GUEST EDITORIAL

The FOUNDATION

by Harold R. Bailey

Teacher Education

University of Kentucky

There must be clearly defined teaching objectives—"spelling out" the learnings that are intended to be developed on the part of student teachers. Whose clearly defined teaching objectives are being talked about? The objective that has been agreed upon, emphasis is on agreed upon, by the on-campus teacher educators and the supervising teachers? Half the battle in method has been won when the partners know just what they seek to accomplish and are clear on the how.

2. Theory and Practice Should Be Experientially Together

This fundamentally is exceedingly important. The what and the how deal with in methods, on-campers, needs to be the same as that in which student teachers get practice during supervised student teaching under the able and careful supervision of competent and dedicated teachers in the centers.

Where the on-campus teacher educators and the supervising teachers are not together on the what and the how, there is no possibility of getting theory and practice experienced together. And, too many times this is what happens. If the student teachers are together, the new teacher will be confused and the resultant products—the new teachers and our programs in agricultural education—will suffer.

Perhaps this what and how in the teacher preparation, and subsequently in the high school program of vocational agriculture, should have more clarity and specifics before moving on. In the opinion of the author, perhaps 75 percent of the time in methods should deal with what to teach and how to teach it at the high school level. This 75 percent of the time methods deal with:

• Getting students to select and plan good experience programs.
• Guiding students to keep good records on their experience programs.
• Guiding students to carry on their experience programs (including what improved or approved practices to use in the opinion of the author). This includes the technical agriculture to be taught.
• Guiding students to summarize and evaluate their experience programs.

3. Basic Pattern, Classroom Instruction Followed by Supervised Practice

The basic pattern of instruction in vocational education since 1957 has been classroom instruction followed by supervised practice of the student teachers. This fundamental has two parts: 1) the teacher preparation program on campus tied to the student teacher methods in the centers, and 2) the instructional programs in the schools with their two parts: classroom instruction followed by supervised practice of the student teachers on farms and in other experience program situations.
During student teaching, student teachers should have indepth experience in the instruction as they work with students in the training centers and in their follow-up supervision of the students. If the student teacher can develop this basic pattern in the two dimensions just named, then this will go a long way in developing this fundamental learning.

4. Skill In Using the Problem-Solving Procedure in Teaching

Problem solving and thinking are much the same thing. Learners, both prospective teachers and their students, should develop reflective thinking while being taught. Enrichment of mental development of understanding, acquiring information in useful form, and preparation for meeting new situations intelligently, all call for thinking. Also, training to think well in the field of agriculture is one of the desired results of the instruction in it. One learns to think in a field or subject by thinking in it. Success in a field usually depends on the ability to think effectively in that field. Prospective teachers need to develop skill in:

- Developing situations which will cause students to think
- Guiding students to analyze problems
- Guiding students to solve problems, individually
- Guiding students to solve problems, as a group
- Guiding students to make application of the conclusions

Skill in the problem-solving procedure is not a simple or an easy task to master. If the problem-solving procedure is to be the predominant group-teaching method, and the author believes it should be, it will be possible to see one effect on the part of the on-campus teachers, along with a great deal of determination and dedication on the part of prospective teachers, to master the concept and the procedure.

5. Skill in Giving Demonstrations

Demonstration as a method of teaching in agriculture has come to the forefront. There are literally hundreds of manipulative abilities that students of agriculture need to learn. Teachers need to be skilled in demonstrating these so that the students can learn them efficiently. Essentials in giving demonstrations include:

- Having clearly in mind the ability to be taught, including standards of workmanship required
- Developing in students a desire to have the ability—good setting
- Being clear on the important steps in doing what is to be accomplished
- Demonstrating the procedure, showing and explaining how to perform each step in the operation; cleaning up after the field trips

Giving good demonstrations is not enough. They must be followed by adequate practice on the part of students, with enough tools and materials for each student to practice, and under the supervision of the teacher.

6. Skill in Conducting Field Trips

Field trips are fundamental for good teaching in vocational agriculture. A field trip should be an educational experience needed to help reach an important, planned, teaching objective. Many of the things that students need to observe and do cannot be conveniently brought to the classroom. Therefore, the students must be taken outside the school plant and onto farms or to other situations where they can have first-hand observation and practice in a natural setting. Without going into a lot of detail, four major things need to be considered in planning and conducting field trips which prospective teachers should learn in methods and have practice in the centers:

- When and under what conditions should field trips be used?
- What plans (detailed ones) should be made for taking a field trip?
- What teaching technique(s) should be used on the trip?
- How should the field trip be followed up by making application of the decisions reached?

How well the trip was evaluated? (Concluded on next page)

7. Skill in Guiding Students to Arrange for and Carry Out Experience Programs

There are two ideas already mentioned earlier, but they need further development. First, prospective teachers of agriculture must have a rich, thorough concept of good experience programs and the importance of students having good experience programs. Just because prospective teachers had vocational agriculture in high school is no guarantee that they understand what a good experience program is and the importance of each student having one. But a rich concept is not enough. Prospective teachers must be clear on how to guide students in setting problems for, laying out, and carrying out good experience programs. To get good experience programs arranged for on the part of students is half the battle in making experience programs a success.

The teacher must be enthusiastic in dealing with a good series of group problems (15-20), whose solving will be helpful to the students in deciding on and planning their experience programs. This business of getting students with good experience programs involves the parents from the beginning to the end. Parent cooperation is based on their thorough understanding of what the teacher is attempting to do and why. The teacher cannot leave it up to the students to develop parents’ understanding. Parent understanding, once developed, guarantees their cooperation.

8. Making the PFA Motivate the Instructional Program

It is not enough for the prospective teachers to have a good PFA chapter. They must know: a) how to organize or reorganize a chapter, b) how to guide the chapter to elect a good set of officers, and c) how to guide the chapter to set up a good program. The teacher will mass-organize the "programmer" instructional program of the department. The program of activities should provide an opportunity for each member of the chapter to participate and owe in one or more aspects of the program of activities. The aim of the program of activities should be to train, not to win. If the aim is to train, winning will follow.

9. Organizing Programs and Teaching Adults in Agriculture Are Necessary Skills

Prospective teachers in the methods courses should develop a strong and careful guidance of the on-campus teacher:

- A strong and careful guidance of the impression of adult work in agriculture and the contribution the work can make to the efficiency of adults employed in agriculture
- How to organize and use a local advisory committee to get the program under way
- How to decide on the course of study and how to recruit members
- How to teach adults in agriculture—young farmers, adult farmers, and other adults in agriculture
- How to organize supervisory adults, farmers and others on the job

COMING ISSUES

SEPTEMBER — Student Competition — An Incentive Approach

MARCH — Classroom Instruction — Getting the Ideas Across

APRIL — Supervised Experience — Doing to Learn — Learning to Do

MAY — Agricultural Mechanics — Developing Important Skills

JUNE — Summer Opportunities — Supervision, Planning, In-service Education, Conferences, Repairs, Other Activities

JULY — International Agricultural Education — Filling the World's Future Basket

AUGUST — The Overworked Ag Teacher? — Determining Priorities

THE AGRICULTURAL EDUCATION MAGAZINE

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THE AGRICULTURAL EDUCATION MAGAZINE
Conducting an Effective Critique Conference

by Paul E. Kemp
Teacher Educator
University of Illinois

2. The second student teacher is then given the opportunity to comment on the strong and weak points of his or her fellow student teacher's performance.

3. The cooperating teacher presents conclusions and recommendations regarding the student teacher's performance or may, through the use of appropriate questions, strive to have the student teacher "discover" his or her mistakes.

4. Finally, the university supervisor is asked to present comments and suggestions.

5. A variation in procedure commonly used is to follow steps 1-4 for each phase of the classroom teaching. For example, the interest approach, the development of objectives, and the identification of problems may be discussed by all members of the critique team before anyone comments on the supervisory study and coaching discussion.

The suggested steps do not insure a successful critical conference. They merely permit all parties to be involved and discourage domination of the conference by any one person.

SUGGESTIONS

The person who observes and evaluates the work of others needs to exercise considerable skill and sensitivity in carrying out his role. After all, the critique conference is a teaching situation, not a "judging" exercise. Teaching is a craft. Hence, the evaluator needs to consider the following suggestions in conducting the critique conference:

1. The cooperating teacher and the university supervisor should remember that telling is one of the most ineffective methods of teaching. Student teachers will remember longer and apply more readily those suggestions which they are able to "discover."

2. One purpose of critique sessions is to promote self-evaluation. If student teachers do not learn the art of self-analysis and self-evaluation before their student teaching period has been completed, they do not have the means needed to "grow" on the job.

3. There must be a reasonable balance between praise and criticism. This balance must be determined on an individual basis for each student teacher.

4. Each person on the critique team should mention the good things first.

5. Adverse criticism, if necessary, should be specific. A statement, such as, "You did a lousy job today; you'd better get to work," does nothing more than antagonize the student.

6. Use a clinical, rather than an analytical, approach in working with the student teacher. The student teacher feels the student teacher to save face.

7. Avoid giving the student teachers too many "don'ts." Suggest possible procedures which he might try and use practices such as: "If I were you, I would..." "Some teachers have found this practice to be successful."

8. Ask the student teachers to summarize the conference by asking the question, "What have you gained? How can you do it differently the next time to improve your teaching?"

9. Those who are involved in the critique session must be familiar with both the problem area teaching plan and the daily plan.

10. Finally, the student teacher is evaluating the teaching of others must consider the conditions under which student teachers are operating. True enough, the student teacher should adjust his methods to fit the class and the teacher, but allowances must be made for the student teacher's lack of experience and lack of knowledge concerning his class.

The Agricultural Education Magazine

AUGUST 1971

You're On Your Own

by Douglas Bishop
Teacher Educator
Montana State University

Although I have never flown an airplane, I can imagine the first solo flight would be quite an experience. I can visualize the long hours of study, careful attention to the smallest detail of flight safety and procedure, and countless repetitions of each step that is necessary to get the plane off the ground and back safely. Each training lesson would have been taken under the watchful eye of a trained, experienced instructor. During my training, the instructor would have been in the cockpit beside me, prepared to take over in case I made the slightest mistake in judgment. There would be comfort in knowing my instructor was there in case of an emergency. But then the time would come when I would have to go it alone if I wanted to obtain my license. I can hear my instructor say, "It's all yours, you're on your own." It would be a thrill and a responsibility.

Your first job might be compared to that first solo flight.

THAT FIRST JOB

How well I remember the first time I walked into a Colorado High School as the teacher of vocational agriculture. I had spent four years at the university and a period of time student teaching. I had all the appropriate text books and reams of college notes and a lot of experience from a wide variety of professional and technical classes. I knew how to make unit plans, lesson plans, and felt quite confident that I could develop a budget and curriculum for a total vocational agriculture program. I was also sure I had a good working background. But as I closed the door to the department that first Monday morning in late July, I looked around at the tools of my trade, a big knot developed in the pit of my stomach.

All the doubts and fears I had about teaching rushed in around me as I stood there with no one to turn to for advice. But, I gained confidence in what I had been taught. At that moment, I determined that I was going to give teaching my very best effort.

THAT PERSONAL INTEREST

Now, I don't want to sound over sentimental, but I must admit that in my case I was as student teachers have done our best to prepare you, and we do feel responsible. We know that our success or failure as teachers will show up in what you become, just as your students will reflect your teaching. Just wait a few years. You'll know what I mean. Successful teachers feel responsible for their students.

Those of us who have worked with you during your college career like to feel we have been instrumental in starting you on your way to becoming a master teacher. To this point, we have attempted to guide you every turn toward professional development. We have encouraged you as much as we could, even criticized you at times. But through it all, our underlying motive has been to prepare you to take charge of your department or program on your own.

We have pointed out the importance of being ambitious and becoming a craftsman of your trade. Our goal has been to help you develop needed teaching competencies. You have been asked to spend time studying the elements of planning a total program and we have attempted to guide you every turn toward mastering the many questions that may arise when you are on your own. We have told you that the job of a teacher will be to determine what, when and how to teach.

But always remember, when teaching, you must take a personal interest in your students. The individuals in the classroom are the ones that count.

The Agricultural Education Magazine
SKILLS WORKSHOPS FOR STUDENT TEACHERS

By Clifford L. Nelson
Teacher Educator
University of Maryland
Joseph J. Dyrek
Horticulture Education Specialist
University of Maryland
Robert G. Keenan
Horticulture Teacher
Lansdowne, Maryland

Grades of teacher education programs often do not have the opportunity to learn technical and manual skills that are important for teaching. Several universities have instituted well-organized programs of skills training that are conducted in cooperation with teachers in the field and agricultural businesses and farms. As examples, The Ohio State University and The Pennsylvania State University have been active in these types of programs. Smaller teacher education institutions have generally not had the resources to apply to solving this problem. The University of Maryland had similar problems with providing pre-service teachers with requisite skills. Two joint agriculture teacher-university staff committees developed lists of skills needed for beginning teacher in horticulture and agriculture mechanics during the past school year. Approximately 90% of the undergraduates in the curriculum do not come from rural backgrounds nor do they have work experience where they would have acquired these skills.

HOW TO OFFER SKILLS
Several alternatives were explored on how to offer these skills. For ornamental horticulture two methods have been introduced to meet the needs of pre-service teachers. One is the offering of a special skills course in the Department of Horticulture during the student teaching block. The course, taught by the Horticultural Education Specialist in the Department of Horticulture, consists of laboratory experiences that students have not previously encountered. The other is a special workshop series conducted by experienced horticulturists. For agriculture, the workshop was offered to meet the needs of pre-service teachers. Each workshop offered a one-hour field trip to different agricultural businesses.

FLORICULTURE
At the floriculture school students worked on wiring flowers, tapering flowers, feathering, ribbons, casage assembly, vinegar making, basic flower arranging, ribbon roses and ideas for holiday decorations and drying flowers.

GREENHOUSE MANAGEMENT
The greenhouse management school offered skill instruction in preparing soil mixes, soil amendments, pruning out seedlings, bud cuttings, propagation media, soil sterilization, soil testing and greenhouse fertilization methods.

LANDSCAPING
The high school that participated on the landscape workshops instructed in ball- ing and humping trees and shrubs, grafting and budding, and working with cold frames.

Continued Conducting an Effective Critique Conference

Student teachers and their teaching, the reader is reminded, that the principles involved in the evaluation process also apply to other types of evaluation session, the critique conference, where properly used, is one of the most helpful teaching-learning activities in pre-service and in-service education.

CONTINUED YOU'RE ON YOUR OWN
A WAY OF LIFE
Making teaching a way of life. Be willing to sacrifice to be effective in your job. Don't make teaching a sideline occupation. Be a full time teacher. Plan for appropriate improvements to make the best of every opportunity. It is a sad commentary to hear such statements as, "I can't find anything else. I want to do, I will teach" or "I will teach until I find something that is more interesting." Don't be satisfied with mediocrity. Master teachers realize that after years of experience they will know very little of what it is to be learned. There is no finality in teaching. A casual approach to teaching will lead to personal failure and career failure for students of the education they deserve.

AMBITION
Be ambitious and become a master of your trade. Don't be content with teaching only that which you enjoy doing or what is easiest and most readily accepted by the students. When you can wish that each job, the only choice among jobs, you will have to choose, in your opinion, what they will need to know to be productive workers. You have been taught high standards, but have truly embraced such standards? We cannot force you to be effective, but we do ask you to strive to build self-confidence and self-reliance as you grow in the profession.

GOOD JUDGMENT
Finally, remember, good judgment in teaching is not necessarily a matter of age, but more an application of your knowledge to different situations. Morality in teaching is the ability to react to all teaching situations so that your teaching is most beneficial to your students. Don't feel you can skip a lot of lessons that the more mature teachers have had to learn. There may be times when you can take a short-cut by using experiences and precepts of others and make the necessary adjustments to fit your teaching environment. However, a word of caution, when you bump your head against a new situation, try to figure out what happened and why. You cannot avoid making the same mistakes as you are learning what the mistakes were and lessons learned. The experience that counts is not acquired quickly and without hours of trial.
TEACHER EDUCATORS NEED IN-SERVICE TOO!

by John Millton
Teacher Educator
Virginia Polytechnic Institute and State University

The author discussing the exchange with Penny Jones, agricultural education teacher at Blacksburg Middle School.

"Students have changed a lot since they taught. They don't realize the discipline problems we face that they never dreamed of a few years ago." The "they" referred to are their students, and the comments may be typical of some made by classroom teachers. On the other side, most classroom teachers have never assumed the role of a teacher educator. Most teacher educators have served in the role of a classroom teacher. However, for many teacher educators that experience was some years ago. Since then, time different students, different student attitudes, and different agricultural technology have entered the classroom.

One possible way for bridging the gap that exists between the teacher and the teacher educator is by assuming the role of the other. Such a role reversal can occur by the use of an exchange program.

The type of exchange program I have participated in involved a reversal of roles and responsibilities for approximately one-half day at a time. A local teacher of agriculture taught my methods class while I taught his school classes during the same time. Personal teaching experiences which have occurred during the five exchanges held so far have been to teach subjects ranging from public speaking and paralegal procedures to soils, fertilizers, and supervising the building of wood-working projects.

TEACHER EDUCATORS TEACH PUBLIC SCHOOLS

The high school or middle school students frequently have interesting questions to ask. When one student found that I was a doctor, he wanted to know if I was a veterinarian. Another student wanted to know why he had picked his class to teach. Occasionally other faculty members at the school who know me from graduate courses are mildly surprised to see me wearing coveralls after teaching a laboratory class. However, there is almost universal support among faculty members wanting to see other teacher educators do the same thing. These are two agricultural instructors who have participated in this type of exchange with one. One is Gary Vincent, teacher at Warren East High School in Bowling Green, Kentucky. The other is Penny Jones, teacher at Blacksburg Middle School in Blacksburg, Virginia.

Both Mr. Vincent and Mr. Jones have been very helpful in involving their school's administration in obtaining approval for the exchange. In many cases, the school principal and superintendent approved and encouraged the exchange.

TEACHER EDUCATORS AT COLLEGE

My methods students have always commented favorably upon the practical "real world" orientation which the practising public school teacher can bring to the classroom. They have appreciated having the opportunity to discuss a series of questions with an agriculture teacher concerning his thoughts on IFAA activities, supervising experience programs, teaching adult classes, completing state reports, etc.

RESULTS

I appreciated the opportunity to once again teach high school and middle school age students. It is informative to keep in touch with the maturity level and attention span that such students possess. Getting a chance to handle a real live discipline problem when the occasion arises is very helpful to fully understand the new types of problems which arise today.

The exchange program permits very quick and accurate feedback on the effectiveness of the teaching methods advocated by teacher educators. Few things can be better the firsthand experience of trying out a technique advocated in the methods class.

Many possibilities exist for teacher educators to become more proficient in their role. Among these possibilities are to work with people who are relatively new to the field of agricultural education, such as students labeled as disadvantaged or handicapped, post-secondary students, junior high school students, and grade school students.

SUMMARY

There are many procedures teacher educators can utilize as means of in-service work, such as visiting other university departments of agricultural education. However, few procedures can put the teacher educator closer to the firing line. I highly recommend this type of exchange opportunity for other teachers, teacher educators, state supervisors, and public school administrators. A great deal of mutual understanding, and appreciation can result from such an experience.

ADVISORY COUNCILS

National Agricultural Education Advisory Council Report
Gerald R. Fisher, 
Advisory Committee for Vocational Agriculture, 
Larry T. Jewett, 
January

AGRICULTURAL LEADERS

Leader in Agricultural Education: David R. McClay, 
Frank Anthony, 
July
Leader in Agricultural Education: Mildred "Mick" Gutsch, 
Wayne Raymond, 
August
Leader in Agricultural Education: Howard Stidler, 
Kenneth W. Ghrist, 
September
Leader in Agricultural Education: Robert R. Peake, 
R. H. Tubbs, 
October
Leader in Agricultural Education: N. Harter, 
Clarence E. Bundy, 
November
Leader in Agricultural Education: Robert C. Sheets, 
William B. Richardson, 
December
Leader in Agricultural Education: Berl D. Book, 
Oscar Lusen, 
January
Leader in Agricultural Education: C. M. Lawrence, 
February
Leader in Agricultural Education: Gerald H. Monnin, 
March
Leader in Agricultural Education: Mike Jones, 
February
Leader in Agricultural Education: Wm. Paul Grey, 
March
Leader in Agricultural Education: Lloyd J. Noffs, 
April
Leader in Agricultural Education: Carl E. Bundy, 
May
Leaders in Agricultural Education: Lloyd J. Noffs, 
Robert W. Weller, 
June

AGRICULTURAL MECHANICS

Shop Skills Can Be Life Skills, Cyro Scaifeham and 
Lavon Estill, 
January

AUGUST 1978

THE AGRICULTURAL EDUCATION MAGAZINE

INDEX TO VOLUME 50 (July 1977-June 1978)

Agricultural Supplies and Services

Agri-Supplies, Inc. — We Need Them More Than Ever, 
March, Galen E. Foster, 
Supervising and Teaching, James P. Ray, 
April

Agrigold, Inc. — Supplies and Services Provides A Future, 
May

Albion M. Mack, 
January

Our Finest Product — Industry's Raw Product, 
L. J. Myers, 
July

Prepared Under Supervision of Experience, David L. Wilkins, 
September

ASSISTANTSHIPS AND FELLOWSHIPS

Ag. Ed, Assistantships and Fellowships 1978-79, 
Joseph E. Schell, 
November

BOOK REVIEWS

GRAPE GROWING, by Robert J. Weaver, 
Reviewed by Marvin B. McElhine, 
July

CONCRETE MASONRY HANDBOOK FOR ARCHITECTS, ENGINEERS, BUILDERS, by Frank A. Kendall, Jr., and William C. Parrow, 
Reviewed by Tober Timmons, 
July

OUR NATIONAL RESOURCES, by Henry B. Krieger and 
F. E. McMillan, 
Reviewed by Keith E. Riter, 
July

DAIRY CATTLE JUDGING TECHNIQUES, by George Trimbath, 
Reviewed by James W. Logue, 
September

WINNING PTA SPEECHES, by Robert S. Brower, 
September

Drs. Carl, 
Reviewed by Fred R. Vaughn, 
September

HISTORY OF FINANCIAL SELF-HELP, by W. Gifford Hoge, 
Reviewed by Wayne B. Reeser, 
September

STARTING RIGHT WITH RIBBON, 
By the Editors Staff of "Champion in the Classroom," 
October

Champion Arena, 
Reviewed by Leroy Lee, 
November

TROPICAL ANIMALS, by J. Smartt, 
Reviewed by Keith E. Riter, 
November

WORLD SOYBEAN RESEARCH, by Lowell O. Hill, 
Reviewed by Gary E. Moore, 
December

The ARAK, by Lee Mathis, 
December

Reviewed by Alfred Clark, 
December

VOCATIONAL AND CAREER EDUCATION: CONCEPTS AND 
Operations, by Calvin C. Calhoon and Alan A. Fink, 
December

Publications, by William Franklin, 
December

PARPC, ECONOMY, PRINCIPLES, BUDGETS, PLANS, 
By J. H. Hubbard, 
January

COWBOY ECONOMICS: RURAL LAND AS AN INVESTMENT, 
By Harold L. Campbell, 
January

Reviewed by Steven J. Rupple, 
January

AUGUST 1978
INDEX TO VOLUME 50 (July 1977 - June 1978)

OUR SOILS AND THEIR MANAGEMENT, by Roy L. Donahue. Reviewed by Robert W.新增内容...

FUNDAMENTALS OF PLANT NUTRITION — CROP CHEMICALS, by H. A. Hughes. Reviewed by新增内容...

FEED ENERGY SOURCES FOR LIVESTOCK, by Henry Swain and新增内容...

received by R. A. Teather. April

NATURAL RESOURCE CONSERVATION: AN ECOLOGICAL APPROACH, by Oliver S. Owen. Reviewed by新增内容...

BOOKS TO BE REVIEWED

From the Book Review Editor's Desk, John Hillhouse... July

From the Book Review Editor's Desk, John Hillhouse... August

From the Book Review Editor's Desk, John Hillhouse... September

From the Book Review Editor's Desk, John Hillhouse... October

Horticulture

Ornamental Horticulture Must Grow to Meet Changing Needs, by Robert J. Mellon... December

Learning by Doing in Ornamental Horticulture, by Glen H. Patrick... December

Horticulture in the Largest Island Port, by Rodger A. Palmer and Wayne Forschuk... December

Meeting the Needs of Students Who Plan Careers in Ornamental Horticulture, by C. Z. Simpson... December

Some Things New Under the Sun — Expecting the Unexpected, by Michael Marloth. December

A Changing Program in Greenville, S. C., by Bird, December

The Challenge — To Meet the Needs of Tomorrow, by Don D. Wilson... December

Let the Farmers Teach Farm Management, by Boyd C. Full... December

Emerging Partner, Robt. Carter... December

Post-Secondary Agricultural Education Programs in South Carolina, Joe D. McCord... December

Factors in Progress, Robert E. Wiggert... December

Post-Secondary Programs in Ohio, Walsh Barnett... December

POST-SECONDARY PROGRAMS

Technical Education in Agriculture at the Post-Secondary Level, by W. H. Barnett... November

Strong Partnerships, James P. Key... February

S.O.P. Programs in Agriculture — What and Why?, by Robert Barnard... October

What Do Students Think of Selected Occupational Experiences?, by David I. Williams... S.O.D.U. — What Would You?, by Alan G. Nelson and Thomas R. Ethington... June

PRODUCTION AGRICULTURE

The Future of Farming?, by C. C. Bean... February

PROFESSIONAL

Salaries and Working Conditions of Yo-Ag Teachers, by Charles R. Stahl... January

Agricultural Workers Must Be Competent in Leadership and Personal Development, by Michael N. Hamphere... January

L. H. Neuwald, and J. D. McCord... February

Education for the Farm Manager, by Chester Booth... February

Yo-Ag Teachers — President of State Teachers' Association... February

Yo-Ag Teacher Shortage from a College Student's Perspective, by Carlie T. Goodwin... February

Yo-Ag Education, the AYA, and Legislation... February

A Goal for the Next Decade — Quality Programs in Agricultural Education... February

June Update on Yo-Ag Teacher Shortage, David G. Crist... June

Be a Dear — Not a Quilter, Allen G. Beck... June

INTERNATIONAL AGRICULTURAL EDUCATION

Mobile Units for Vocational Training in Rural Brazil... May

Agricultural Education in the Philippines, by Ralph K. Lee... May

May Involvement in International Agriculture — A Challenge for Agricultural Education in the Philippines... May

No Man Is an Island, James P. Key... May

International Interest in a Peace Project in the Philippines... May

International Education — A Two-Way Process, by Ralph K. Lee... May

Burton E. Swanson and Snow W. Tucker... May

Main to the Mainland — A Word of Advice... May

Problem Solving With the Select 50, Paul Full... May

Drew Shearer... May

Robert A. Martin... May

Subcontracting for Vocational and Technical Development, by Charles R. Stahl... May

Countries, Including... May

A Field-Year Plan, William H. Kellogg... May

Work Experience Is Rooting in India, by Ralph K. Lee... May

A Unique Educational Experience, by C. D. Stewart... May

Vocational Training for Forestry Occupations, by Warner C. Cowden... October

Ag Resources — Forestry - Growing Occupational Area, by Warner C. Cowden... October

Let's Get The Word Out, John W. Parvin... October

FORESTRY

AGRICULTURAL EDUCATION MAGAZINE
COLLEGIATE LEADERSHIP

by John J. Buckley
Agriculture Teacher
Waxahachie, New York

There are areas of study at the agriculture teacher knows students need to cover. The agricultural advisory board knows the students need to cover these areas. They told the teacher so as last board meeting. The problem is the students don’t know they need to study these areas.

The teacher comes into the classroom with a fear that the students might suffer, and incorporate into the first phase of the lesson: convincing students of the importance of that day’s material. Valid reasons are put forth about why students should study this area. Materials are coordinated with the students’ perception of the material. Materials are coordinated with the students’ perception of the material. The teacher can incorporate.

The student with student apathy—they could care less. They won’t stay attentive. Class discipline starts to disintegrate. Students verbally express disinterest at having to study the topic. Awareness for the teacher comes first. The teacher might say, “We’re going to study this—like it or not. That important and you will do it.” At times he might even send a few students to the detention room or assign principal to settle things down. This reaction may be healthy. Others will spend much time in planning and/or trying to cover a subject he feels partic-

AUTOCORPORATE LEADERSHIP

His gut reaction may be to fall back on the autocratic mode of leadership. You are going to study this—like it or not. It’s important and you will do it.” At times he might even send a few students to the detention room or assign principal to settle things down. This reaction may be healthy. Others will spend much time in planning and/or trying to cover a subject he feels partic-

There is a need. The teacher may convince the students and win them over to his way of thinking. Collegial leadership should lead to either of these outcomes.

COLLEGIATE LEADERSHIP

Collegial leadership involves decisions by the group. The teacher and students are the group, each with an equal vote. Individual decision making is out. The group seeks solutions to problems. The group is to be studied. Perhaps after all individuals are heard, the teacher’s lesson plans and the subject matter would be dropped from the course for the year. The group would then decide on the substitute material. In most cases this would be what interested the majority of the class members.

The teacher, principal, student being cowed by the mere vocal at times aggressive students must be dealt with. There is also the danger of denying the two or three students who took the course because that particular subject is not an area of interest. The other problem is that drastic or insur- mountable. Simply being sure to call on the less responsive students to get their opinion can overcome some of the shortcomings.

EGOCENTRIC LEADERSHIP

Egocentric leadership says it to him-

INDEX TO VOLUME 50 (JUNE 1977-JUNE 1978)

Alden, Dick
Altmeyer, Rosemary
Altorfer, Allen C.
Arlin, R. D.
Arkell, Paul
Arthur, J. C.
Ashley, T. E.
Aults, W. N.
Babbett, W. L.
Bacon, C. C.
Baker, J. C.
Bailey, F. S.
Baldwin, J. D.
Bancroft, Allen G.
Barnett, W. N.
Barrett, Wash
Barrett, Wash
Barrett, Wash
Barrett, Wash
Barrett, Wash
Bassett, R. M.
Beachcroft, G. W.
Beckwourth, G. W.
Beckwourth, G. W.
Beckwourth, G. W.
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Beckwourth, G. W.
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Beckwourth, G. W.
Beckwourth, G. W.
ARE FRATERNITIES FOR AG. ED. MAJORS?

By

Dennis T. Welser
Senior, Agricultural Education
North Carolina State University

kitchen jobs. Fraternity membership means certain things to Ford, "It gave me a certain extra friendship and dignity, a sort of social reputation. . . . Fraternity life gave me a broadening impact. . . . it presented an opportunity to see a cross section of society."

Many members belonging to fraternities have acquired important roles in their lives through accomplishments and contacts established by them with a fellow member.

College life is more than attending classes. For there exist many opportunities in which one might engage during spare time. One might ask, "What is it for me?" Whatever you are willing to make of it, on an individual basis, might be a logical conclusion. The decision to join a fraternity, whether it be social, service, honorary, or academic, will have an impact upon one's life. Like one's career choice, the option an individual makes regarding his association with a fraternity is also important. Wherever a man reaches a decision about a fraternity, whether he be an acceptor or rejecter, he is essentially mapping out a significant segment of his college life and life after graduation.

PLEDGING

Membership into most fraternities is by invitation only. To become a brother, one must go through the pledging period in which he comes to know the brothers and brothers-of-the-last. During this period the brothers and pledges are equally benefited because each party is able to learn more about the other in the ultimate decisions of becoming brothers. The progress of each pledge is determined by his actions. Participation in campus activities, intramural sports, social and recre- tional activities, compiling a good scholastic record, showing willingness and acceptability—are these and other actions indicative of the individual's desire to improve himself and the fraternity. A brother in the process learns to help and serve his fraternity.

Fraternities are important to our institutions and have influenced America's history. Fraternities have and will continue to play an important role in the lives of their members. Agricultural Education majors.

Agricultural Education majors work to improve their communities by working with the people in the farming community. The agricultural culture teacher can be improved by the encounters one has in a fraternity and the opportunities existing for members to work cooperatively.

Fraternities are models of society and, thus, if a member can successfully live in a fraternity, then he should be successful in life. Agricultural Education majors who are members of fraternities become aware of the social structure as it exists in their organizations.

RESULTS

Fraternities are not in proportion to the effort put into the organization as does the involvement an agricultural education teacher puts into his profession. As a fraternity member, one learns to accept responsibility and understand the task of accomplishing different duties. The idea of self-discipline is evident in fraternities, in that one learns to formulate plans and to keep the plans.

The idea that fraternities are only social organizations has been minimized in relation to other important attributes of fraternities. Most fraternities are established around strength which is concerned with the intellectual welfare of the members. An Agricultural Education major can strengthen these bonds which will aid him in performing his duties as a professional teacher.

Despite many assumptions, fraternities engage in numerous service projects with benefits accruing to both the community and the individual. Projects of this sort require each brother to allocate his time in performing the service project. These type of activities will aid an Agricultural Education major in pursuing of helping or improving his community.

(Concluded on the next page)

THE AGRICULTURAL EDUCATION MAGAZINE

AUGUST, 1972

When selected and utilized properly, the advisory council can be a very constructive part of the vocational agribusiness program. It can strengthen the internal functioning of the program, update and improve educational content, and help the advisor evaluate the objectivity of the group. Ideally, the council should not be this way. Its decisions and advice should be made after careful consideration of alternatives for the betterment of the program.

The number serving on the council will vary, depending upon the size of the school and county. The council should be large enough to represent the community, but not to large that nothing can be accomplished. It is also important that the council not be so small as to limit the input of new ideas and draw criticism from the community. It is the responsibility of the individual instructor to determine the workable size of the council selected for his particular school and community.

WHAT ARE OUR TASKS?

The advisory council has many important functions. Its contributions to the vocational agribusiness program can be generally categorized into three areas: (1) policy formulation and evaluation, (2) educational content, and (3) community relations.

One of the primary functions of the council is to help the vocational agribusiness instructor formulate policies concerning the educational agribusiness department and its equipment. The council in its advisory capacity can help the instructor in establishing codes of conduct for classroom and field activities. The council can evaluate these policies as they are being applied and revise existing policies to best benefit the program. It can also be very beneficial in helping the department stay abreast of new things.

The council can be beneficial in surveying the needs of the entire community and in suggesting areas of study that will relate to these needs. It can serve as an evaluator of the teacher's instruction in these areas and make suggestions for improvement. Being representative of a large cross section of the community, the council can be instrumental in bringing to the community a variety of resource persons to supplement teaching and assist in FFA activities. In the same manner, it can be instrumental in bringing to needed teaching materials and equipment, and in securing experienced work stations to place students in various occupational experience programs. Likewise, the council can sponsor adult education programs and workshops and aid in the teaching of them. As previously stated, the council can be very instrumental in determining the community's needs and broadening the concept of the vocational agribusiness program so as to be more relevant to the whole community. The council is an important resource for the community informed as to the activities and events that take place within the program.

HOW SHOULD IT NOT BE USED?

There are some ways the advisory council should not be used. The council should not be used to discuss the financial affairs of the school or the conduct of the individual. The council should not be used to discuss the council's procedures and the council's procedures and the council's procedures. The council should not be used to discuss the council's procedures and the council's procedures.

Continued...
TAG MISSING TOOLS
I have not attempted to reiterate the many advantages of having tool boards; however, the biggest advantage (i.e., being able to quickly spot a missing tool) is lost if the boards are not complete at all times. As you know, this is next to impossible. Try this system: at the beginning of each period check the boards to identify the missing tools and hang a tag in its place. This tag will then remain in place until a tool can be purchased to replace it. Hopefully, by making it easier to construct and maintain tool boards, the agricultural teacher can get the full benefit from their use.

HERES HOW
One of the best methods I have seen is to use the Mechanized Agriculture Labs at Texas A&M University (No prejudice intended). Some of the boards have been up for 7-8 years and still look fairly good. The key steps in getting the tools “hung up” instead of yea, are as follows:

1. First, outline the tools on tracing paper. An easy way to do this is to lay the tool down and trace around it lightly, then retrace with a ruler and/or other drawing tools for the final drawing. This allows multiple copies to be made at most engineering supply stores. (Each tool area could be shaded for more contrast.)

2. Attach the “run” copy to a 3½” white poster board. (Outline the tools directly on the poster board if only one copy is needed.)

3. Tack the poster board to the tool board. (Preferably plywood at least ½” thick.)

4. Apply clear contact paper over the entire area. This protects the sheet from oil and grease and makes clean-up a snap.

5. Next, attach nails, screws, hooks, or whatever is desired to hang the tools. I have found that different sizes nails (from ½” straight to ½” hex) work about as good as anything and are much cheaper than specialized hardware.

6. Put a small amount of glue around each nail to seal the hole. This will prevent oil from ruining the paper beneath.

Leader in Agricultural Education:

W. HOWARD MARTIN

Dairy Production and Dairy Manufacturing. During college he was awarded the George Walker Dairy Prize as outstanding senior dairy major and was elected to membership in Phi Beta Rho and Alpha Zeta. He was also a member of the dairy cattle, dairy products, and livestock judging teams. During his student teaching he coached the milk judging team at his school and the team won the state contest.

Howard taught vocational agriculture in Vermont for five years. One year was spent at Cabot and four years of teaching were spent at Vergennes. While teaching he established an FFA Chapter, served as the president of the Vermont Agriculture Teachers’ Association, and was the first president of the Vermont Vocational Association. He was also advisor to the first FFA chapter in Vermont to receive the American Farmer Degree.

Howard started his Graduate Program by attending summer schools at Cornell University. In the fall of 1956, he attended Cornell full time and completed requirements for his Master’s Degree in February, 1957. He found a dual job waiting for him at the University of Vermont as Assistant Professor in Agricultural Education and Assistant State Supervisor for Vocational Agriculture.

Back in Vermont, in addition to getting married, Howard found himself busy developing and promoting part-time young and adult farmer education programs, and teaching classes at the University of Vermont. In 1950, he dropped the title of assistant and became the Teacher Educator and State Supervisor in Vermont. He continued his educational work in rural development by helping to establish adult education programs in farm machinery maintenance and repair, food production and preservation. He initiated the first statewide young farmers conference in Vermont. He also served as a representative from the College of Agriculture on the University of Vermont Advisory Committee.

When Franklin D. Roosevelt became President in 1933, Howard was one of four state supervisors called by the U.S.O.E. to meet and shake hands with the President in the White House.

In the fall of 1946, Howard came to Connecticut as a fulltime teacher educator in agriculture. As he puts it, “I had no students, no classes, and no specific responsibilities during the first semester.” However, it didn’t take long for Howard to take inventory and get organized. Within three years he was appointed to the graduate faculty, had developed and was teaching graduate courses, and had increased his undergraduate enrollment to meet the needs of the state.

Howard continued his graduate work while at the University of Connecticut. He completed twelve weeks of study at Harvard University where he was admitted to the doctoral program.

(Condensed on Page 47)
THE TEACHER WHO LOVES TO LEARN

by

Robert A. Martin

PROPOSED SOLUTIONS

First, let us review the fact that there are many excellent and dedicated teachers and that, for many students, these teachers make a significant difference. Robert A. Martin suggests the following steps as those that may, in many instances, help teachers do just that:

1. Develop a schedule that involves
   (a) higher levels of achievement in the classroom, increasing the quality of the teaching environment;
   (b) higher levels of achievement in the classroom, increasing the quality of the teaching environment.

2. Develop an advisory system such as a high school group, to keep track of students and provide support.

3. Special projects and seminars on cell biology, teaching and techniques.

In addition to these suggestions, this article suggests that university teachers should be encouraged to continue after they have graduated.

5. Maintain high standards of accountability.

These suggestions get at the heart of the problem, but they may be lacking in that most teachers on the university level have had little guidance in learning "how to teach." Of course, this was better in some cases, but the idea that if one cannot do anything else, one can teach, is disastrous. Without any specific skill and knowledge, one is unlikely to be effective in any way. To even consider the idea that learning takes place in any meaningful way is the first step in a real, effective teacher preparation.

CONTINUED

THE TEACHER WHO LOVES TO LEARN

Tork suggests that the quality of good teachers includes the following:

1. Enthusiastic encouragement to stimulate and inspire students.

2. Knowledge of subject matter and ability to deal with it simply or in a highly sophisticated manner.

3. Ability to help students across a professional in the classroom and to assist in achieving goals.

4. High standards of achievement—commands the respect of students and lends to the teacher.

5. Maintenance of good relationships and influence beyond the classroom.

Many teachers have these qualities or at least some of them. Why then do we not have more high-quality teaching in our universities and colleges? Some of the frequent answers to this question are summarized by the following:

1. Emphasis in graduate school is on research.

2. The Ph.D. is primarily a research degree.

3. Promotions and salary increases are made on the basis of research accomplishments.

4. Teaching cannot be evaluated as easily as research.

5. Few college teachers have had any guidance in teaching.

The need for greater emphasis on basic research to get financial grants results in less time spent in actual teaching preparation. There are probably others, but those serve to point out the fact that, on the university level, there are few tangible rewards to teaching. What can be done about this situation? The answers are not simple, but in these days of accountability it is important to make an effort to look at the possible solutions to the problem of making the teaching part of the research-teaching team even more attractive so that as much energy as possible is spent on teaching rather than on research.

CONTINUED

COLLEGIATE LEADERSHIP

These are, of course, employed to help college students. This leadership can take the form of bringing the awareness and developing the skills of effective teaching and do research on the university level.

(Concluded on next page)

THE AGRICULTURAL EDUCATION MAGAZINE

AUGUST 1976

6

edge gained from research is of little value if only scientists are aware of it. But at the same time, teaching cannot be kept up-to-date and refreshing if research is not done. They go hand-in-hand.

Finally, teaching will get more teacher attention when administrators give it more attention in the areas of recruitment and promotion of good teachers and teaching. Whittman suggests that we evaluate teaching in terms of teaching to accomplished teachers. Content is important, but it is a more important thing. The student is often better off when the content is not as important as the teaching, but it is important to have both.

PERSONAL ATTITUDE

This new point of view is something worth considering. Often, teachers should be more concerned with teaching students rather than teaching content. Content is important, but it is more important than the student.

I think at times we get carried away with pushing a lot of content or subject matter in front of students, in the classroom and making sure of a few very sound principles of a course are a very thoroughly understood to the point that the students can take these principles and transfer them to a real situation at another time.

VIDEO TAPING

Video taping one's teaching is another excellent way to draw attention to a particular teacher's strength and weaknesses. Many times we as educators are not aware of the way we come across students. Once we see ourselves as others see us, we begin to make some worthwhile evaluations of our performance in front of the class and try to do something about our weaknesses.

The really good teacher is never satisfied. He constantly strives to improve his techniques, his knowledge and his teaching. These suggestions, if followed, will require that many teachers will give more time and effort to their teaching responsibilities than they have in the past. It is further suggested that, as important as research is, teaching is just as much importance and should be given just as much attention. Knowledge

SUMMARY

Kriger states that 'no longer can we remain academicians in the "ivory tower" of education and survival, for the teacher, for the teacher, for the teacher.' When educators make every effort to get students deeply involved in the learning process, the students will gain more from the course, and the teachers will be better prepared to accept the challenges of the world of business.

BIBLIOGRAPHY


This book discusses all of the major agronomic crops raised in the United States and Canada. Lectures are written in a very thorough and logical manner.

The first part is entitled principles. This part has chapters on plant sciences and human well being, cell structure, vegetative growth, reproductive growth and plant cycles. The second part of the book is entitled production. This part has chapters on soil and crop environment, crop protection, nitrogen, phosphorus, potassium, water, and pest management. The book includes a list of selected references and a set of study questions for each chapter. This book is designed primarily for use as a textbook in a crop production course, or as an introductory science course or an introductory plant science course. Both authors are infinitely qualified to be writers on the topic of crop production. Stephen R. Chapman is a Professor of Agronomy and Genetics at Montana State University. He teaches a number of courses in crop sciences and is a member of the Montana Agricultural Experiment Station. The book includes a list of selected references and a set of study questions for each chapter. It is designed primarily for use as a textbook in a crop production course, or as an introductory science course or an introductory plant science course. Both authors are infinitely qualified to be writers on the topic of crop production. Stephen R. Chapman is a Professor of Agronomy and Genetics at Montana State University. He teaches a number of courses in crop sciences and is a member of the Montana Agricultural Experiment Station. The book includes a list of selected references and a set of study questions for each chapter. It is designed primarily for use as a textbook in a crop production course, or as an introductory science course or an introductory plant science course. Both authors are infinitely qualified to be writers on the topic of crop production. However, I would like to focus on agricultural education and the role of the agronomist in society. Agronomists play a vital role in ensuring food security and sustainability. They work with farmers and other stakeholders to develop efficient and sustainable crop production systems. In this context, the book is an excellent resource for anyone interested in agricultural education and the role of the agronomist in society.

If you get your orders in right away, you can get October-May issues of the Agricultural Education Magazine for your students at $31 set. Order multiple copies at the same address for this year's issue. If your last order was in August or the first of September, you can get November-January issues for $31 set. Order multiple copies at the same address for this year's issue. If your last issue was in August or the first of September, you can get November-January issues for $31 set. Order multiple copies at the same address for this year's issue.
STORIES IN PICTURES

by Joe Sabol

Roses pruned properly make student teacher Wendy Gauld happy to be outdoors working one to one with her students at Sierra Jr. Union High School in Tallhouse, California. (Photo courtesy Joe Sabol, Cal Poly, San Luis Obispo)

Learn by doing! This horticulture class, under the supervision of student teacher George Keas and cooperating teacher Mel Zemny, get to practice weed control after many hours "inside" during a very wet year at Soquel High School in Soquel, CA. (Photo courtesy Len Hartman, Cal Poly)

Teacher education should include in-service education using industry representatives as instructors. A group of California North Coast teachers are attending a small gas engine workshop held at Santa Rosa High School, Santa Rosa, CA. (Photo courtesy Bill Wills, San Luis Obispo, CA)

These officers of the Louisiana State University Collegiate Chapter FFA provide leadership for the fiftieth year of operation of the first Collegiate Chapter of Future Farmers of America. In addition to FFA activities, the local membership contains the College of Agriculture President, Queen (second from left in photo), comptroller, secretary, ASA representative, and a state officer of the FFA. (Photo courtesy J. C. Atherton, Louisiana State University)

The FFA Parliamentary Law Team from Hinds Co. AHS is presented the First Place Plaque by Mississippi State FFA President, Jim Mose. (L-R) Team members are Albert Cole, Jr., Chapter Advisor; Calvin Stamps, Team President; Edward Robinson, Andre Devine, Booker Mims, Ronald Stamps, Team Members; and J. W. Owens, Chapter Advisor. (Photo courtesy Calvin Willis, Chapter Reporter)