STORIES IN PICTURES

by Joe Sabol

Torque it down tight Tracil Truett Olson of Coffee High School, Coffee, Washington, is seen in the final stages of small engine overhaul. These and other Ag Mechanic skills will enable him to eventually find a career in application. (Photo courtesy of his teacher, Fred Costles and Dr. Joe Crescere of Washington State University.)

Project construction is a practical way to develop those needed Ag Mechanic skills teaching in Wray Van Andes of Colfax, Washington. His students, Marty Ray and Mark Miller, is cutting some wood pilings to be used in a wood burning stove. (Photo courtesy of Wray Van Andes and Dr. Joe Crescere of Washington State University.)

Fabrication and teacher safety are two very important skills for Pete Sorensen 1979 and very much at Central High School, Centralia, Washington. Their very teacher wanted to see the kids build the metal shop and High School and Ron Gentry, Assistant Director of Agri- cultural Education, State Department of Education, Wash- ington.)

Display boards prepared by students help give the ideas across to YaYo students at Staley-Omaha, Idaho; Mr. Robert Schaffran believes the value of the display is an effective teaching tool. (Photo by Dr. Curtis Hensberg, U. of Idaho.)

[Several images and text related to agricultural education and related activities, including a section about NYATA Executive Director M. Pat Sorensen, J. J. L. Johnson, General Sales Manager, Ford Tractor Operations for North America; James W. Gallinger, President, NYATA, Ford Tractor Operations; Summer Opportunities Supervision, Planning, In-Service Education, Conferences, Repairs, Other Activities?]

[Photographs and text related to various agricultural education activities and events, including a section about the importance of teacher safety and the role of display boards in teaching.]
THREE MONTHS OF "OPERATION OPPORTUNITY"

by Jim Thorsen
VA-AG Instructor
Arlington, SD

Fellow Ag Educators and/or FFA Advisors! Did things go the way you hoped they would this school year? Did your FFA Chapter have the leadership you wanted? Did Co-op shop and classroom activities run smoothly, as well as meet the needs of the students and community? Are you happy with your program's progress?

THE ANSWER

If your program could use some improvement you have an opportunity that you can't afford to pass up. It's those same months in the summer that some teachers call "VACATION" that hold the answer. If your program needs improvement, use these three months to make plans to get it running in high gear. The time is now to make plans and set goals.

I feel the most important step in developing a strong voice program and FFA Chapter is to develop and build leadership among the students within this program and surround that leadership with and availability of variety of activities may be the answer. For many it worked for me.

LEADERSHIP TRAINING

Leadership training can be found in many forms and a little work can result in big returns. Last summer our chapter took the opportunity to send four FFA officers plus adviser to the Washington, D.C., Leadership Conference and three members to Co-op (Farmlands Industries) Camp in Kansas City. Nine FFA'ers attended State FFA Leadership Camp and two members received scholarships to the South Dakota Agriculture Youth Institute sponsored by the Department of Agriculture, in addition to other local and district leadership activities.

Our apologies for the shortage of photos in this issue. Several were lost.
COMING ISSUES COMING ISSUES

JULY — International Agricultural — Filling the World’s Breadbasket

AUGUST — The Overworked Ag Teacher — Determining Priorities

SEPTEMBER — A New School Year — Opportunities Unlimited


Dennis A. Hartman’s book is an excellent help for the daily dairy producer. This is his third printing of the book. The book is available at the address below.

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12 MONTH VOCATIONAL AGRICULTURE PROGRAMS

by Bob R. Stenert

Teacher Educator

University of Missouri

STATE SUPPORT

The next related activity was to determine what types of help and support were available to teachers from the state department of education. Each head state supervisor was asked to submit information on support programs and the level at which the programs were available. Overall, the emphasis was on the planning of instructional programs and on contact with students. This same thrust was evident in the literature review mentioned previously.

NO REPORTS—BUT SUPPORT

Other interesting observations related to the fact that 6 of the 30 states reporting, or 20 percent, did not collect any information or reports from local teachers or districts about programs.

The committee recommended that the supervision of the programs basically in the hands of the local schools. However, the state supervisors indicated that they encouraged summer programs and extended contracts and each implied that they felt summer programs to be important to all aspects of the program of vocational agriculture.

SUMMARY

The report submitted and specific objections by fourteen states can best be summarized by indicating that:

1. there is a need for extended contracts for complete programs of vocational agriculture;

2. there is a need to emphasize the supervisory and instructional experience phase of our programs when planning summer activities.

3. there is a need that a relationship exists between the effectiveness of programs of vocational agriculture and the extent to which the programs were conducted over a 12-month period and effectiveness in those cases might be determined by a rating of the performance of students, in terms of Farm Factor applications and SOE proficiency awards.

4. the state of Washington was an exception, with a rat- ing scale: supervisors in the state offices or by other teachers.

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PRIORITY LIST

Now, no "Ag-Man" is going to have time to accomplish all the things he would like to do during the summer so he’s going to have to handle it so as many other folks do. Priori-
ty, priority.

A priority list on summer activities will vary among instructors and students, but here are some of mine with which I’m sure you can identify.

1. CHANGES OR IMPROVEMENTS IN THE CURRICULUM: While they are still on my mind, let me begin by confessing to myself concerning possible
   curriculum improvements. Early in the summer a student is often a good
time to get ideas, to pass on to the
   program, and to be aware of the
   things that are happening in the
   classroom. This is important to
   me. If you’re going to enjoy the
classroom, I want you to be there.

2. FPA ACTIVITIES: Activities planned
   in advance by your former editors, with the final touch put on by
   your incoming editors, is a good start. In-coming
   editors can learn a lot by being exposed to ideas discussed by
   graduating editors and copies of how a good
   program should be operated. A few days spent with
   your new editors will get the summer off to a fast start.

3. SUMMER SUPERVISION: Supervision provides
   a great time to visit those members who are setting up pro-
   grams or planning one for the following year. In my particular case
   many times help that students need from me comes at other
   times than just during the summer. Based on my
   programs, I often decide to make a list of those students that I
   really need to see during the summer. Never try to
   limit your on-the-job supervision only to the summer mouth,
   but make sure your students do the job during
   without actually making a visit to the farm. County achievement
   days, state fairs, and local community activities are excellent
   opportunities. The ideas shared in workshops and conferences
   assistance and supervision of students should actually be based on
   the individual student needs and not on filling a quota of
   visits.

4. PROFESSIONAL IMPROVEMENT: If there are
   classes being offered that will help you improve your
   skills, plan on participating. Plan on
   attending activities, and study activities
   that are offered during the summer. You can give yourself a lot of
   good public relations in your community, and administration. Remember, not only to
   keep them informed about what you are doing, but also
give them definite plans about what you are planning to do.

(Concluded on page 277)

THE 3 P’S OF AN EFFECTIVE SUMMER PROGRAM

By

Larry E. Emmis

Vandegrift Teacher

Cy-Fair Senior High School

Houston, TX

Research indicates that both teachers of vocational agriculture and school
administrators regard the summer program as being of high importance to the
futuro of the program. However, does the taxing public agree?

1. Program Planning
   a. Collect teaching materials—incorporate
      specimen, grains, books, pesticide
      materials, pictures, graphs, crop sam-
      ples, magazines, etc.
   b. Order or arrange for film strips, slides,
      and training films needed for classroom
      instruction
   c. Make departmental budgets
   d. Make surveys to collect informa-
      tion for building or revising Long-
      Time Program and Annual Teaching
      Plan
   e. Make plans and prepare material
      for an educational exhibit at fair,
      shows, etc.
   f. Revise or build Long-Time Pro-
      gram and Annual Teaching Plans

2. Facilities (physical)
   a. Check shop inventory and secure
      new equipment
   b. Rearrange classroom and shop
   c. File reference materials
   d. Improve appearance of classroom and
      shop

3. FFA
   a. Participate in district, area, and
      state meetings
   b. Participate in FFA officer training
   c. Conduct summer tours or encoun-
      ter camps
   d. Conduct local chapter meetings
   e. Meet with advisory committees and
      other groups to plan youth activi-
      ties

V. Adult and Young Farmer Educa-
   a. Assist farm people in setting up
      programs of crops, livestock, and
      poultry
   b. Conduct tours for farmers to ex-
      amine pest control, conservation
      farms, and other places where
      important agriculture improvement work is being
      carried on
   c. Visit farms, assist with improved
      practices, and individual problems

(Concluded on page 282)
A Summer Activity — Check The Reading Level Of Your Instructional Materials

by

Clark W. Hasson
Teacher Educator
South Dakota State University
Brookings, SD

"Johnny can't read! Susan can't read!" A common statement heard by many faculty lounges across our country. Discussion as to who failed to teach Johnny and Susan so they could read has raged on and on. Crash programs such as Title One have been initiated to correct the problem. Vocational agricultural instructors should be well aware that students with reading difficulties are enrolled in vocational agriculture classes and if they want their students to have success in vocational education, something must be done about this problem.

THE PROBLEM

The South Dakota State Board of Education recognized the same problem and reacted. All teachers graduating from a secondary teacher-preparation program in South Dakota must enroll in a "Teaching of Reading" course. This required reading course includes vocational agriculture majors at South Dakota State University. One of the results of the reading course is an increased interest on the part of vocational agriculture majors in developing reading aids for their students. Another major impact on the aged majors is the recognition of the need to monitor reading levels of vocational agriculture instructional materials.

Peter Incercone, in a December, 1978, Vocational Education article stated, "No instructor should be more equipped to render instruction in such a key area of reading than a vocational instructor." No one, however, should disagree with this statement. Vocational agriculture instructors can stress reading in agriculture courses, but must be aware that the student may experience frustration as reading activity increases. When this occurs it could be that the reading level of the material may be inappropriate for the student's ability to read.

WHAT CAN BE DONE?

The vocational agriculture instructor may not make big strides in improving Johnny or Susan's reading ability. The instructor, however, may assist the student by matching the reading ability of the student with the reading materials (of the textbook or reference).

For the reading level of your current text-books? Is it possible that students' discretion with reading is the mis-match of reading material and the student's ability to read?

There are a variety of methods for rating the reading level of printed subject matter. Contact your regional

Acceptable and Unacceptable Summer Activities

by

James T. Hornor
Agricultural Education
University of Nebraska, Lincoln

INTRODUCTION

Did you ever wonder what would happen if our summer instructional program in vocational agriculture fall by the wayside if school administrators did not favor year-round programs? As a matter of fact, summer vo-ag may be a type of paradox that politicians only dream of; that is, how it stays in office without majority support.

Twenty years ago Webb (4) reported, "Only forty-four per cent of Missouri administrators felt the summer program teachers justified twelve-month employment." Vlimas (5) in a 1977 study indicated that only 30 percent of Missouri high school principals and superintendents favor summer programs. Students in Nebraska, however, learned that only 34 to 47 percent depend upon school size — favored year-round employment for the vo-ag instructor.

A brief review of research suggests that lack of support results from two basic reasons — unacceptable activities and inappropriately scheduled courses through the year. Administrators have reported rather consistent concerns, and lack of support by administrators and others for a myriad of activities conducted by vo-ag instructors during the summer months.

As early as 1956, Bussian (1) enumerated more than fifty such activities being conducted by Nebraska vo-ag teachers. The teachers themselves believed that they should spend more time with prospective, high school, young farmer and adult students; in community work; in needs analysis; and in supervision of experience programs. They felt they were spending an unwarranted amount of time on classroom and shop facilities.

More recently, Incercone (2) rekindled by the extensive, incomplete list of suggested summer activities in "Coming Trends, Agricultural Education." If, as we in vocational agriculture have always contended, instruction must be year-round because agriculture is year-round and there are aspects of agriculture unique to summer months, then we must focus upon this uniqueness. We must emphasize the activities related thereto.

JUSTIFYING YEAR-ROUND INSTRUCTION

Each argument presented for vo-ag instructor employment should be tested against this question: Could the same not be said on behalf of the social studies, speech, math, English and science teachers? Many summer activities on vo-ag teachers' lists, such as ordering, inventorying, and maintaining supplies and equipment will not withstand the test. They must be accomplished by other teachers during the school year. On the other hand, many problems in agricultural production, processing, and distribution, which are to be taught in a vocational setting, are most pronounced during summer months. They cannot be recreated during the academic year.

Local plant and insect problems, crop and livestock pests and diseases, mechanics, weather damage and markets cannot be compressed into the school calendar.

June 1979

CRITICISMS

Major criticisms of an additional vocational agricultural instructors and/or programs have been reported as follows: too much time spent outside the local community (e.g., trips and fairs), not enough time spent working with students, poor organization and use of time (e.g., shop maintenance and personal work) and inadequate planning with and in-firming the administration and community.

In 1976 Robinson (5) reported that 151 Washington vo-ag instructors spent only 20% of their summer working hours on their students' supervised projects, and "almost as much time, 18.1%, going to fairs and shows." West had indicated earlier that Missouri administrators, "know little justification for teachers spending time with show and fairs outside the local community." He said, "Evidence indicates that summer programs must be strengthened and administrators must be informed as to your summer activities." Further, he concluded that if supervision of experience programs is the primary reason for teachers being employed during the summer, supervision must be provided. Many teacher activities outside the community, regardless of their apparent merit, must be de-emphasized or eliminated.

ACCEPTABLE ACTIVITIES

Studies have shown consistently that the highest priority acceptable activities desired in a summer vo-ag program center around students (prospective, high school and adult) within the local community.

Group and individual instruction in agricultural content and student services and public relations activities are accepted, but self-improvement activities which white directly to improving the local instructional program.

Wright (6) reported in 1977 that the Oregon vocational agriculture teachers rated project supervision as top priority for the summer phase of their program. Robinson expressed the view that the vo-ag teacher should spend at least half of his summer hours in the broad area of student supervision. Third-fourths of the Missouri administrators felt that forty to eighty percent of the teacher's time in summer should be devoted to supervision of students' experience programs.

(Concluded on page 287)
Publicizing and Communicating Summer Priorities

by M. J. Copica
Teacher Educator
Texas Tech University
Lubbock, TX

Program Planning (revise or develop annual teaching plans, long range planning, provide for activities for the year and coordinate with admission, collect teaching materials, develop departmental budget, meet with advisory council.)

Adult and Young Farmer Education (Plan and conduct educational programs, conduct tours and field days, conduct on-farm and agricultural visits.)

Communication (Contact with others and prepare press, prepare for communication.)

Improving Facilities and Equipment (Complete inventory of tools and equipment, secure new equipment and supplies, do maintenance on equipment, improve appearance of classrooms and shop, filing of reference materials.)

Records and Reports (Update records and make necessary reports.)

Conclusion

Although the vocational agriculture teacher may work hard during the summer and feel his summer program is available, there are some areas he must not overlook in order to insure public acceptance and support of his summer program.

PUBLIC RELATIONS AND PUBLICITY

In reviewing the literature and in discussions with the Extension Agent concerning the summer program of vocational agriculture, I find a particularly need for improving public relations and publicity. In many cases, the summer program is misunderstood because of the failure of vocational teachers to "sell his story" through the media and personal contact.

COMMUNICATION

There is an expressed need for more communication and cooperation with the school administration concerning the summer program. School administrators do not want to dominate or "run" the summer program, but they cannot afford to ignore it (our duty to be) in formed. Weekly summer literatures are extremely important.

COMMUNITY INVOLVEMENT

The community should be involved in the summer phase of the vocational agriculture program. Adult meetings and educational programs, demonstration plots, and involvement of community and agricultural leaders in planning the total program should be explored during the summer. The summer teacher is a leader in the community and can help the administration disseminate his leadership through involvement in community organizations, church groups, the Chamber of Commerce, or other community organizations and activities.

CONCLUSION

The summer program proves to be a strong and viable part of the total program of vocational agriculture. The hard work and dedication of the vocational agriculture teacher makes this possible. The nine priority areas with the development of the summer program, and publicity, communication, and testing, must be addressed to meet the needs of the total vocational agriculture program. In some instances, the community may not even be aware of the duties and responsibilities of the vocational agriculture teacher during the summer.

The agricultural education magazine
FEATUREING: FACILITIES IMPROVEMENT

by Victor Bekkem
Agriculture Engineering Department
Iowa State University
Ames, IA

and

Thomas A. Hurner
Agriculture Extension Department
Agriculture Education Department
Iowa State University
Ames, IA

What are your facility improvement plans for the summer? Does the classroom need additional chalkboard or bulletin board space? Perhaps storage for reference and audio-visual material is a top priority. How about the agricultural mechanics laboratory? Is a needed room surfaced on the floor around the stationary power tools and benches? Are these sufficient electrical outlets on the walls and electrical drops from the ceiling? These are only a few of the items to think about but the important thing is to make appropriate plans to implement the needed improvements for the upcoming school year.

A recent survey at Iowa State University provided updated recommendations for facilities for production programs of vocational agriculture. The minimum recommendations were developed as a result of a data collected from panel of teacher educators who were primarily responsible for teaching and consulting regarding vocational agriculture facilities in the central region of the United States. The teacher educators panel also rated the importance of the various facility items in contributing to and supporting the objectives of production programs of vocational agriculture.

The minimum recommendations and ratings of importance were used to develop a facility evaluation technique which was field tested in twenty-five cooperating vocational agriculture laboratories in the State of Iowa. The information will be useful in determining areas in need of improvement in existing facilities as well as providing guidelines for planning new facilities.

AGRICULTURAL MECHANICS LABORATORY

CLASSROOM

The classroom (note Figure 1) is the center of teaching activity in the vocational agriculture facility and equipment consideration when improvements are to be made. The following is a partial checklist of items and minimum recommendations developed as a part of the study previously mentioned.

- Table space — 2.5 linear feet/student
- Storage space — 84 linear feet (shelves)
- Magazine racks — 22 linear feet
- Chalkboard — 40 square feet
- Bulletin board — 25 square feet
- Lighting — 75 foot candles on (the tables)
- Electrical outlets — 8 feet, maximum interval
- Floor tile or carpeted
- Acoustically treated ceiling
- Room size and location, since and number of floors are also important items to consider, however, these generally require more extensive remodeling. Keep in mind the recommendations are minimum and you may need to exceed the values for your individual situation.

CONSTRUCTION

In conjunction with the classroom are three additional areas. These include the classroom laboratory, classroom storage and office space. The classroom laboratory may be part of the classroom or a separate room. Twenty linear feet of storage space, a minimum and utilities consisting of gas, water, and compressed air should be provided. The lighting, floor and ceiling should be similar to that of the classroom. Classroom storage is usually at a premium in most vocational agriculture facilities. A separate room is desirable with 110 linear feet of shelves in addition to that provided in the storage area as a minimum. Gas and water are essential for a good feed. A separate room should be a separate room from the classroom and a telephone is considered a necessity. Lighting on the desk in the office should be at least 90 feet candle level.

OUTDOOR AREA

The outdoor area adjacent to the agricultural mechanics laboratory can provide much needed open space for additional projects or machinery used in teaching, note Figure 2. Space provided — 1200 square feet. Hardwood floor — 100 square feet. Rooded area — 500 square feet. Fence or wall — 8 feet high. Swamp (drainage) — 10 feet wide. Entrance gate — 25 feet long.

SUMMARY

What facility improvements are on your summer priority list? Use the checklist to identify problem areas and decide which ones are feasible for the summer. Consider making improvements in the classroom, agricultural mechanics laboratory and adjourning outdoor area. Those items affecting teaching and safety deserve top consideration. Keep in mind the recommendations presented are minimum and you may need to go beyond the recommendation in order to meet your specific situation.

CONTINUED SUMMER PRIORITIES

5. PREPARATION OF FACILITIES AND EQUIPMENT:

This is an important part of preparing for the coming year, but is often overlooked and requires too much time. Overlooked, can’t help but be indispensable to the success of the year. For example, try to plan for some of the work to be done during the summer or at least during the summer. A separate room is desirable with 110 linear feet of shelves in addition to that provided in the storage area as a minimum. Gas and water are essential for a good feed. A separate room should be a separate room from the classroom and a telephone is considered a necessity. Lighting on the desk in the office should be at least 90 feet candle level.

6. YOUR RECREATION AND LEISURE: This is another area that often is not taken care of during the summer months when you are busy with other activities. During the summer months, when you are not working on your farm, or when you are on vacation, it is important to get away from the classroom on a regular basis to get a different perspective on your job. Moments when I have been away from the “grassroots” have been my most creative mentally. I am also mindful of my constant companion, teacher’s aid, and variety of other tasks associated with my job. I have discovered as many before me that meeting the needs of my family insures that I have a peaceful “cuddle” to seek refuge in at the end of the long day. It is important, as I already mentioned, that you consider leisure time during the entire year, but especially during the summer months when your schedule is more flexible.

SUMMARY

These few thoughts I have penned are by no means a guide book to planning your summer. I do hope that after reading this you can relate to some of the concepts I have discussed and perhaps can consider some of them in detail in your own planning. The thought to keep in mind is that summer activities are something to be planned in advance and not simply in the month of June. Relax and put to good use, these fleeting summer months and the best of luck to each of you.
AN FFA CHAPTER’S PAST IN PICTURES

by
Steve Forsythe
Graduate Assistant
Oklahoma State University

Prior to coming to OSU to do graduate work, I taught vo-ag for 5 years in Texas at Yoleta High School. I was able to research the program’s “roots” with facts and photos. I have tried to bring out in pictures many stories representative of thousands of happenings across the U.S. that occurred the past fifty years as related to the FFA chapter program of work.

PICTURE I—COOPERATION

Several thousand vocatonal agriculture or “Smith-Hughes boys” began “Learning By Doing” vocational education after the passage of the Smith-Hughes Act of 1917. This first class of agriculture students was highlighted in the 1923 El Paso County School Yearbook. This vo-ag unit evolved from the cooperative efforts of interested students, parents, and school officials who took advantage of school funding. (Notice the girl student, second from right.)

PICTURE II—CONDUCT OF MEETING

After the formation of the National FFA in 1928, hundreds of individual vo-ag units began chapter proceedings within their own states. On May 1, 1936, the Yoleta vo-ag program became an active FFA Chapter and invited other rural county youth to a special meeting and barbecue to celebrate their organization.

PICTURE III—RECREATION

Recreation has always been an important part of the FFA where students worked hard but had time to enjoy life also. One type of fun for the chapter was the “Annual Chili Milkin’” contest where sweetheart candidates displayed their expertise at manual manipulation.

PICTURE IV—PUBLIC RELATIONS

Each year, chapters across the country concentrate on maintaining strong public relations. In 1975, a welcome sign was constructed on Highway 80 East of El Paso.

PICTURE V—SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

The S.O.E.P. has always been the backbone of ag programs. This 1946 score of an FFA member proudly exhibiting his project at a livestock show is typical of what take place in the lives of thousands of young people year after year in hundreds of different shows and fairs nationwide.

PICTURE VI—FINANCES

Finances and entrepreneurship are important words that have been stressed in the vo-ag student’s development. That fact today is important. Chapters stress the importance of this aspect in the chapter projects. This year, two vo-ag students were hired at work! Like so many other future farmers, they want to be farmers in the future. They are the future of our country. Their teacher is the key to their success.

PICTURE VII—PARTICIPATION IN STATE AND NATIONAL ACTIVITIES

This scene has probably varied little over the years as National FFA Week rolls around. Advisors and chapter representatives have gathered in the state’s, county judge’s and other offices to accept a proclamation declaring FFA Week in their home community. El Paso’s 1962 mayor, Ralph Simonsen signs a proclamation as members proudly watch.

PICTURE VIII—LEADERSHIP

Going places and doing things that develop leadership character and potential is what these 1962 Texas members are doing. They participated in the highlight of each state’s FFA year—the State FFA Convention! The lives of many young people are affected each year in a positive way as was the case of these two FFA members at Dallas, Texas.

PICTURE IX—ALUMNI RELATIONS

The local FFA Alumni can support a chapter in many ways. Alumni members assist each year with the local FFA Project Show and Sale at Yoleta.

PICTURE X—SCHOLARSHIP

The development and encouragement of scholarship was one of the many goals aspired to by the individual and the FFA in times past. This was accomplished in a variety of ways to the local programs. The Yoleta Young Farmers group has established a $500 scholarship to be awarded yearly to a deserving graduate. Here they are meeting to review applications and interview students for the honor.

PICTURE XI—COMMUNITY SERVICE

Vo-Ag I students trim grass and shrubbery around the school as a part of their community service projects. All of the divisions of the FFA Chapter’s Program of Work have been important in the past 50 years and will remain so for the future.
HOW TO START OUT ON THE RIGHT FOOT

by John Kepp
Vo-Ag Teacher
Fayette, OH

SHOP
After the classroom was in shape, the big job was ahead of me— the shop area. What was to be done now? The following list outlines the procedure followed in fixing up the shop:
1. I got rid of all the trash.
2. An inventory of the tools was taken and they were divided into two groups: the tools that are used often and the tools that are used less often.
3. The shop equipment was taken care of:
   a. It was also divided into two groups: needed and not needed.
   b. The unneeded equipment was either stored or sold at auction.
   c. Because I had another teacher using the shop area for one period, I made sure to cooperate in determining his needs and wants in the shop.
4. After this was done, I took an inventory of the shop itself.
   a. I determined what needed to be fixed.
   b. I disposed of anything that was not going to be used.

I cooperated with the industrial arts instructor concerning which items he wanted to keep.
I made a list of needed tools, equipment, and supplies.
I compared what we had with what was needed.
When doing this, I made sure that the school administration knew what I had done — saved money for the school by fixing areas in the shop and classroom. Because of this, they will probably be more favorable toward future requests for equipment and tools.

C. When requesting materials, I was sure to request more than the bare minimum, and also prepared with reasons supporting my requests. One can always come down when working with money requests, but not up, and if a cut is necessary, it can only be made in the proper place. By using this approach one can always be sure of having at least the basic materials for classes.
D. I had in mind my future plans for adding equipment and teaching areas in the shop. In preparing for the future, one should try to convince administrators, students, and the community of the necessity of expansion; one should also keep an eye out for grants or other methods of obtaining equipment for shop areas.

I discovered several ways of making the shop area more efficient. For one thing, I got rid of catch-alls (drawers, holding areas under benches, and so on). If an item is put into one, it is likely to be forgotten. Then what good is it? It will also make the shop area appear more open and nearer place in which to work.

TOOL AND SHOP SECURITY

To provide effective tool security, have the tools arranged in work areas —not wandering, small engine, general mechanics areas, and so forth. The cabinet work best for me because I can see what is going on at the cabinet and see if all the tools are there. The main reason for cabinets is that tools are broken down into areas that are manageable for the teacher. It does not recommend tool cabinets. Only two things result from the use of tool cabinets: first, students who are always become bored, and second, bored students will attempt to amuse themselves which will usually lead to discipline problems.

(Continued on page 287)

THIS WORKED FOR ME!

SHOP SAFETY DEMERIT SYSTEM

by William G. Masland
Vo-Ag Teacher
McGuffey High School
Claycity, PA

Five years ago, the McGuffey Vo-Ag Department reported to the Ag Ed Magazine, Volume 46, March, 1974, on a shop safety demerit system designed to emphasize the need for developing a safe work attitude. Vo-ag students who are guilty of unsafe practices, or who willfully violate safe shop conduct regulations are assigned demerits. Depending upon the severity of the unsafe practice and number of times being in violation, students are subject to remedial safety training and the shop environment, or they may be removed from the shop program.

THE SYSTEM

Records of student's demerits are kept in a file card box in the shop. Records are unofficial, but are used as a teaching tool for shop safety instruction. Unsafe work areas, common unsafe work habits, and undesirable shop behavior problems can be identified and pointed out to students. Students' names are not used in these teaching situations, and demerits are forgiven at the end of each school year.

At each school term begins, students receive copies of the demerit system. It is emphasized that the demerit system is not a punishment, but a safety reminder. The system may work at a punishment however. When a student gets too many demerits, shop working privileges are lost. For most this is a satisfactory punishment. To date no student has been removed entirely from the shop program for excessive unsafe conduct.

It does not work. A summary of the first five years shop safety demerit system follows:

CONTINUED THE FIRST SUMMER...

(5) more time for the state staff member to meet with the people in the community, and (4) the development of a more optimistic attitude in the first-year teachers. These factors have been found to greatly aid the staff member in advising and assisting the neophyte teacher.

It would appear, at least in New Mexico, that these initial summer visits, coupled with the first-year teacher handbooks, may at best provide a solution to the problem of retaining first-year vocational agriculture teachers. It would also appear that the most critical time in the career of a vocational agriculture teacher may well be first summer of employment.

JUNE 1979

THE AGRICULTURAL EDUCATION MAGAZINE
BETTER SOEP's THROUGH INSTRUCTION

by Rodney W. Tullisch
Teacher Education
University of Kentucky

There are many reasons why we don't have better supervised vocational experience programs (SOEPs). Some of the rather obvious difficulties that contribute to weakness found in these programs are as follows. Some problems are school-oriented, including heavy student-teacher ratios and limited funds for supervision, some are additional assignments for teachers, such as homerooms, class sponsorships, bus and ball duty, and being placed in charge of the bookstore. Outside activities of the teacher such as farm, sales, or other moonlighting, and time-consuming hobbies may contribute. Many teachers are doing dual supervision. Students with weaker agriculture farming backgrounds and increased numbers of female students may be contributing to this. Diversity of student teachers, athletics, other organizations and activities, and TV add to the complexity of the problem. Increasingly affluent students have less need or desire to earn money through supervised vocational experience programs. Vast experience programs of a few SOEPs may make it nearly impossible for the average member to earn any outstanding recognition unless awards are designed to overcome this problem. Teachers may lack technical experience and confidence in certain areas. Even if the student teachers and students may lack understanding or means to implement SOEPs.

IMPORANCE

This list may seem almost insurmountable. The difficulties are compounded by the fact that the time has limited control over some of these factors. The situation, however, is far from impossible. Improving it is a challenge for all of us in agricultural edu-

Each agricultural educator must be convinced that supervised vocational experience programs are necessary for each student if we are to have outstanding vocational agriculture programs.

This will require effort by all groups in agricultural education. It is especially essential that the importance of supervised occupational experience programs be emphasized in pre-service and in-service education programs.

One clear reason that the national advisory committee for agricultural education considers SOEPs very important is that this topic has been their priority agenda item for much of the past two years. While each of the difficulties mentioned at the beginning of this article deserve careful examination and elaboration, along with a discussion of possible solutions, this article will address only the problem of lack of understanding of the need and implementation of supervised occupational experience programs.

UNDERSTANDING AND IMPLEMENTING

When asked about how much class-time instruction is required for freshman students to have a basic understanding of and develop the ability to plan, and carry out an experience program, most people will underestimate the time required, often by as much as one-half. A first step then is to plan more time into the curriculum for providing instruction on experience programs. Next, the content for the units needs to be determined. This involves setting up, and daily lesson plans prepared. Those that are necessary if students are to have good supervised vocational occupational experiences programs are: (1) selecting and planning, (2) carrying out, and (3) keeping records on experience programs. Most teachers will likely need from 7 to 10 weeks to teach the three experience program units to freshmen students. Motivation for students must be built in (Volume I, University of Illinois Home Canning Material) and encouraged by enthusiasm on the part of the teacher, present or former students, agriculture and others. A good local FFA which offers members a lot of recognition for their successes will be helpful. Lessons most teachers will include is the unit on selecting and planning experience programs as follows:

SERIES OF LESSONS ON SELECTING AND PLANNING EXPERIENCE PROGRAMS

1. How important is it for us to have a good experience program in agriculture?
2. What are the characteristics of a good supervised agricultural experience program?
3. What is a good experience program for a student in vocational agricultural education?
4. How important is it to get high production?
5. What crop yields should we expect?
6. What livestock production should we expect?
7. What should be our goals for an experience program in agriculture?
8. What are the probable returns from four or five productive-enterprise projects?
9. What productive-enterprise projects should we have? (May be dealt with as three problems: crops, livestock, and feed crops)
10. What is a good rental or trade agreement?
11. What improvement projects should we have in our experience program?
12. How should we plan a productive-enterprise project?
13. How can we prepare a financial statement for the three enterprises?
14. How should we plan an improvement project?
15. What supplementary practices should we have in our experience program?

Leader in Agricultural Education:

MELVIN HENDERSON

by W. H. Witt

Melvin Henderson was a pioneer in the development of instructional aids. He was hired by the University of Illinois in 1930 to prepare teaching aids on farm shop work for the vocational agriculture teachers of the state. This operation soon developed into the Vocational Agriculture Service, which Mr. Henderson headed until his retirement in August, 1962.

Henderson was born at Leland, Illinois, on April 9, 1897. He attended a country grade school outside of Leland and high school at Robo, Illinois. He enrolled at the University of Illinois in the fall of 1921 and graduated in 1925 with a Bachelor of Science Degree with a major in Agricultural Education.

Melvin's first vocational agriculture teaching job was at Athens, Illinois. While there, he inaugurated a cooperative marketing program in the community where fruit was a major crop and spraying had been neglected. The vocational agriculture department purchased a power sprayer and made it available to the people in the community.

After three years, Henderson moved to St. Joseph, Illinois, as teacher of vocational agriculture and cooperating teacher with the University of Illinois Division of Agricultural Education in providing students with guidance. Henderson changed the system of guiding student teachers by giving them opportunities for broader experiences and increased responsibilities, more like actual teaching.

In 1950, Melvin Henderson moved to Tolono, Illinois, still as teacher of vocational agriculture and cooperating teacher. There, he pioneered methods of teaching farm mechanics through actual experience. With his students, he designed and built the school farm shop. During the period of about ten years working with student teachers, Mr. Henderson was responsible for directing the teaching experiences of more than 300 student teachers.

By the mid-1930's, farm shop work was being added to more and more of the vocational agriculture programs in high schools, but many of the teachers were poorly prepared to teach it. The Illinois Association of Vocational Agriculture Teachers requested help from the University of Illinois, not only for the prospective teachers in training but also the teachers on the job. Melvin Henderson was hired in 1956 to provide this instruction and service. His efforts included work with staff members in the Department of Agricultural Engineering to get the farm shop courses changed to a more practical, teachable level. That helped in the preparation of the prospective teachers. In-service short courses were organized and held throughout the state for teachers of vocational agriculture.

By the time Mr. Henderson retired in 1962, the Vocational Agriculture Service at the University of Illinois had grown to include a staff of seven academic and technical members who provided many kinds of instructional aids for all phases of agriculture, including more than a hundred handbooks and several hundred subject-matter pamphlets. Kits of materials and equipment for teaching electrical wiring, repairing electric motors, surveying, and concrete instructions were also provided on a loan basis to departments of vocational agriculture in the high schools. Each kit provided the materials and equipment to properly teach such a lesson to a class and enough so all of the students could participate at the same time.

Mr. Henderson was not only interested in preparing teaching aids for Illinois but was also in contact with people in other states, sharing ideas and working together. In 1955, he called a meeting of state representatives from the North Central Region at Urbana, Illinois, to organize a program for the regional development of teaching materials. At the 1956 meeting of the North Central Regional Conference, a Teaching Aids Committee in Agricultural Education was created under his leadership. The primary function of the committee was to make the teaching aids materials, created by the various states, available throughout the region. This was accomplished by publishing a list, with descriptions of the various aids, to the different states could know about them. The committee met the day preceding the opening of the regional conference. The members discussed and exhibited new items available from the states as well as policies and procedures that needed to be re- (Concluded on page 296)
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