STORIES IN PICTURES

by Joe Sabol

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

Outstanding Young Teachers — Carl Wheeler (left) and Jimmy Owens initiate their plunchee over being selected as Outstanding Young Teachers in New Mexico. The cash awards are presented by the New Mexico Farm Bureau. (Photo courtesy Paul Vaugha, New Mexico State University)

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

Agricultural Education

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Theme — Professionalism — That's The Name of The Game
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THEME — PROFESSIONALISM — THAT'S THE NAME OF THE GAME

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Larry D. Allen

Vocational Agriculture Teacher
Choudrant High School, LA

PROFESSIONALISM—
WHO NEEDS IT?
WE ALL DO!

Professionalism, do you meet the requirements? Webster defined professionalism as "the conduct, aim, or practice that is characteristic or marks a profession, or a professional person." Teachers are professionals just as lawyers, doctors, and ministers are professionals. They each perform a task or function, and each function carries with it certain roles and responsibilities. There are specific areas with which we should be concerned for professional status, professional improvement, and professional organizations. Of all the disciplines in the teaching profession, the vocational agriculture teacher is one of the best known in the community. He often carries the image of all teachers on his shoulders. This is a great responsibility, but one we should be proud of.

PROFESSIONAL STATUS

Status is the position or rank in relation to others. We as vocational agriculture teachers should be concerned with the professional status of all educators and do all we can to help maintain and improve our status and all others.

The following are some of the things we can do to improve our professional status:

1. Be courteous and professional in dealing with the public. Not only are we asked questions to which we cannot give an accurate answer. Rather, they reply "I don't know" and let it go at that, tell the individual that you will research the situation for them, or if necessary, refer them to an expert in that area. The inaccurate "off the top of the head" answer to a question may come back to haunt us someday, thus, lost of credibility.

People enjoy and appreciate being treated courteously and respectfully. Such treatment will only improve our professional status as teachers. The rule of thumbs would be to treat the public as you enjoy being treated. Do the job you are hired to do.

Too many times we hear stories of the 12-month vocational agriculture teacher who takes a 30-day paid vacation in the summer, or the teacher who never visits or administers the supervised occupational experience programs. These are the individuals who help to lower our status as professionals. The neglect of their duties are observed not only by the people of their community, but also by their school officials. These same individuals are giving up not only vocational agriculture, but the entire teaching profession a bad image. As the saying goes, "A bad apple will ruin the barrel."

3. Dress appropriately. How we present ourselves to the public when we consider professionalism. Many of the activities that we are engaged in will ruin our clothing, but there are protective articles such as coversalls and laboratory coats. When working with the public the vocational agriculture uniform or a shirt and tie will do much to give the public a professional impression of us as teachers. It is said that the first impression is the lasting impression. Let us attempt to make that first impression a last one.

PROFESSIONAL IMPROVEMENT

We as professionals have the responsibility of keeping up-to-date in our endeavors. Vocational agriculture teachers can remain current by several methods:

1. Establishing a good reading program. Through a good reading program we can keep up to date with the latest in our profession, and we strive to keep up to date with the latest in agriculture and education. Our school administrators are likely to ask for advice related to agriculture. It is our duty to have a current, accurate, and complete information. Through a good reading program, we can accomplish the objectives of keeping up to date not only in agriculture, but in education as well.

2. Continuing our education. Furthering our education not only helps us to improve ourselves professionally but also financially. Through a program of continuing education, we can keep current in our discipline as well as share ideas and procedures with other teachers. One can learn as much from the other teachers in the class as he learns from the professor teaching the class. This is one of the major benefits of professional organizations. This is not only a good profession, but a professional organization.

Furthering one's education indicates to the public and to school administrators that we are sincere in doing our utmost to stay informed in the fast changing worlds of agriculture and education.

5. Participating in in-service programs. In-service programs are organized efforts to assist teachers in the improvement of their effectiveness.
FOR WHOM DOES THE BELL TOLL?

by Lowell E. Hedges

for Teacher

Elgin High School

Mortin, OH

There are certain characteristics involved in the general idea of a profession—special preparation or training, a clearly defined and comparatively permanent membership and the acceptance of the service motive. The professional person is expected to have competence in his chosen field, respect for human beings, interest in a primary concern with service rather than with prestige or gain. Even though he does not always live up to the ideal, the professional person is always expected to render his best service in order to advance the public interest. Few fail because they are technically unprepared, or do not have the capability of learning and mastering technical competencies. Rather, the failure somewhere is a more personal thing—can't be caused by ability level, but by attitude. It is an attitude based more on self, rather than on others, an attitude devoid of the service motive. Let us compare the attitudes of the students and the attitude of the professional and the unprofessional.

A PROFESSIONAL LIKES HIS STUDENTS AND WANTS HIM

One obvious indicator of whether or not a person is a true "professional" is his attitude towards students. You may have the unprofessional in your staff who relates to students as he would to any other human being. This attitude is reflected in the way the teacher talks to a student, and to teachers, as well as "talks about" students. In the faculty room, and elsewhere, you will hear this teacher tell little stories, refer to them as brats, hoodlums, or dirty kids, and then advance to a form of victimizing student in a set pattern of dealing. Little courtesy toward— and respect for— the need of students and concerns can be found in his attitude toward them. He shows contempt and disdain for students.

In contrast, the professional thinks of, and refers to, the students—no young adults they say, or "the other students," but the student—somebody capable of learning—of mastering the subject. He talks to the students, and to their parents, and in his private life he borrows their ideas and advances his interest in the subject by asking questions, the right to ask questions, the right to study and justifying or unjustifying it, whatever our teacher can do for himself to develop his subject and our attitude as it is reflected in most everyday social situations.

A PROFESSIONAL IS CONSIDERATE OF OTHER STAFF MEMBERS

A sure way to get into trouble with your colleagues and to be labeled unprofessional is by coming to meetings late, leaving early most of the time, forgetting the meeting altogether, failing to do for a doctor's appointment or hair appointment, leading to some other commitments, or giving some similar, personal excuse. All unfavorable action is grading in meetings. Right or wrong actions, we accept as the battle. If an unprofessional teacher wants to get the target for resentment from other members of the staff. Also this teacher knows that is the price of being the same kind of teacher on the job. Any one who will be the same one who continually offers these excesses to expect his professional responsibilities?

A true professional is identified by his attitude toward the supervisor, administrator, and the board of education. Specific duties of the professional follows the "law of command." A professional teacher knows that, under any circumstances, the teacher should shoulder the responsibility of a student. When new professional and his staff take a complaint or request directly to the board of administration. What the student wants, and the student needs and concerns can be found in his attitude toward the student. He shows contempt and disdain for students.

Your profession has a calling to advise and serve others in that special field. Only in a few occupations will they find a simple, organized, and considerable day labor, in the lower rungs of the eight-hour blocks. These recognized professions do not allow this simplicity in the social day.

When considering the time it takes to get the work of the school accomplished, there are two important points to keep in mind. First, if everything a teacher must do is to be accomplished on school time, the work of the school would could not get done. Children would spend more time outside their classrooms than they would in them.

If hours and days are counted precisely by teachers, then they must be counted by the public, also. We must not push administrators and boards of education to the position of putting everything we can do on the table and let the student think that our contracts state specific work hours and exact work loads—every thing delineated to the nth degree. If we do, we have made a grave mistake; we have degraded our profession. Let our students appreciate the work and the teacher to go beyond the point of diminishing returns in the efforts to "professionals." In the drive towards this so-called goal of "professionalism," I believe that is difficult for some teachers to attain. For example, there's a strong movement among teachers to "look in" to the school day. Everything, they say, should be on school time. They want more time per week for the bell rings to begin their classes, and none when they finish the bell sounds at the end of the day. They want school dismissed on special days for in-service training, and all those faculty activities, planning, and in-service training. According to this theory, it's as though the public is an occupation, rather than a profession. That, to me, is not one of our goals.

FOR WHOM DOES THE BELL TOLL?

A well-known quotation of John Donne's has been referred to in many recent speeches. Go, and speak to this man, "No man is an island...and therefore never send to know for whom the bell tolls, it tolls for thee." Mr. Donne was partially referring to this: it was the ancient custom in Europe that whenever a clergyman died the family sent someone to the church to ring the bell. The tolling of the bell meant only that: his fate was one from their homes and businesses to find out who had died.

Fellow teachers, if you are a vocational agriculture teacher, and your school is closed; if extended service is taken away; if an extension service is taken away; one of the greatest achievements of the Congress families are funds are lost; if a vocations dies; "...".

...Therefore never send to know for whom the bell tolls. The unprofessional has caused the death of all.
Teachers of vocational agriculture are engaged in one of the most noble professions of all times. After teaching vocational agriculture for 24 years, I take this opportunity to share my philosophy of what makes an individual "professional".

PHILOSOPHY

The educator of students, regardless of grade level, has an obligation to meet in directing the lives with which they come in contact by sharing their philosophy as well as imparting the subject matter. However, they must make sure that they do not allow their philosophy to overshadow their professional ethics.

SOCIAL AND SELF-DISCIPLINE DEVELOPMENT

Developing academic standards is necessary in today's education. This knowledge, however, is useless if the social and self-discipline development is not considered in the overall growth of the student. This type of academic excellence seems to frequently be overlooked by the evaluators, as they pursue academic excellence in competency evaluations.

WHAT MAKES A PROFESSIONAL?

What really makes a person professional? Is it the dues paid into a profession? Is it the dedication to the job description, or is it the image left with those contacted daily? It is my feeling none of these can be left out of professionalism without creating a void. The paying of dues to a professional organization does not make a person a professional. So many times the person who pays their dues will assume professional duties are terminated. Does only provide a person the opportunity to become a part of an organizational activity and allows input into what is believed to be right for their profession. This same individual does never view the manner that the weight of the money is being spent to its best advantage.

INVOLVEMENT

So many times the dues-paying individual does not realize what is happening to his money. There are those who do not really care. They use the name of the organization thought of as being professional. Then there are those who feel their dues should bring more service than they actually have nothing to do with professionalism. The type of service which dues should buy are those which enable the organization to better its working relations with other organizations and individuals important to the members. A professional member must become involved with the organization in order to realize a return on the money.

ACCOUNTABILITY

As professionals we must be dedicated to job description. The work we are hired to do must take priority over outside non-constructive interests. Personnel never consider themselves true professionals if outside duties prevent them from fulfilling the duties for which they were employed. Nothing should come before those duties until that obligation is met. Nothing can hurt a profession more than to have those who collect for a contract duty in addition to those who are hired for twelve months with a two-week vacation then we should give our employees fifty weeks of work. This week students are given even when in school. Must state that our students and their projects. We also work with which good community. If we do not let the job description then we have not met our professional standards.

PROFESSIONAL IMAGE

One of the hardest jobs we have as professionals is to leave the right image in the minds of those we come in contact with in our daily work. The most we must be concerned about the way students we teach every day. These minds are impressionable and will carry our image with them for many years. They must realize that anybody, whether it be the show ring or a judge, must meet the standards of responsibility and must be high enough to meet your weight. When these students leave your program, they must have that image impressed in their minds and the results which makes our profession one of the best in the teaching field.

As professionals we must continue to be on guard to fulfill our responsibilities. Since we are teachers of vocational agriculture, we are responsible for the health and safety of our students. We must identify the opportunities to serve those things as we can. We must do as long as we can provide effective service. The eyes of the community will be watching the performance of the trust we have been given.

LET'S BE PROUD OF OUR PROFESSION

Too often we hear vocational agriculture leaders complain about all the problems and disadvantages of the agriculture profession. Granted we all can site examples of various concerns and areas that need improvement. However, the positive aspects of teaching vocational agriculture are not being considered. We have a great deal going for us. It is with this in mind that I submit the following thoughts about "Why Would We Teach Vocational Agriculture?"

1. A chance to hold a very important job — teaching agricultural knowledge and skills to our children and future agricultural leaders of the nation.
2. A chance to work closely with the high school students, enthusiastic young and adult farmers, and other in agricultural education to help them become better educated.
3. A chance to be an FFA advisor and to advise the greatest youth organization in the world — to develop leadership, citizenship, and personal qualities in tomorrow's leaders.
4. A chance to make youth — to help them develop into mature individuals with good assurance that they become outstanding individuals.
5. A chance to be involved in the forward movement of education and to be an important part of the school and community.
6. A chance to be close to nature, livestock, crops, machinery, and the soil.
7. A chance to keep up-to-date personally in the many areas of agricultural and research technology.
8. A chance to earn a very respectable salary — nearly all vocational agriculture teachers begin by earning at least $12,000 per twelve-month year.
9. A chance to be a part of the vocational professional organizations such as: State Vocational Agricultural Teachers Association.

Arizona Yo-Ag Teacher of the Year

Tom Jones, Vocational Agriculture Teacher at Marana High School, Marana, Arizona is the 1978 Arizona Vocational Agriculture Teacher of the Year. Tom is in his eighth year of teaching and has had many accomplishments. He has served the Arizona Vocational Agriculture Teachers' Association (AVATA) as president-elect and president. During the 1977 AVATA Convention in Atlantic City he was elected AVATA Vice President representing Region I. In Arizona he has been an outspoken advocate of quality programs through standards and has served as Chairman of the AVATA Legislative Affairs Committee.

Tom is a two-year vocational program which emphasizes agriculture production management, agricultural mechanization and ornamental horticulture. All of the 120 vocational agriculture students are members of the FFA. His students and the Marana FFA Chapter have attained many awards and recognition. Three judging teams have competed in the National Contests in Kansas City. The chapter has competed in the National Chapter Award area and has produced one American Farmer, 18 State Farmers and five state officers in the past five years. Several of his students have chosen to become vocational agriculture teachers themselves, and a large percentage of the Marana program graduates have gone into agriculture careers. Tom has served as a cooperating teacher to eight student teachers from the Agricultural Education Department at the University of Arizona. Tom and his wife, Diana, have one son, Matthew.
PROFESSIONALISM AND THE AGRICULTURE TEACHER

by Richard Dobson

All of us in Vocational Agriculture are professionals. We are so simply by definition. How can we not be a member of the teaching profession? Now, the question is, are we professionals? Are we? Are we really professionals at our job, or do we just get the job along with the job just as we acquired an officer, or a desk, or a classroom.

Are we trying to be a professional member of a profession? It's a big job. I would like to share with you some of my thoughts on what I feel it means to be a professional member of the profession of teaching vocational agriculture.

I hope that after a few minutes of thinking of what it means to be a true professional, I don't give up because I don't feel I can make it, and I hope you don't either for our profession needs professionals.

I believe the true professional has some qualities that are involved in some ways with his profession. These I will state as follows:

THE TRUE PROFESSIONAL

1. . . . enjoys what he is doing. We may not be able to do something in the correct way; we may go too far, we may try anything once, but, in any case, we can enjoy our job or we aren't going to do it in a professional way. Yesterday I met a retired gentleman and when he found out I was a teacher of vocational agriculture he said, "You have a great job. To work with kids and with agriculture must be about the finest thing there is to do." The true professional remembers that as he goes about his work.

2. . . . loves his students. Each family sends us their most prized possession, their child. I realize they are not saints and maybe they won't like the teacher, but we can love them. By that I mean that we try to help them for all of our students the profession is going to show some care and concern for their development as future citizens.

3. . . . is not a fanatic. I am sure you have seen as I have the country fanatic or the Ag. Mech. fanatic or a fanatic on some other matter. The professional will try to strike a balance between all the parts of the vocational agriculture program. All parts are good, but avoid too much of one thing.

4. . . . has a sense of humor. A professional is in the profession for keeps. Without a sense of humor he isn't going to make it because the uncertainties and tension are going to get to him long before his career should end. A smile or a laugh will never hurt and it just might help along the way.

5. . . . doesn't take himself too seriously. The professional realizes that he is just a human being and that his actions are not always going to turn out right. The best of plans and intentions sometimes go bad. This should not keep the real pro from giving it another try.

6. . . . keeps up to date. Few fields change as rapidly as Agriculture. If we are to call ourselves professionals we must be up to date in reading, classes, workshops, etc. to keep ourselves up to date. If we haven't learned something new almost daily we are slipping away from professionalism.

7. . . . devotes some time to helping fellow teachers. The main job of the profession is to assist those beginning teachers so they join the ranks of professional teachers. I have a personal bias on why beginning and older teachers leave the field. It goes like this. In the first year, a teacher is frustrated because he doesn't know what to do. In the second year, he is frustrated because he knows what to do but that he can't do it. All in the third year, the new teacher sorts it out and leaves the field. As professionals in our job to see that the job "suits them" in the mind so they do stay.

8. . . . devotes some time to his profession. The professional works for the improvement of his profession. Through organizations such as WNACTA, State VATA, AVA and others he works to better the lot of all the members of the profession.

9. . . . shows loyalty to those with whom we work. Ours is a job of people. S/he is the state supervisor of vocational agriculture, the local administrator or fellow teachers, we all work with people. The professional gives all the loyalty and respect it is to call himself a true professional as well as a fellow human being.

10. . . . looks to the future. I know of no other occupation where so many titles, dedicated people work so hard as becoming better at their work. The professional is proud of those others who are co-workers in this inspiring task.

Do you find yourself in some of these points? Do you agree with one of these points? Are you a professional?
FEATURING
PROFESSIONAL
RESOURCES

by Roy Weigand
Vo-Ag Teacher
Evansville, WI

AREA I — UNIVERSITY

Almost every vo-ag department has a college or university located nearby. There are three major colleges located within a 10-mile radius of Evansville. Students have both on- and off-campus courses of professional instruction.

AREA II — COUNTRY EXTENSION

In Wisconsin, every county has an agricultural extension office, which houses the professional offices of those who specialize in crops and soils, livestock, farm management and family living. I have always found these groups to be excellent resource persons. Life is a continuing learning process. The more you shoulder with these professionals the easier your job will be. For the very new instructor just entering this profession, I strongly urge you to meet with your county extension personnel as soon as you can. In Rock County, we have an organization called the Rock County Professional Ag Workers. We meet monthly to discuss topics relevant to agriculture such as Alfalfa management, pest control, and insect and chemical applications. Our extension people make up an integral part of this county ag workers group. If we are not using any training personnel, they are always available to help in setting up an afternoon or evening program to serve our members.

AREA III — INDUSTRY

I strongly urge those in vocational education to get to know those within your community involved in industry, especially FFA advisors. Organizations such as Farm and Industry, Midland, Standard Oil, Menasha, Shell, Blessey, Studebaker, Indiana Credit Association, and local newspaper editors are just a few of the businesses and individuals that can have an immediate and direct effect on developing professional opportunities within your community and the products of your efforts your students.

Industry serves not only as excellent financial support for your vo-ag department and the FFA chapter, but they also provide dynamic and knowledgeable people in your area to offer agricultural topics to your classes. Companies of all sizes are great help with various events such as fair, shows, farm institutes and FFA barbecues. All of these organizations provide field trips or sponsor some type of educational development meeting during the year. Many have displays such as the Wisconsin Farm Progress Days.

AREA IV — PROFESSIONAL ORGANIZATIONS

When speaking of professional organizations, I am thinking within the American Vocational Association (AVA), the National Vocational Agriculture Teachers Association (NVATA), and your state agriculture teachers organization. In becoming a member of professional organizations such as these, you will find the opportunity to develop yourself, exchange ideas, develop common professional life long friendships, and create leadership skills and abilities within yourself. Here is a tremendous opportunity to speak out and express your current issues with all facets of agriculture. Currently agriculture education legislation is a hot topic.

At our annual Wisconsin summer conference, we discuss our business meetings, attend agriculture workshops, and participate in contests. Two contests foster great professional improvement are the ideas unlimited and the teaching aids contest. The idea unlimited contest allows you to express your ideas that you developed and utilized with success in your high school or vo-tech school. A state winner is selected to participate in the National Contest. The Teaching Aids Contest allows anyone to enter a teaching aid that they developed and put into practice during the year. This could be something from photography to a shop idea.

Let me conclude by using a quote from the film, "Is This Genius In The Average Man?" "It's genius only 10% of his brain, the rest is never cultivated." If we could only use all of this God given brain power! In comparison, you will only be developing yourself at a 10% improvement rate if you do not utilize these resources that are identified here.
Why do agriculture teachers leave the profession?

by Jim Knight
Teacher Education
The Ohio State University

Introduction

In an era when all employment data indicate a surplus of teachers nationally, the voluntary agricultural teaching profession has been faced with a serious shortage. This condition has existed for more than a decade and has given little indication of subsiding. A number of factors appear to have influenced this trend, but according to J. Neville Hinesucker, agriculture/agri-business education program specialist at the U.S. Office of Education, the most significant factor is the rate of retirement of experienced teachers leaving the field.

Some states have had better relations than others by teacher attraction. Such has been the case in Ohio. In fact, 260 teachers left the teaching of vocational agriculture in Ohio from 1970 to 1973 for reasons other than retirement or death. This fact led to research in Ohio to develop a better understanding of this problem. Specifically, 134 former teachers, considered dissatisfied, were asked to identify the factors they perceived as being the most influential in their decision to leave the profession. One hundred and nineteen, or 86 percent, responded to the prepared questionnaire. The list of 45 factors previously agreed upon was the most likely sources of influence by a panel of experts.

Findings

The former teachers were asked to select the most appropriate level for each factor ranging from (1) no influence to (5) very much influence. Following is a list of the 15 highest ranking factors by mean score:

1. Long range vocational goals were something different than teaching vocational agriculture 4.1
2. Had students in class who should not have been in vocational agriculture 4.0
3. Inadequate advancement opportunities 3.9
4. Long hours 3.7
5. Inadequate salary 3.6

As is worth noting that these factors, especially the top five, are the ones previously identified by the teacher who left the profession. Therefore, not only were they generated, but they also generated most of the comments about the most influential factors among the former teachers. In addition, the data gathered for each individual factor, the 45 factors were grouped into seven basic categories for the purpose of determining if certain kinds of factors tended to be influential in the decision of former teachers to leave the profession. The ranking of these factors is as follows:

1. Students Related Concerns
2. Time Requirements of the Job
3. Job Characteristics
4. Personal Concerns
5. Administrative and Supervisory Concerns
6. Preparation for Teaching
7. Factors Outside the Profession

Certain descriptive factors were gathered on each of the former teachers in an attempt to develop an understanding of these facts and their relationship to these factors. A series of correlation coefficients were calculated and a number of statistically significant findings were determined at the .05 level of confidence. Following are four of these relationships:

1. At time spent in supervision of student's occupational experience programs increased, student learning decreased and discipline problems generally decreased.
2. Generally, the more time a teacher reported being involved in class instruction, supervision of student's occupational experience programs, and PFA activities, the more frequent the individuals perceived factors at higher levels.

Recommendations

To eliminate the educational backlash recently seen in California with the implementation of Proposition 13, education is a product, a product which must be sold to the public. With a public awareness program, through the professional organizations, we will be able to leave our educational system to the taxpayers.

We are also able to demonstrate to the public our professional unity through our organizations. These organizations are important to our profession and we should:

1. Take an active part in our professional organizations. The goals and objectives of our educational system are in part established by our professional organizations. Since we as teachers struggle to accomplish these goals and objectives in the classroom, we should play an active role in the formulation of these goals and objectives through our organizations.

As the saying goes, "United we stand and divided we fall." Through our unity in our professional organizations, we are better able to influence our legislators to provide legislation that will improve our public education system. We are able to show the public and legislators that we are sincere and concerned about the future of our profession.

Certainly the teacher shortage has created many concerns. However, many teachers continue to profess and make it their life's work. Research on the factors that influence teachers to stay in the profession seems to be a profitable area to give attention.

National Implications

Generally the factors identified in this study as being the most influential for the decision of teachers to leave the teaching of vocational agriculture in Ohio have been identified in nearly every research study conducted on this question in diverse state settings. This would appear to indicate that these factors may be of a national issue. It would therefore seem appropriate for the profession to consider these factors as they relate to the problems of vocational agriculture as long range occupational goal, advancement opportunities, time commitments, stages at which leave the profession and program expectations which would appear important for the profession to give serious attention.

Continued...
ESSENTIAL FUNCTION

Public relations for vocational agriculture programs is an obvious and essential function. Academic discussions on "PR" are loaded with nodding heads in agreement that we can never do too much in the area of public relations. However, the day to day responsibilities of public relations fall on the teacher of agriculture. Already saddled with heavy teaching loads, work experience programs and FFA activities, most teachers find it difficult to devote much time to "selling the story of vocational agriculture." 

Numerous suggestions and guidelines exist for conducting public relations activities. However, an attempt needs to be made to determine the most effective techniques that teachers of agriculture might use in their limited available time.

A study conducted by the author sought to determine the most effective methods based on how people form opinions about vocational agriculture.1

COMMUNITY ACTIVITIES

Community activities were extremely important to developing positive perceptions in many community leaders. It appears many community leaders share common goals in the improvement of various aspects of the community. Another important goal is to establish another organization, like the FFA, shows an interest in similar community projects, a very favorable perception result.

INFORMATION GAP

All of the teaching programs in the areas surveyed have excellent programs. However, one information gap is that of students, families or relatives who are not acquainted with people's perceptions of vocational agriculture students. Teachers are unaware that perception of students is a very important role in the success of the program.

ANNUAL ACTIVITIES

Many leaders were most familiar with the annual FFA and FFA activities. It makes little difference whether or not there are group activities or not. Leaders quickly noted the importance of local participation. Involvement in such activities that occur year after year are important. The value of involving the farm community in activities is almost obvious.

RECOMMENDATIONS

As a result of the information collected in this survey, the following recommendations are made:

CONCLUSION

The teacher of agriculture represents the local community in their activities in which they personally participate.

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PUBLICIZING VOCATIONAL AGRICULTURE

by

Thomas E. Randell
Vo Ag Teacher
Sweaney, TX

Agriculture has played an important part in the lives of many Americans but I do not think that we publicize enough. I visited a student's project recently and the presentation with his mother, I found out that until he enrolled in vocational agriculture he did not have any idea what the program was all about. I have also found that is true in many other communities throughout the state. We have a program we need to sell to the public and it only takes a few minutes to inform the people in your communities of the types of agricultural opportunities available to their kids.

In Sweaney we have tried several different approaches to this task. One approach is the use of a slide presentation with a tape narration of the year's activities. We also made a taped, narrated movie of what vocational agriculture did and thanked those that helped the past year. The two activities were expensive to produce but will be remembered for a long time.

To publicize your program you can visit community organizations, such as Lions Club, Jaycees, and Hospital Auxiliaries, and allow the chapter officers to talk about vocational agriculture and the FFA. Sponsoring officers training camps for officers of other organizations within your own community will give your officers a chance to use their parliamentary skills. Use special chapter signs for livestock shows, use fund raising activities that the community will respect rather than the feeling of being "ripped off", publish monthly articles in your local papers about local agricultural activities, and organize tours of student projects.

I know that there are many agricultural teachers that feel a lot of public relations work can be done by just doing their job. In some agriculture communities this might work fine, but in others, especially in the urban areas, we need a lot more than just good job -- we need to inform them of the good job we are doing.

Since I enrolled in vo-ag in 1967, agriculture has been a part of my life.

But I wonder how many state officials, star farmers, and agriculture men we have missed because they do not know what vocational agriculture was all about. The program has a lot to offer and if I expect others across the state will work on "Public Info", a method of opening doors to the public. We need to get the people that separate agriculture from other industries and give them a better understanding of our program. One of the speakers at the Vo-Ag Convention this year put it well when he said that we spend too much time talking to people in our profession and not enough others of our field. Share other chapters ideas that you have used to sell the Vo-Ag program in the community. Meet with other schools within your county and arm to spread the word.

Agriculture is the backbone of our nation, without it we cannot live but there are some that feel they are overpaid for their commodities. I know this feeling is the result of a mismanagement and not a lack of good management. With the help of the agricultural teachers, the agricultural education program in Virginia has made a steady growth. Since 1965 secondary enrollment in agricultural education in Virginia has increased from slightly over 12,000 to nearly 29,000. This year's number of teachers from 300 to 406, including 76 women teachers of agriculture. One of Mr. Campbell's many strengths is the involvement of teachers and staff along with supervisory staff in decision making. The staff, under his leadership, has placed great emphasis in recent years on developing and implementing annual and long range improvement plans for agricultural education in the state. Again, input from the plan has involved supervisors, teachers, educators, teachers and representatives of the industry of agriculture through advisory groups. He is known for his dedication to the program and always improves higher standards on himself than he expects of others.

Mr. Campbell has dedicated 32 years in agricultural education with 25 years as agriculture teacher, district superintendent, and supervisor.

He was born August 18, 1920, in Amherst, Virginia, and grew up in a large family on a tobacco farm. He graduated from Amherst High School. Mr. Campbell received his B.S. Degree in agricultural education from VPI and his M.S. Degree from Michigan State University.

He served as an officer in the U.S. Army for four years during World War II. His decorations include the Purple Heart for wounds suffered in the Normandy invasion. His next position teaching vocational agriculture was in Appomattox, Virginia. He was appointed assistant supervisor and later teacher of agriculture in the Rastburg High School. After three years of teaching he became assistant state supervisor in 1953 while serving as assistant state supervisor from 1953-58. He also served as Executive Secretary-Treasurer of the Virginia Association FFA. He was appointed State Supervisor of Agricultural Education in 1958.

Mr. Campbell has been the recipient of numerous local, state, and national awards. He received the Honorary State Farmer Degree, Honorary American Society of Crop Economics Farmer Degree, Distinguished Service Award and the Southern Regional Distinguished Service Award from the NASAE. Mr. Campbell has always been a loyal supporter of the FFA. He firmly believes in the FFA as a part of an integral part of the total agriculture program. He has been involved in the FFA since he entered Amherst High School. He was a member for four years. He served as Chapter Secretary, President, FFA Advisor, State State Secretary 1936-39. He has served as Advisor, State Executive Secretary of FFA, State Advisor and National FFA Treasurer since 1960. He is also a life member of the FFA Alumni Association. With this background and dedication to the FFA program it is easy to understand why every agricultural education program in Virginia has a bonafide FFA Chapter.

Mr. Campbell has been involved in numerous professional organizations during his entire professional life. He is a life member of AAVS and has served as Vice President and President of NASAE. He has served on National Committees including AAVS Reorganization Accreditation and AVA Committee to develop a Guide for Evaluating Vocational Agriculture Teachers. He is presently serving on a planning committee for a national conference on agricultural education to be held in 1978. He also served on a national committee to develop "Standards for Quality Programs." Mr. Campbell's family life is a reflection of his personal and professional philosophy. He and his wife, Helen, are blessed with four fine children, three sons and a daughter. The three sons; Julian, Jr., Joel and James are all graduates of VPI and SU. Julian, Jr. and Joel are making a career with the Virginia Department of Agriculture. Joel, Jr. holds a rank of Major and Joel holding the rank of Captain. James is County Administrator in Fluvanna County, Virginia.

(Clinched on page 141)
DEVELOPING PROFESSIONALLY COMPETENT TEACHERS

by

Rodney W. Tufte

Teacher Educator

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Almost everyone feels that he is an expert on education since almost everyone has attended some kind of school. More persons have attended colleges and universities in recent years, so we now have millions of people higher in education. In conjunction with these attitudes, many persons have come to feel that they know everything that teachers need to know. It is incredible what we expect and even demand, of teachers. It is even more incredible that persons with little or no training in education or related disciplines should feel that they know what competent teachers should possess, and should have the nerve to produce the competencies.

"ART" VS. "SCIENCE"

There are indeed a great many barriers between present teacher education programs and "utopia." There are many that would contend that teachers are "born, not made," that teaching is an art rather than a science, and that agreement on issues of education is impossible even among professional educators. Many feel that anyone who has more knowledge than the learner can be a teacher. Too much of what has been called teaching has been based on inerrant, inerrant, decisions, or information even less well validated.

A paragraph from Educating A Professional published by the American Association of Colleges for Teacher Education, states: "Though teachers often may not be as aware of their role and its significance as they might be, they are nevertheless conscientious in their teaching. Every moment has its uniqueness; every situation is in some ways different from every other."

There is no index of crafts like arts available in a professional code of conduct or regulations. Each teacher must draw upon what he has learned in professional insights and decision making processes, to determine how to help children learn. There is a general lack of acceptance of the valued knowledge base that does exist on the part of practitioners, teacher educators included. What we know has been inadequately synthesized, taught, and learned. Lacking such an organized base, teachers turn to other rationalizations for their performance. Many deny the silence of the scientific method, and the art. Similarly, most teachers have a fair degree of knowledgability of the specific elements, principles, theories, and skills of a profession. They are forced to develop some professional competence in the art and science of teaching. To fail to develop the principles, concepts, and theories, and to subdivide practice is to retard or obstruct the growth of the race."

LACK OF UNDERSTANDING

While we in agricultural education have had and continue to have problems, a basic understanding of the need for sound professional education would result in a long list of accomplishments and in which we can exhibit justifiable pride. Principles and practices have been developed and used in classrooms across the country. Moreover, many of the teachers who have used commonly accepted principles and practices have had little understanding of the philosophy, psychology, sociological, or other theoretical background on which they were based. This lack of understanding has often led to poorer application of the principle or practice and has sometimes led to misuse of the principle or practice, or to disinterest by teachers and students. It has contributed to some teachers' limited abilities to recognize generalizations. This is one likely reason for teacher dropouts.

continued

PROFESSIONALLY COMPETENT TEACHERS

It is obvious that each of these could be broken down into many sub-competencies. It is quite easy to count up with long lists of competencies which we all teachers hold. Such long lists can be become confusing and demoralizing to student teachers. I believe that it is time that we get back to fundamentals in teacher education.

While we must be specific about competencies, we must also be selective. This requires setting priorities. We must also define and chart conditions in order to develop a course of professional development. Let us now look at specific competencies that we feel are important for student teachers.

What are some of the major competencies that a teacher of agriculture should have?

The teacher should be able to:

- Develop an agriculture program
- Conduct an agriculture program
- Conduct an agriculture program
- Keep all required records and prepare reports
- Evaluate the program of agriculture education

SPECIFICITIES

Here are a few very, very broad competencies that teachers of agriculture should possess. It is highly unlikely that any teacher could have, or would even be expected to have, all these competencies. But all teachers would be expected to be able to do:

- Teach the specified competencies that we feel are important for student teachers.

PLANNING

Planning, together with the on-campus and off-campus teacher education, is a must if we are to develop in the prospective teachers the basic principles: 1) that teaching is an important profession, 2) that it is important for a person and practice to be experienced together, and 3) that the basic principles of instruction in educational experiences are the same. The planning should include: the competencies needed by teachers of agriculture, and those that will be included in the methods courses and how this instruction will be provided, and what experiences will be provided in the student teacher centers and how these experiences will be made meaningful in developing the competencies needed by a teacher of agriculture.

A few years ago we, at the University of Kentucky, developed, in cooperation with our supervising teachers, a list of

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CONTINUED LEADER.

The daughter, Janelle, attended Virginia Wesleyan College and Virginia Polytechnic Institute. She is presently managing a garden center in Winder, Georgia. Mr. and Mrs. Cappel and Helen are very proud of the five grandchildren. He and his wife are active members of Trinity Methodist Church.

Mr. Cappell has hard work, but still finds time for his wife, Helen, and their two grandchildren. In recent years they have visited their sons and daughters who were stationed in Europe. They have visited both Europe and travelled Germany, Austria, Italy, and Switzerland. Europe. They have visited the Netherlands, France, Holland and England. Mr. Cappell states, "Things have been very good and we have enjoyed the travel." He and his wife are active members of Trinity Methodist Church.

For the past six years Mr. Cappell and Helen have actively participated in our modern western space dance and Helen gives me an idea of active he is; whenever I am interviewing him for this article he stated, "Two hours of square dancing after a full day at the office is most relaxing."

He also enjoys working in the yard and now and gardens, both in the garden and inside. His family room with a large picture window serves as his office. Yes, Julian Campbell is a true professional.
STORIES IN PICTURES

GEORGE WALKER HONORED — George M. Walker (right), Department of Agricultural and Extension Education, Mississippi State University, is shown being presented with a plaque by R.B. Thrash, president of the MSU Collegiate FFA Chapter. The presentation was made during a retirement luncheon for Professor Walker for 40 years of service to agricultural education. (Photo by Troy King, Mississippi Agricultural and Forestry Experiment Station)

OREN RECEIVES VOCATIONAL EDUCATION AWARD — John W. Oren, Jr. (center) is shown being congratulated on being named Mississippi Vocational Educator of the Year by Louis M. Wise (left). Other presenters include Robert H. McClellan, Mississippi State University, and Charles E. Lindsey, Dean of the College of Agriculture and Home Economics, Mississippi State University. Oren is Professor and Head, Department of Agricultural and Extension Education, Mississippi State University. (Photograph courtesy Mississippi Agricultural and Forestry Experiment Station)

EVALUATION TEAM OBSERVES FORESTRY PROGRAM — Edward Patton (center), teacher of forestry at Carthage (Mississippi) High School, is seen pointing the area section of a tree truck in an outside evaluation. Members of the evaluation team are (left to right) Ralph Pfeiffer, superintendent of schools; James Morris, Pennsylvania State University; and H.V. Alt, University of Arizona. Monte Lueders, forest ranger at Carthage High School, observes the discussion. (Photo by Jack F. Lee, Mississippi State University)

NATIONAL ADVISORY COMMITTEE MEMBERS DISCUSS A JOINT PROPOSAL. Members of the advisory committee for a USDA-funded project are shown discussing the proposal. The research being carried out by the Department of Extension and Education, Mississippi State University, is being headed by Paul M. Young (left), director (standing, right). The members are (standing, left to right): Lawrence D. Good, University of Alabama; David Williams, Iowa State University; Edna Calvert, Iowa State University; Elbert Brown, Missouri State University; and C. M. Brown, Mississippi. (Photograph by Ronald A. Jones, Mississippi State University)

LLOYD PHIPPS VISITS WITH FORMER STUDENTS — While a member of Mississippi State University, Lloyd B. Phillips (second from left), former chairman of agricultural education and Extension education at The University of Illinois, visited several former students at The University of Illinois who are now faculty members of the Department of Agricultural and Extension Education, Mississippi State University. (From left to right) Ronald A. Brown, Jasper D. Lee, and Ronald L. White (photograph by R.B. Thrash, Mississippi Department of Education)

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