bertrand High School in 1925 and began teaching in a rural school the following September. Teaching in a rural school in Nebraska occupied his time until 1929, when he enrolled at the University of Nebraska and subsequently completed a Bachelor of Science Degree in Agricultural Education in 1934. From 1934 to 1936 Ralph Canada was vocational agriculture teacher and superintendent of the Filley Consolidated Schools at Filley, Nebraska. He then taught vocational agriculture at Holdrege and Crete, Nebraska from 1936 to 1941. The duties of Assistant State Supervisor of Food Production War Training programs in the Nebraska State Department of Vocational Education were his from 1941 to 1945.

Ralph Canada’s teaching excellence is attributed to by hundreds of former students, both at the undergraduate and graduate levels. During his 25 years at Colorado State University, he has taught undergraduate and graduate courses in the areas of principles and philosophy of vocational education, the teaching process, Future Farmers of America, farm mechanics, supervised farm work, and teaching, school planning, adult education, and research techniques. In addition he was in charge of the teaching at the Stetson Rock in agriculture during his entire tenure at Colorado State University.

During the time he was at Colorado State University he trained 370 undergraduate students who qualified as vocational teachers. In addi- tion, he was advisor to 127 graduate students who completed Masters and Doctoral Degrees with majors in vocational education and institutional education.

The quality of the instruction plus the very desirable moral influence these students have received from Ralph Canada can be determined by the perform- ance of leadership his former students went on to occupy. Of those achieving distinction at the state, national and interna- tional levels have been state supervisors of vocational education, one is registrar in a state college, three are local directors of vocational education, and eight have been professors in technical agriculture at the state universities. In addition, hundreds of his former students are teaching vocational agriculture in schools, both at the high school and post secondary levels.


The two most important sources of plant disease, insects, and disease are obviously included in this book. Plant pests, which are usually present in large numbers in these pest diseases, are included. The book is more than just a catalog of these pests, however. It is designed as a guide to the identification of these pests and to the control of these pests. The book is intended for general use by those who are interested in the control of pests and diseases.

The book is divided into three main sections: Plant Pathology, Insect Pathology, and General Pathology. The first section covers the general aspects of plant pathology, including the nature of plant diseases, how they are transmitted, and the methods of control. The second section covers the general aspects of insect pathology, including the nature of insect pests, how they are transmitted, and the methods of control. The third section covers the general aspects of general pathology, including the nature of general diseases, how they are transmitted, and the methods of control.

The book is written in a clear, concise, and easy-to-understand manner. The author has done a good job of presenting the material in a way that is easy to follow. The book is well-organized and well-illustrated. The illustrations are clear and well-drawn. The book is a valuable resource for anyone interested in the control of pests and diseases.

Dr. Pyrcey's lifetime of professional involvement in child development and health is evident in this book. The book is well-written and thoroughly researched. It is an excellent resource for all those interested in the field of child development and health.
SUPERVISED

OCCUPATIONAL EXPERIENCE-

NOT JUST FOR HIGH SCHOOL

by Richard M. Foster
Teacher Educator
University of Idaho
Moscow, ID

When one thinks of Supervised Occupational Experience (SOE) programs, the image of a high school vocational education student raising a sow and litter, working in an implement dealership, or a similar activity usually comes to mind. The SOE portion of the vocational agriculture program has had more impact than any other phase of our program in making our curriculum truly vocational. It is in the SOE portion of vocational agriculture that students are most likely to utilize classroom instruction to develop the entry level skills commensurate with their career objectives.

SOE programs are not new to secondary vocational agriculture programs; however, the impact that similar experience programs could have on undergraduate agricultural education majors has yet to be realized. Seamon (January, 1976) emphasized the need for work experience programs to keep vocational agriculture instructors abreast of new developments in technical agriculture. Newcomb (October, 1976) reported the need for an "early experience" program for providing an opportunity for undergraduate agriculture education majors to become more familiar with secondary program requirements. Newcomb also stressed the importance of potential vocational agriculture instructors taking advantage of as many field experiences as possible during their undergraduate years.

THE PROGRAM

To combat these problems, a program was initiated that allowed the students to develop training plans to provide experiences in various phases of the vocational agriculture program in which they felt less qualified or knowledgeable. These experience plans were developed in cooperation with departmental advisors during the student's first year and were designed to last throughout their undergraduate program of study. The basic objectives of this training plan was to enable students to:

1. Obtain experience not previously available to them because of non-participation or a lack of participation in secondary vocational agriculture programs.
2. Broaden student awareness of the total scope of the vocational agriculture program in Idaho.
3. Create an understanding of the development and use of SOE experience plans through self-participation.
4. Strengthen the advisor-advisor relationship within the Department of Agricultural Education.

(Concluded on the next page)

CONTINUED

SOE—NOT JUST FOR HIGH SCHOOL

To facilitate new students entering involved in and carrying out this experience program, new undergraduate students were encouraged to enroll in a one-credit "Introduction to Agricultural Education" course. The basic purpose of the course was to provide a broad overview of vocational agriculture and the duties and responsibilities of the vocational agriculture instructor. The role of SOE was stressed and the importance of a well-defined student experience plan was emphasized.

A THREE-YEAR PLAN

Based on this overview, students were required to complete a self-evaluation and identify a specific area of vocational agriculture in which they felt a need for personal development. They were then prepared a three-year plan of field experiences designed to gain those experiences identified. The completed plan became a part of the course evaluation criteria.

Figure 1 is an example of a training plan designed for an undergraduate agricultural education major. Ron Smith graduated from an Idaho high school that did not offer vocational agriculture. Ron decided that an overview of the Future Farmers of America was one area of need that should be emphasized during his undergraduate career in agricultural education. With the aid of his advisor, he proceeded to line out activities to accomplish his overall goal of gaining an understanding of the FFA in Idaho.

One copy of his experience plan is maintained in the departmental files for easy access during registration and advisement of the students. Another copy is maintained in Ron's personal notebook of experiences gained while carrying out his plan.

STUDENT FEEDBACK POSITIVE

Although this approach to undergraduate SOE training plans as part of an early experience program is less than a year old, initial feedback from the students involved has been very positive. Students' interest in the Ag Ed curriculum and the Collegiate FFA Chapter has definitely increased due to the exploratory nature of the project and because of the individualized approach to the development of personalized experience plans. Student awareness of the value of the SOE and the proper development in training plans has expanded. Students are visiting secondary vocational agriculture departments throughout the state and increasing their knowledge of vocational agriculture. Their contact with the Ag Ed staff has increased tremendously and advisor advisor relationships have been greatly strengthened.

The Department of Agricultural Education at the University of Idaho is using the same approach to SOE in their undergraduate program that agricultural educators have been using for years. Such an approach allows students to develop occupational skills and knowledge in vocational agriculture that are realistic in light of their goals for training in vocational agriculture. We are convinced that such a learning-by-doing experience plan will be of great benefit to our students and the Agricultural Education Department in the future.

THE AGRICULTURE EDUCATION MAGAZINE

April 1979
Teaching S.O.E. To Beginning Vo-Ag Students

by David L. Williams
Agricultural Education Department
Iowa State University

includes three or more problem areas for approximately fifteen periods (hours) of instruction. The first problem area called "Recognizing S.O.E. as Part of Vocational Agriculture," was designed to help students understand the importance of S.O.E. as a means of learning agricultural skills.

The second problem area focused on each student selecting an S.O.E. program. Instructional activities are included to guide students in selecting their own S.O.E. programs based upon their interest, experiences and available resources.

"Planning an S.O.E. Program" is the title of the third problem area in the packet. It includes learning activities to direct students in developing detailed plans for their S.O.E. programs.

Following are the problems included in each problem area:

Problem Area 1: Recognizing S.O.E. as Part of Vocational Agriculture
1. What is an S.O.E. program?
2. Why is S.O.E. a part of vocational agriculture?
3. What are the purposes of S.O.E.?
4. What are the relationships of S.O.E. to classroom-laboratory instruction and the FFA?
5. Who should supervise S.O.E.?

Problem Area 2: Selecting an S.O.E. Program
1. What are my personal interests in agriculture?
2. What tasks do people perform in agricultural occupations?
3. What opportunities exist for me to gain experience in agricultural situations?
4. Who should help me select my S.O.E. and how should they help?
5. What are the characteristics of successful S.O.E. programs?

Problem Area 3: Planning S.O.E. Program
1. What goals should I set for my S.O.E.?
2. What do I need to complete my S.O.E.?

CONTINUED

QUALITY IN POST-SECONDARY EDUCATION

A highly developed two-year technical program may prepare and motivate as many as 30% to 40% of its graduates to continue at the higher degree level. This does not indicate that the technical program is inferior; it shows that some students have discovered they have the academic inclination and vocational aptitude which requires continuation of their formal education. This makes it imperative for agricultural educators in two-year colleges to work with university officials for both articulation. All courses in a technical program are not transferable to the four-year college and for successful articulation, educators must understand and respect the objectives of each institution.

Followup

An ongoing followup of graduates and evaluation of programs is essential to measure the degree of success and project changes and revision in the program.

THE FUTURE

There is no question about the evolution and future of post-secondary agricultural education. It is accepted by many educators that secondary education is no longer sufficient to prepare farm managers and the personnel to serve agricultural production and the processing and distribution industry. The bulk of the manpower to support the agricultural industry does not require large numbers with a baccalaureate degree and graduate studies. The large segment of workers require post-secondary and continuing education. Agricultural educators must work with a single objective, as one team for effective Vo-Ag/FFA, post-secondary and four-year agricultural colleges and universities. The long-range inference for agricultural education for skilled workers, technicians, managers, teachers and researchers to meet the total needs of the agricultural industry. If we are to continue to be effective and maintain support for agricultural education, it is essential that all of us, as agricultural educators, recognize and value the high quality agricultural programs at every level. The opportunity for success or failure is accelerated by the rapidity of the change in agriculture, society and cultural educators have met the challenge in the past - we will in the future.

CONTINUED LEADER

Educational Services, his international activities involved consultant work in Japan and the Philippines in addition to work with educational agencies to promote educational reforms in Europe and the United States. He was also active in research and contributed several articles to professional journals.

Those who have known Ralph through the years will be happy to know that he still believes in the young gentleman and is enjoying life to its fullest. Since retirement he has traveled extensively and internationally still serving vocational education. Due to his own experiences, he is at his best in advising and giving information to others.

References

The Agricultue Education Magazine
STORIES IN PICTURES

by Joe Sabal

DOING TO LEARN: These cool registered dairy cows represent part of the Supervised Occupational Experience program of Troy Wilson, Southern Regional Star Panama for 1978. Troy is a member of the Mr. Hermon FFA Chapter, Mr. Hermon, Louisiana.

HANDS ON! Margaret Fifenson Nomis, North Salinas High School, Salinas, CA, demonstrates the proper techniques of training cornets for her student. The student is using the school greenhouse to conduct part of his occupational experience program. (Photo courtesy of Joe Sabal, Cal Poly, San Luis Obipso, California.)

SPOT ON CAMPUS: The on-campus garden provides Floyd Yancey and his two horticulture students with a unique opportunity for them to "adopt" the rose garden for their practical program. The arrangement helps the students, Mr. Yancey and the Zecky High School, Zecky, Louisiana. (Photo courtesy of Dr. Jim Ahlstrom, Louisiana State University.)

INCENTIVES FOR OCCUPATIONAL EXPERIENCE PROGRAMS: The rewards for a beginning occupational experience program are obvious to this Louisiana youth teacher and his student in this pride of owning and showing quality chickens. (Photo courtesy of Dr. Jim Ahlstrom, Louisiana State University.)

SPOT IN AGRICULTURAL MECHANICS: This equipment trailer built by Chris Cobb, Sierra High School, is part of his Occupational Experience program in custom farm machinery work. It is obtained and supervised by Mr. Stanley Neel, sophomore, Sierra High School, Fallon, California. (Photo courtesy of Joe Sabal, Cal Poly, San Luis Obipso, CA.)

AGRICULTURAL EDUCATION

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FEATURING:
PROJECT CONSTRUCTION SKILLS, SKILLS, SKILLS?
TRACTOR MAINTENANCE IN-SERVICE WORKSHOPS
SMALL ENGINE DYNAMOMETER FUMES EXHAUST SYSTEM SEEKING A JOB?
POST-SECONDARY SUMMARY AGRICULTURAL LEADERSHIP BLACK YOUTH REPORT GRANDFATHER'S COLLECTION

Theme—Agricultural Mechanics—Developing Important Skills