AGRICULTURAL EDUCATION - Serving The Nation Through Professional Improvement" is the theme selected by the committee planning the program for the Agricultural Education Division and the three affiliated organizations that will be held during the 1978 AVA Convention, December 2-6, in Dallas. James Christiansen, Chairperson of the Committee, and the other members of the committee are to be complimented for the interesting and informative program that has been planned. It affords all of us — administrators, superintendents, and teachers — ample opportunity to grow professionally through active participation in the programs of the Agricultural Education Division and the American Association of Teachers of Agriculture and the National Association of Supervisors of Agricultural Education.

The program indicates that formal sessions of the Agricultural Education Division begin on Friday, December 1 with the New Apartment Education Research Meeting and an evening session on agricultural education in Texas. Special programs for teachers — The Teacher Workshops — are planned for Saturday and Sunday, December 2-3. Featured speakers are Reagan Brown, Secretary of Agriculture, State of Texas; Walter Jones, U.S. Department of Agriculture; and Tony Dechant, President of the National Farmers Union.

Those attending the convention in Dallas will participate directly in the policy and program decision making process for AVA, Agricultural Education, AATF, AATAE, and NASAE. I urge those in attendance to participate in the AVA House of Delegates meeting on Wednesday morning and in the business meetings of the Agricultural Education Division on Tuesday morning, December 5, and the business meetings of NVATA, AATF, and NASAE scheduled on Wednesday. Our professional organizations are the ones we desire them to be. Each of us has an opportunity to shape these organizations through active and constructive participation during the convention.

Members of the Agricultural Education Division should participate widely and actively in the total AVA Convention Program. We grow professionally from activities of the Agricultural Education Division, however, we must participate in other programs in order to meet our professional obligation. Our goal should be that of learning from and sharing our ideas with others in vocational education.

The Dallas Convention will be productive if, by our participation, we make it so. See you in Dallas! . . . J. Robert Warnimont, Vice-President, AVA, Agricultural Education Division.

AGRICULTURAL EDUCATION DIVISION PROGRAM/FUNCTIONS/ACTIVITIES

NOVEMBER 29—DECEMBER 6, 1978—DALLAS, TEXAS

FRIDAY, DECEMBER 1
10:00 a.m.-10:15 a.m. National Officers' Business Meeting
10:15 a.m.-10:30 a.m. General Session
10:30 a.m.-12:00 noon - Special Program "The Exceptional Child"
12:00 noon - 1:10 p.m. General Session
1:10 p.m.-2:00 p.m. Special Program "The Exceptional Child"
2:00 p.m.-2:30 p.m. General Session
2:30 p.m.-3:00 p.m. General Session
3:00 p.m.-4:00 p.m. Special Program "The Exceptional Child"
4:00 p.m.-5:00 p.m. General Session
5:00 p.m.-6:00 p.m. General Session
6:00 p.m.-7:00 p.m. General Session
7:00 p.m.-8:00 p.m. General Session
8:00 p.m.-9:00 p.m. General Session
9:00 p.m.-10:00 p.m. General Session
10:00 p.m.-11:00 p.m. General Session
11:00 p.m.-12:00 midnight General Session

SATURDAY, DECEMBER 2
9:00 a.m.-9:15 a.m. General Session
9:15 a.m.-10:00 a.m. General Session
10:00 a.m.-11:00 a.m. General Session
11:00 a.m.-12:00 noon General Session
12:00 noon-1:00 p.m. General Session
1:00 p.m.-2:00 p.m. General Session
2:00 p.m.-3:00 p.m. General Session
3:00 p.m.-4:00 p.m. General Session
4:00 p.m.-5:00 p.m. General Session
5:00 p.m.-6:00 p.m. General Session
6:00 p.m.-7:00 p.m. General Session
7:00 p.m.-8:00 p.m. General Session
8:00 p.m.-9:00 p.m. General Session
9:00 p.m.-10:00 p.m. General Session
10:00 p.m.-11:00 p.m. General Session
11:00 p.m.-12:00 midnight General Session

SUNDAY, DECEMBER 3
9:00 a.m.-9:15 a.m. General Session
9:15 a.m.-10:00 a.m. General Session
10:00 a.m.-11:00 a.m. General Session
11:00 a.m.-12:00 noon General Session
12:00 noon-1:00 p.m. General Session
1:00 p.m.-2:00 p.m. General Session
2:00 p.m.-3:00 p.m. General Session
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9:00 p.m.-10:00 p.m. General Session
10:00 p.m.-11:00 p.m. General Session
11:00 p.m.-12:00 midnight General Session

MONDAY, DECEMBER 4
9:00 a.m.-9:15 a.m. General Session
9:15 a.m.-10:00 a.m. General Session
10:00 a.m.-11:00 a.m. General Session
11:00 a.m.-12:00 noon General Session
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11:00 p.m.-12:00 midnight General Session

TUESDAY, DECEMBER 5
9:00 a.m.-9:15 a.m. General Session
9:15 a.m.-10:00 a.m. General Session
10:00 a.m.-11:00 a.m. General Session
11:00 a.m.-12:00 noon General Session
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9:00 p.m.-10:00 p.m. General Session
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11:00 p.m.-12:00 midnight General Session

WEDNESDAY, DECEMBER 6
9:00 a.m.-9:15 a.m. General Session
9:15 a.m.-10:00 a.m. General Session
10:00 a.m.-11:00 a.m. General Session
11:00 a.m.-12:00 noon General Session
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COMING ISSUES COMING ISSUES COMING ISSUES

DECEMBER — Professionalism—That’s The Name of the Game

JANUARY — Golden Anniversary Issue — Looking to the Past and the Future

FEBRUARY — FFA — A Valuable Resource For the Agriculture Teacher

MARCH — Classroom Instruction — Getting the Ideas Across

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

MAY — Agricultural Mechanics — Developing Important Skills

COME ISSUE COMING ISSUES COMING ISSUES

JUNE — Summer Opportunities — Supervision — Planning — In-Service Education — Conferences — Reports — Office Operation of Extension

JULY — International Agricultural Education — Filling the World’s Basket

AUGUST — The Overworked Ag Teacher — Determining Priorities

SEPTEMBER — A New School Year — Opportunities Unlimited

OCTOBER — Our Grassroots Community Relations, and not Advisory Committee, Administrators, Legislators

NOVEMBER — Adult Education in Agriculture — Extension of Our Vo-Ag Program

The Agriculture Education Magazine

COMING ISSUES COMING ISSUES COMING ISSUES

NONETIME NONETIME NONETIME

November 1978

101
CONTINUED EFFECTIVE TEACHING?

MANY BASES!

Don't teach - MIND MULCH!
IMPROVING TEACHING

by John D. Todd
Tennessee State University
Knoxville, TN

Touchnig vocational agriculture involves many tasks. One of these tasks is directing the learning process of students. This is a task that is common to all teachers. The essence of being a teacher is that some effort be expended in directing the appropriate pace of learning among students. This involves much more than making routine classroom presentations to the stereotyped role of a teacher. The processes of learning among vocational agriculture students extend beyond the classroom, and involves many activities which challenge the best efforts of those committed to teaching. To facilitate effective programs of vocational agriculture, it is imperative that some thought be given to improving teaching performance.

What is involved in improving teaching performance? The first step is to analyze the process of teaching to determine the tasks involved. After this analysis has been made, the next step would be to consider ways for making improvements in the different identified tasks. This is a complex and justifiable exercise. The selected changes should then be implemented with the initiation of improved techniques for performing.

SELECTING LEARNING ACTIVITIES

Three activities have been described as “knowing the situation.” Teachers should know the background, learning abilities and prior experiences of the students to be taught. A knowledge of this information will expedite the planning process for teaching and the selection of learning activities necessary to bring about the desired changes in students’ attitude, behavior, and performance. Some of this information could be obtained as vocational agriculture teachers perform the task of supervising the occupational experience programs of their students.

PLANNING FOR TEACHING

Very few teachers can perform effectively in a teaching situation without prior planning. Such a plan should include the necessary components needed by teachers in directing the learning process. The components for a work plan will vary among teachers but must include the location data, teaching materials that will be used during the teaching activity, student identification, objectives, learning experiences, and the teaching materials that will be used during the teaching activity. Students should be provided with scheduling calendars that are necessary to maintain and update if used for succeeding years or classes.

DETERMINE OBJECTIVES

Even though determining objectives is part of the planning process, it is a crucial task that must be performed if the teaching is to be accomplished. There are many ways of determining objectives but the most useful form is to determine them in terms which identify both the kind of behavior that has been developed or changed in the student and the content or objective of the learning process. Stating objectives in terms that have been described as using “performance terms.” Such objectives help teachers in identifying the changes in behavior that are being sought from the learning process. They will also be in value in selecting learning activities and eventually in evaluating the results of teaching.

EFFECTING DESIRED CHANGES

by G. W. Hamby
District Superintendent
Agricultural Education
Southeast Missouri

Motivation of students cannot be overlooked if desired learning is to take place. The motivation of the teacher is an openness to new ideas. Effective teachers help create this environment within the classroom. Every student will not be highly motivated in every area of instruction. A well-informed teacher will be able to open new avenues of interest and concern for most students.

INDIVIDUAL SUCCESS

A successful teacher is able to effectively work with students, parents, other teachers, administrators and community. He is able to direct the effectiveness of his or her teaching, the teacher must consider the individual student. Has the teacher directed the learning of each student so that desired changes have been achieved? Has each student been able to set challenges to be met on a learning task and the teacher evaluates the adequacy of his learning? Has the student been able to participate in achieving goals? Has the student been able to participate in the learning task? The teacher is forced to evaluate the effectiveness of his or her teaching. A critical, honest evaluation can help any teacher become a better, more effective teacher.

The identified tasks are necessary for effectively directing the learning process among vocational agriculture students. Suggestions given for performing these tasks warrant careful consideration by the teacher and are essential to successful performance. Some of the suggestions may need modifying before being adaptable to certain situations. Improvement in teaching performance should be a priority for each vocational agriculture student. The results must be manifested in the quality of performance of those entering the field of agriculture. This should be sufficient reason to motivate each vocational agriculture teacher to make the necessary revisions and make changes for improving teaching performance.

CONCLUSION

The identified tasks are necessary for effectively directing the learning process among vocational agriculture students. Suggestions given for performing these tasks warrant careful consideration by the teacher and are essential to successful performance. Some of the suggestions may need modifying before being adaptable to certain situations. Improvement in teaching performance should be a priority for each vocational agriculture student. The results must be manifested in the quality of performance of those entering the field of agriculture. This should be sufficient reason to motivate each vocational agriculture teacher to make the necessary revisions and make changes for improving teaching performance.
APPLICATION—BASIS FOR EFFECTIVENESS!

The use of scientific information is essential to agriculture, but only in as much as agriculture can apply the science to the solving of the problems with which it is confronted.

EXAMPLES

Following are four examples which illustrate how application brought into teaching by vocational and agricultural teachers.

Why should students learn nutrition if they never have an opportunity to reduce livestock production costs by formulating their own animal rations?

The answer is that it is not the problem solving method, however, it is application. Application must be present regardless of the method used. Application will make the facility used an economically feasible operation.

There are immeasurable ways to bring agriculture into the lives of vocational agriculture teachers. It is hoped that the following examples will be useful and stimulate additional ideas about application and its place in effective teaching.

SUMMARIZE

The answers to the three questions posed at the beginning of this article are inherent in the teaching process. It incorporates application into lessons, and subsequent teaching becomes vocational in nature. Difference in student control with student and student-initiated projects which consume a teacher’s time. Teaching will then be more meaningful, and students will become more interested in what "they" are learning.
FEATUREING: PRODUCTION SLS FOR NON-FARM AG. STUDENTS

by
Nelson L. Thorp
Former Agriculture Teacher
Cassil, NJ.
and
Burton E. Stevenson
Teacher Education
University of Illinois

Vocational Education Act of 1963, both in terms of the instructional program offered and type of student served, many parts of the U.S. stateside the majority of agriculture students do not live on farms. In response to these changes, agricultural educators have developed new curricula to prepare students for off-farm agricultural occupations. Experience programs for these related agricultural occupations have been organized through cooperative education programs.

One school that serves a large proportion of non-farm students, but has not shifted its emphasis to off-farm occupations, is the Cassil High School in East Central Illinois.

Last year only three out of 75 students in the agriculture program lived on farms; however, the school maintains an active production agriculture program for the community and the successful program stems from the fact that both classroom instruction and the experiences of students revolve around an active school farm program.

Furthermore, this program is not atypical in Illinois. Because this approach provides an alternative in providing a model that appears to be increasing in importance. In fact, we believe it merits closer examination by other agricultural educators.

SMALL BEGINNINGS

School farm programs in Illinois frequently start with a small parcel of school-owned land (generally 5 acres or less). After the FFA chapter forms as a money-making project, the school administration and the chapter determine to properly handle a school farm, the chapter and teacher can decide to expand or adopt additional land in the community. As this transition occurs, the purpose of the school farm should change from merely making money to educational objectives. Such is the case with the Cassil program.

EXPANSION

By renting small parcels of land in and around Cassil that are too small for the large farm implement being used by most farmers (i.e., less than 10 acres), the agriculture department was able to expand from 1 acre in 1964 to 81 acres in 1972. Most plots are rented on a 50-50 basis, with the chapter sending each landlord (including the school) an itemized statement at the end of the year showing all expenses and receipts.

MACHINERY

Last year the chapter had a gross income of over $15,000 with a net profit of $9,700. Each year most of the profit is reinvested in used machinery, so that in 1977 the chapter owned over $15,000 worth of farm equipment, including two tractors, two sets of farm implements—comprised of planters, cultivators, plows, field cultivators, wagons, in addition to the sprayer and a self-propelled chopper.

FINANCES

The Agricultural Business Management class makes the financial decisions about the farm, including which crops will be grown on various parcels, final approval of fertilizer and pesticide recommendations and machinery. Commodity markets are regularly studied and the class actually makes "bids" and sells on contract. Crop insurance is a problem solving class also has a financial and a sales management class.

THE AGRICULTURE EDUCATION MAGAZINE

November 1978

REAL LIFE PROBLEMS

Maintaining, repairing and overhauling farm equipment takes money. The profits from the farm make it possible for the FFA chapter to pay all of these costs, without asking the school for any financial help. In short, the school farm provides real life problems (and situations) that students work to solve in the classroom and shop. The solutions they develop, whether it be a repaired combine or a fertilizer recom-
OCCUPATIONAL COMPETENCY: THE CONTEMPORARY BASIS

By James S. McCully, Jr.
Research and Curriculum Specialist
Mississippi State University

What is the basis for effective teaching in vocational agriculture programs? What is the 'a' in 'vocational agriculture'? Of these two questions, which would you feel more qualified to answer? To the first, you might argue that the best people to answer the second question, there is at least one change that the other person would agree with you. On the first question, however, you might discuss or argue your idea versus his/her for hours. The identification of effective teaching means different things to different people. In many instances now, as well as in the past, the most effective vo-ag teacher is that teacher: (a) whose FFA wins the most contests, (b) whose graduates become American Farmers, and (c) whose students win the most proficiency awards. This conception of "effective" teacher overlooks many strong teaching abilities of vocational agriculture who are quite effective in training students for occupational competency.

We are faced with evidence daily that vocational agriculture industry has undergone many changes since vocational agriculture emerged in the early part of the century. Vocational agriculture programs have been continually attempting to adjust to the changing environment to make such adjustments, the definition of effective teaching in vo-ag must also change, to adapt to ever-changing industry needs.

The Educational Amendments of 1978 define a vocational education program in terms of preparing individuals for employment or providing additional (upgrading and retraining) for a career in an occupation at a baccalaureate or advanced degree.

If we accept this basis for effective teaching, then we must restructure some components of the curriculum to achieve our mandated purpose.

CONCEPTS

Some important concepts for vocational-agriculture programs are those identified components which will always be part of any vocational agriculture program. This component of a training program must be meaningful, however. For example, you do not take courses such as "How do corn pollination" or "the photosynthesis". Rather, it would be good for the student to understand the biological processes by which the successful corn farmer that student must know the practical aspects of corn growing. Here again, our classroom instruction must be adapted and planned on developing occupational competencies. Obviously, a knowledge of corns, mists, and irrigation systems for the critically the student should be aware of growing corn. If it were, the Indians would have died of starvation long before the European colonists arrived.

SHOP AND LABORATORY WORK

Shop and laboratory work must be applied to the facts learned in the classroom instruction. It must be very well in the agricultural mechanics area of instruction, why can't the same approach in the "controlling" disadvantaged students into regular programs. Here the vo-ag teacher has the opportunity to stretch his/her mind and to outside sources, including remedial specialists. Even if specialists are used, the emphasis in the teaching must remain vocational. Remedial teaching must still center on developing the skills and competency necessary for the student to enter and advance in an agricultural occupation.

SUPERVISED EXPERIENCE

Supervised occupational experience programs began as home projects de

PRINCIPLES OF SEED SCIENCE AND TECHNOLOGY, BY L. O.科普

The book has made excellent use of drawings to illustrate the various parts of the plant and to explain the technical aspects of seed production. Each chapter contains a list of questions which were quite important in developing the comprehensive pl_FACTORY TER...
Effective Teaching with Livestock Cooperatives

By Thomas W. Pulfer
Farm Management Instructor
Montgomery County Joint Vocational School
Clayton, OH

J. David McCracken
Teacher Educator
The Ohio State University
Columbus, OH

Wouldn't it be unique to have student interest so high that all members of a class would check the hog markets daily? What would be a better way to teach principles of cooperative organization than to farm and operate a cooperative? This year, one local district has done just that. They have opened a hog market on the school farm, with the entire student body being involved.

The feeder pig cooperative has been in operation at the Montgomery County JVS near Clayton, Ohio, for three years. The primary purpose was initially to provide practical experiences for students with limited opportunities for livestock production. Many additional educational values have been discovered by operating the cooperative.

PROCEDURES

This project started with four pigs in the first year and has expanded to 12 pigs presently with two separate feeding trials taking place. The first year began with 17 students and the instructor. All the students invested $10,000 to cover the expenses of purchasing the feeder pigs. The project was started before the idea of a cooperative was brought to the attention of the school by the Extension Service. This unit was taught for a one-week period and was followed by a Board of Directors being elected at the end of the lesson. The Board of Directors selected a two-week period during which all parts of the operation were covered. The students then decided to hire a manager. The duties of the cooperative manager were to set up a work schedule, check to make sure that each member worked his shift and post the weights and mark the individual pigs.

The manager developed a work schedule for the class members. Each member was required to care for his animal. The weekend chores were on a rotating basis. During inclement weather, the instructor, who were also members of the cooperative, cared for the animals.

The feed used in the first year was purchased from a local elevator. The entire cost incurred during the project was charged to the students. The feed manager travelled the district and purchased the feed bills. All the feed bills were paid after all the feeder pigs had been sold.

FACILITIES

Elaborate facilities were not required. The feeder pigs were housed in a barn on the school property. Pens were laid out and newly piglets were placed around the pens for inspection. The concrete floors were cleaned approximately twice a week. A feeder and waterer were obtained for each of the pens.

RELATED TEACHING UNITS

Instruction has been much more relevant because of the cooperative experience. Records were kept by all members which were used to obtain information on raising and marketing hogs. The students in the cooperative were very enthusiastic about the program. In the three years of the cooperative there has been only one missed feeding, to save water or weather or time. (Conclusion on page 117)

STUDENT REACTION

Observation of the situation at the Montgomery County Joint Vocational School would indicate that the members of the Farm Management Club are very enthusiastic about the program. Three years of the cooperative there has been only one missed feeding, to save water or weather or time. (Conclusion on page 117)

DEALERSHIP SIMULATION

The role-playing evolved into a "Dealership Simulation". The purpose was to create a more realistic atmosphere for students, of the everyday work-world, while still being in a school setting. In selecting a simulation for a dealership, the instructor is required to select dealership personnel. The students should be familiar with all the positions found in a dealership and the dealer's general position. In selecting the dealer, the students' FACILITIES

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Toward More Effective Teaching

by Raymond Q. Laving, Jr.
Teacher of Agriculture
Buckingham Junior High School
Dillwyn, VA

TEACHING PLANS
I know of no better way of answering the above, or becoming aware of them, than by the preparation of teaching plans, which is an essential step to effective teaching. Most superior teachers use carefully prepared teaching plans regularly, and any teacher can do better work if he has a definite plan of action to follow. Following are some major concerns for preparing teaching plans:

1. Define objectives can be adopted.
2. Local situations can be determined.
3. Teacher's knowledge of the subject matter is increased.
4. Material is presented in a logical sequence.
5. Time is saved in the classroom.
6. Better student interest is promoted.
7. Reference materials, visual aids, etc., can be covered.

PREPARATION
On the other hand, the preparation of teaching plans requires that the teacher review important technical information associated with the lesson or job. This requires a check of books, bulletins and magazines; hence, he (or she) can determine if (his or her) reference library is up-to-date, comprehensive, and applicable.

PRESENTATION
Finally, I believe it is necessary to apply certain techniques in presenting a lesson or teaching in the classroom, which are:

1. Have students compile notebooks.
2. Encourage students to exchange experiences.
3. Help students formulate questions.
4. Provide for individual differences.
5. Guide students in writing articles.
6. Focus groups or committees of students.
7. Utilize visual aids available.
8. Take students on educational tours.
9. Direct searches for materials related to the lesson.
10. Display exhibits.

In the photo the student is receiving some material for more effective teaching, in the agricultural mechanics laboratory. ***

Leader in Agricultural Education:

Carl M. Humphrey

by Robert L. Hayward

Mr. Humphrey was a student of vocational agriculture at his home town of Mayville, Missouri, in 1928. He attended the very first National FFA Convention and became a charter member as a result of attending that first convention in Kansas City, Missouri. He taught vocational agriculture for 18 years and became a respected leader among his fellow teachers of vocational agriculture.

His interest and influence among FFA members and teachers has gone beyond the borders of Missouri. He has been superintendent of the FFA Department of the American Royal since 1948. Here he served FFA members and advisors from many states—from weighing in the steer in a cold November rain, to being master of ceremonies at the American Royal session for FFA members. Carl is on the Kansas City Committee for the National FFA Convention.

Mr. Humphrey saw the NVATA originate. He has attended and has been active in every FFA Convention, except one, since 1946. His name could be found on the program of any national or regional conference on agricultural education.

Agricultural education has experienced much growth and many changes during Mr. Humphrey's 30 years at the helm of Missouri's Agricultural Education Section. Enrollment in secondary vocational agriculture classes has grown from around 9,000 to 16,000 members. The Missouri Young Farmer and Farm Women Associations have increased their chartering local associations in 1969. These organizations, in only nine years, have membership of 4,600 Young Farmers and 1,000 Farm Women. Over 40 schools have either full- or half-time adult/young farmer instructors, and over 100 schools are affiliated with the Missouri Young Farmer Association. Post secondary programs of vocational agriculture have been established in 10 junior and community colleges and one area vocational technical school under Humphrey's direction. Humphrey had a hand in the expansion of multi-teacher departments of vocational agriculture to the point where single teacher departments are becoming the exception in Missouri.

Humphrey credits part of Missouri's success in agricultural education with the fact that a six member state staff completely dedicated to agricultural education has been maintained. He says the full-time, five-member teacher training staff in agricultural education at the University of Missouri has made a valuable contribution.

Robert L. Hayward

*Robert L. Hayward is Assistant Director, Agricultural Education Section, State Department of Education, Jefferson City, Missouri.
TIPS ON STUDENT DISCIPLINE

by William G. Camp* Purdue University

SIMPLE CONTROL

Once having determined that corrective action is required, initially try to

- use a simple glance or smile
- use a simple rule or regulation
- use a parent or family member

even的前提 for your students to begin what you consider to be a good class, and to do the other things that need to be done. It is possible that your students will interpret your action as an indication of their individuality.

THESE ARE PROBLEMS

First, be sure there is a problem worthy of correcting. Frequently, a student's legitimate actions may be incorrect perceived as a discipline problem by a teacher whose attention has been focused elsewhere. For instance, a student who breaks the point on his essay and readily excuses himself without being treated as a discipline problem, nor should the entire class be interrupted by the teacher demanding an explanation from the student (7). By the same token, a student who stops writing, moves to the back of the room, and says something to the student in front of him, may be considered a casual and unnecessary expense to the teacher and the student (2). In addition, teachers may decide to take actions from the expected class norm may not be interpreted by all students at all and effort and unnecessary expenditure of the ineffective student (2). In so far as the student is concerned, a perfectly adequate course in the group with adequate classroom control, one that may be simply ignored (6).

Consider whether correction of such a student's behavior might not create a greater disturbance than the behavior itself. A teacher who can get better results in terms of total restraint and learning than a teacher who strives for absolute, total control of his class (7).

**REFERENCES**


**CONTINUED EFFECTIVE TEACHING WITH LIVESTOCK COOPERATIVES**

There has been constant conversation among the weight and health of the hogs. At least 10 members have more than one hog of the same weight. Many questions were asked by students on parents in homes on the campus concerned whether the cooperative would be in operation the next year. However, no one asked by students or parents on homes, in the future is to be able to move their pigs. In summary, the cooperative has provided the teachers at Montgomery County JVS' the advantages and problems associated with cooperative teaching, and the result was renewed interest in the teaching profession.
Relevant Ag. Education: A Goal of Competency Based Education

by Delene W. Lee
Mississippi State University for Women Columbus, MS and J. Dale Oliver
Virginia Polytechnic Institute and State University Blacksburg, VA

Teachers of agricultural education have always been sensitive to the importance of providing educational experiences that are directly related to the needs of American agriculture and the economy. Inflation and the demand for more effective use of tax dollars have further increased the importance of making the learning process more realistic and relevant. General community surveys and informal follow-up studies have traditionally been used as bases for the development and revision of local programs of agricultural education. The conduct of such surveys and follow-up studies has been a means to positive attitudes at local levels in striving to meet the needs of their communities.

With the increased emphasis on providing more effective programs, teachers need to carefully examine new approaches in the delivery of career-relevant instruction. While community surveys are useful, teachers also need to be certain that educational experiences are developing the competencies needed for occupational entry and advancement. It is also important for students to have the self-confidence that comes with knowing that the skills and knowledge which are being developed will result in increased occupational advancement and higher pay. Employers also feel that beginning workers emerge from training programs unable to compete with the students with the skills and knowledge required for employment. Competency-based vocational education is a systematic approach to education in which student progress is measured against a formalized set of job-required performance standards, which are non-referenced standards comparing students with each other.

TASK ANALYSIS SURVEYS

How can teachers effectively base instruction upon job-required standards? Facing this problem squarely is the heart of the problem if the accountability is to be overcome. Periodic community surveys should continue to be an integral part of program planning in order for teachers to determine general community needs, and follow-up studies should be undertaken to ensure continued program planning.

At the same time, however, teachers need to determine the skills and knowledge required for employment in the specific occupational areas within their programs. Surveys can be used by teachers to obtain this information, but most school systems do not have the available resources to gather the data in either money or time to use this approach. A more feasible approach is to examine all available research and determine whether task analysis surveys actually have been conducted for the occupational area in which training is being provided.

PERFORMANCE OBJECTIVES

One objective that is making significant progress is developing competency-based education in the Vocational Education Consortium of States. A systematic use of task analysis procedures are an integral part of the V-TECS approach. Work has been completed for various job titles in the following occupational areas related to agriculture: cotton growing, animal husbandry, greenhouse and greenhouse management, and turf maintenance. Other areas in which work is underway include: agricultural and industrial sales clerks, agri-

 Faculty-Alumni Award for Distinguished Service was presented to Mr. Huffman, an eight-year member of the Board of Education of the University of Oregon, Eumocaly University of Oregon, Columbia. He also holds the Award of Merit from the Oregon Farm Bureau, University of Oregon.

The breadth of his interest and activity includes membership in the Phi Delta Kappa, Gamma Sigma Delta, Kiwanis, PTA, and Boy Scout Councils. He is an elder in his church and serves as chairman of the church board. Mr. Huffman taught music and English in high school. They have two sons and one grandson.

Mr. and Mrs. Huffman manage their 760 acre farm near Fayette, they are members of the First Baptist Church and the United Cattle. In addition to farming since his retirement on June 30, 1978, Carl served as an administrative assistant for the Executive Board for the 1978 National Young Farmer Educational Institute.
STORIES IN PICTURES

by Joe Sabol

Recognition of Effective Teaching — Joe Edwards (right) is shown being presented with the M. M. Vocational Agriculture Teacher of the Year Award by Dr. L. S. Pope, Dean of the College of Agriculture and Home Economics, New Mexico State University. (Photo courtesy Paul Vaughan, New Mexico State University)

Outstanding Young Teachers — Carl Wheeler (left) and Jimmy Owen indicate their programs are being selected as Outstanding Young Teachers in New Mexico. The awards are presented by the New Mexico Farm Bureau. (Photo courtesy Paul Vaughan, New Mexico State University)

Effective teaching must include much practical time for the students. The Pennsylvania State FFA Judging Contest provides the practice and incentive for students studying Soil and Land Judging. Both sight and touch must be used to make decisions in land management. (Photo courtesy photography committee and James Wochner, Penn. State)

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Theme — Professionalism — That’s The Name of The Game