FEATURING —

THE FFA TOOLS
WHITHER AG. ED.?
POST-SECONDARY INTEREST
TAX TIPS FOR TEACHERS
1979-80 ASSISTANTSHIPS
BOOKS FOR REVIEW

AGRICULTURAL EDUCATION

Volume 51  Number 8

February 1979

Theme—

FFA A Valuable Resource for The Agriculture Teacher
Many times we are called FFA teachers. We smile, or frown, depending upon our attitude, and sense of humor. None of us want to be FFA teachers in the sense that we teach FFA and exclude the teaching of vocational agriculture. However, I wonder if we can be real effective in teaching vocational agriculture without using the FFA. We must realize that the FFA and vocational agriculture go together hand-in-hand: They are inseparable.

HOW SHOULD THE FFA RELATE TO TEACHING VOCATIONAL AGRICULTURE?

The FFA is the open window of vocational agriculture. It is through the FFA that the learning of vocation is exhibited in the public. The FFA is also the motivational force that we must have in order for students to understand and carry out our good occupational experience programs. What better way could we have of motivating students than to give them recognition at an awards banquet, or other functions, for their accomplishments? Without the FFA, students would not have the necessary incentive for doing their best.

IN WHAT WAYS CAN THE FFA BE A MOTIVATIONAL TOOL FOR VOCATIONAL AGRICULTURE?

We must always strive to make the FFA contribute to the teaching of agriculture and be a force in the community. The acts of our FFA can motivate students on the local level as follows:

1. FFA proficiency contest
2. FFA Chapter Star Farmer Contest
3. FFA land judging contest
4. FFA tractor driving contest
5. FFA tractor trouble shooting contest
6. FFA welding contest
7. FFA seed selection and identification contest
8. FFA farms management contest
9. FFA demonstration contest
10. FFA record book contest
11. FFA field day

Each of the above contests serve as a motivational force to students. It becomes necessary for them to do their best in order to excel in each contest. It is humankind nature for all of us to want recognition. We must recognize all our students who excel. For example, we give a trophy at our Barry County FFA banquet to each FFA member who keeps good records on his or her experience program throughout the year. At our banquet, every FFA members received a trophy. Some people would call this foolish; but, we know it is not foolish because we have experienced it. Our vocational agriculture students do a better job of keeping records now than they have in the past. Why? Because they know that if they do their best they can receive recognition.

Also, each April our FFA Alumni chapter sponsors a local FFA field day at a farm in the country. The acts of our FFA at our field day include: tractor driving contest, FFA demonstrations, tractor trouble shooting contest, land judging contest, dairy judging contest, livestock judging contest, and tobacco auctioneering contest. Last year over 150 FFA members were discharged from school by participating in this event. The reward for winning each contest was an opportunity to participate in the Western Kentucky University field day. Our students exhibited what they had learned in the classroom and shop on the farm. They were all motivated or to do their best, because they knew that through the FFA they would receive recognition. This is what it's all about.

HOW CAN FFA MEMBERS IN A LARGE FFA CHAPTER BECOME AWARE OF THEIR OPPORTUNITIES IN THE FFA?

Our chapter is large. We have 265 FFA members. Every vocational agriculture student is a member of the FFA. We have four vo-ag teachers in our high school program. With so many students it could become difficult to devise a way for each student to learn of his or her opportunity in the FFA. One of the best ways we have found is to inform the students of their opportunities and to aid in setting their goals to make available to each student a FFA awards bulletin on our local chapter. Three years ago I wrote and had published a "Barren County FFA Awards Bulletin." This bulletin is used by teachers as a guide for rules, dates, standards and guidelines for those students, and for the recognition of the students of the FFA. The bulletin is made available to every FFA member in the chapter. There is no excuse for a student not realizing his or her opportunities.
THE FFA — A VALUABLE TOOL?

The National FFA has just completed its 50th year and is entering a new era in agriculture. The FFA organization has seen many changes and yet has remained one of the most viable youth organizations in the world. This speaks well for the far-sighted founders and the insightful teachers who have kept it viable over these years. Through their insight they have kept the FFA tuned to the needs of students in agriculture and kept it one of the most important in-curriculum tools for the agriculture teacher.

This tool is available to all teachers of agriculture. It is up to each to determine how it is used. It can be used to develop the future leaders of tomorrow, to provide a valuable incentive for learning, to teach agricultural skills or to carry out a variety of other valuable functions. Or, it can be left alone, like any other tool, to become rusty or lost. The decision is up to you, the ag teacher. What is your decision?

THE AG-ED MAGAZINE

In like manner, the Agricultural Education Magazine has completed 50 years as the voice of the Agricultural Education Division for teachers, supervisors and teacher educators. Also, like the FFA, it is entering a new era of agriculture and service. Attempts were made last year to include new features to make the Magazine more usable to you. Your response was gratifying. Teachers, teacher educators and supervisors all increased numbers of articles submitted. This year I will attempt to use the first half of the Magazine for the special theme, retain the new features and add some special sections on topics of most interest in the last half. Again I will need your continued, fine support.

DECISION TIME

This coming year will be a year of decision for the Agricultural Education Magazine. As you read in the anniversary issue, the Magazine has always been totally fine, written and published by the agricultural education profession. We now have to decide whether we can keep it that way or seek other alternatives.

During the past three years, we have operated at a loss, eating into valuable reserves. Subscriptions and revenues have been declining slightly, while production costs have been climbing rapidly. Assuming a breakeven year or slight loss even with our recent modest price increase, next December we will have to make some tough decisions. During the year several alternative ideas will be considered:

1. Changing printers or/and formats to reduce cost
2. Finding a business sponsor interested in assuming part of the costs
3. Including advertising in the Magazine
4. Sending subscription blanks to each member of the teachers, supervisors and teacher educators
5. Engaging professional editorial staff to provide changes in the Magazine
6. Finding other alternatives

If you have other suggestions, or ideas about these suggestions, please send them to me or any member of the editing-managing board. Thanks for your input.—Ed

COMING ISSUES COMING ISSUES COMING ISSUES

MARCH — Classroom Instruction — Getting the Ideas Across
APRIL — Supervised Experience—Doing to Learn
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 Breadbasket
AUGUST — The Overworked Ag Teacher — Determining Priorities
SEPTEMBER — A New School Year — Opportunities Unlimited
OCTOBER — Our Grassroots Community Relations — Parents, Advisory Committee, Administration, Legislators
NOVEMBER — Adult Education in Agriculture — An Extension of Our Vo-AG Program
DECEMBER — Vocational Occupations — Learning to Be Beautiful

THE FFA AND BEGINNING VOCATIONAL AGRICULTURE TEACHERS

Do beginning teachers of vocational agriculture see the FFA as a primary teaching tool? Vo-ag programs, including those nontraditional programs developed over the past few years, are continually faced with more students. The FFA, in its efforts to assist vocational agriculture, should not attempt to supplant vo-ag and the FFA.

Robert Seifeldt

Conclusions

Upon analysis of the following conclusions, we find:
1. Ninety-seven percent of the respondents indicated they would recommend the FFA as a primary teaching tool. This is a great increase from the percentages of 1963. Perhaps a more representative sample of teachers without FFA could be secured since nationally 5.9% have no FFA. This had some effect on the conclusions.
2. Ninety-two percent of the teachers' nontraditional programs have not been able to secure FFA help. The methods and programs are available with the FFA to assist in the beginning years of vo-ag programs. The beginning teacher must be willing to utilize these opportunities. (Continued on page 177)
FITTING VO-AG AND FFA TOGETHER
BEST FOR STUDENTS AND TEACHERS

by H. Leon Snyder
Vo-Ag Instructor
Big Walnut High School
Sunbury, OH

We have more direction and purpose in teaching rather than sometimes almost
leisurely drift. We believe that our class-
room teaching to coincide with, &
strict, state, and national FFA activ-
ities and events will make the best
local situations. Almost everything we
teach is related to FFA activities. Shop
projects are honoring
ment projects, fair projects, a supple-
mentary project, and even local art show
ations. Laurier and other members
can lead to a BOAC project, like pour-
ng sideways, shelterhouse floors, rac-
ket courts, etc., if the project is safe.
Safety taught in the classroom and
shop, highway, hunting, home and farm
safety can be a part of the FFA safety
contest: the list can go on and on.

REAL WORLD EXPERIENCE
It is the after-school activities that
set vo-ag teachers apart. We take what
we are teaching in the classroom and
put it into practical experience in the
real world. Students will get to know
us as a real person and we will get to
know them. Many days we will spend more
time with them than will their own parents.

FEDERAL AND SUPERVISED EXPERIENCE
Each student has a supervised occupa-
tional experience program. Students
set goals which are expressed in hours of
experience, skills to be learned and
established satisfactory efficiency fac-
tor. Record keeping is stressed and
graded in the classroom. Students are
given an FFA calendar to keep track of
daily of their work activities, including
hours, skills used and developed, in-
come, expenses, etc. These are trans-
fered monthly to their record books.
Each year a higher number of hours
experience must be obtained. Fresh-
men are taught that a minimum of 200
hours recorded experience compared to
the seniors' 500 hours. Every mem-
er is also has a State FFA degree and a
proficiency application for all the
programs they choose.
Each year in the program a student is able to set goals and con-
tinuously evaluate their progress and par-
ents progress made. I am not advocating
inning teachers for awards, but merely
to keep track of the progress of our stu-
dents and how they are doing with us.
The FFA gives more immediate meaning to these goals than an abstract "somewhere it might be useful" statement.

GOAL SETTING AND FFA
The FFA framework (newly struc-
tures) is a useful tool. The USDA has
published the FFA, three newsletters
where articles are submitted weekly, a
weekly half hour radio program, other
radio programs, and occasionally a tele-
vision program. People will support a program that
ofers so much, but asks for so little. We have attracted and kept high qual-
ity students in our program. The school,
including administration, staff, and
college students, recognize the bene-
fits of the FFA program.

WEATHER AND FFA
Most vocational agriculture teachers
will recognize the FFA as being instru-
mental in developing leadership in their
vocational aptitude students, and ad-
students. This is the extent of usefulness of the FFA, as far as many are con-
cemed. Teachers who will take the time
more to the agriculture teacher who
learns to use it to the fullest advantage.
It is the objective of this article to help
more. We are preparing students for
the unique agriculture teacher who
learns to use it to the fullest advantage.

INTRA CURRICULAR
At Big Walnut, we accept the FFA as
an integral part of our educational
program; vocational teachers and class-
room membership are one and the
same. The FFA is of FFA extra-
curricular organization like the school's
cheer club, but intra-curricular.

AWARD MOTIVATION
To overcome the variables of non-
school time activities, students are not
given awards on their achievement or ac-
ticipation. Rather, the FFA point sys-
tem is used as the motivator. Every
person in the classroom is eligible for
awards, keeping the students aware of
points for his respective grade level.

TRAVEL
Another advantage to the FFA is
providing you with the opportunity to
travel and meet other people. This is
one of the most rewarding experiences
for both our students and our teachers.

COMMUNITY SERVICE PROJECTS
It gives us a feeling of contributing to
the betterment of our community, while
building the leadership of our students.

IMPORTANT CONTACTS AND RELATIONS
There are many other advantages of the FFA program that we feel are
of great importance as vocational agri-
culture teachers. We have found con-
tacts made working with the FFA can
be extremely valuable in teaching agri-
culture. Teachers can make these con-
tacts in the diversified fields while working with the FFA program
can help keep you up-to-date with the
new development in agriculture to
improve your classroom teaching. These
people are not taught by the teacher
who can also provide jobs, field trips, judg-
ment, and support. Teacher and students
and help and financial support of
hobby for students and our program,

FEBRUARY 1979
THE AGRICULTURAL EDUCATION MAGAZINE

174

175

174

175

174

175
The Collegiate FFA Chapter—A Tool For Teacher Education

by Vernon D. Luft
Teacher Education
North Dakota State University
Fargo, ND

If we, as agricultural educators, feel that FFA is an integral part of the vocational agriculture/agricultural business program, it should also be an integral part of our teacher education program in agricultural education. Under the foresighted leadership of Professor Shubel Owen, the Collegiate FFA Chapter has been and remains today an integral part of the Agricultural Education Program at North Dakota State University.

The Collegiate FFA Chapter, or similar, organization, whatever it may be called, should be a tool used in teacher education to prepare more competent local chapter advisors. The necessity of the organization is easily understood. It provides an FFA experience to students without that background. Activities similar to those of a local FFA chapter can be conducted. It serves as a teaching tool to acquaint members with new and existing programs, contests, and awards of the FFA.

PURPOSES
The ND State Collegiate FFA Chapter has four defined purposes. They are:
1. To provide preparation for prospective teachers of vocational agriculture/business in their student bodies as local advisors of Future Farmers of America Chapters;
2. To provide an opportunity for FFA members to remain active while attending college;
3. To conduct the development and advancement of FFA programs in North Dakota, and
4. To foster the dignity, importance, and usefulness of teaching vocational agriculture/agribusiness.

CONTINUED THE COLLEGIATE FFA CHAPTER . . .

each week. Each class session is used to
plan and help carry out the aforementioned
activities.

Why would students want to enroll in such a club? Because they are concerned
about their future role as a local FFA Chapter advisor; and they realize

this is an opportunity to become prepared
for that role. So many students want to take
the class when an additional section had to
be offered to accommodate them.

A Collegiate FFA Chapter or similar organization can and should be used as

CONTINUED THE FFA AND BEGINNING VO-AG TEACHERS

WHAT DOES IT ALL MEAN?
The following recommendations evolved from this study. All first-year vo-ag teachers should be made aware that FFA is an integral part of the vo-ag program. New strategies and ef
fort should be made in emphasizing the FFA to first-year vo-ag teachers in the non-agricultural areas. The National FFA Organization should seriously consider working more closely with first-year vo-ag teachers concerning the FFA and FFA activities. Teacher edu

ators and FFA officials should em

CONTINUED GUEST EDITORIAL

Summary
The FFA is an integral part of vocational agriculture. It is the show window

dow of the vo-ag program and the motivations that we must have for our teaching to be meaningful. Many teachers are un
justifiably called "FFA teachers" in carrying out their work in a

scourful manner. What is a "FFA teacher"? In my opinion it is a vo-ag
teacher who sets as his primary objective the winning of FFA contests, and it doesn't really mean so much how he wins, as long as he wins. He lets the "all call the dog" so to speak. Many teachers are unjustifiably called "FFA teachers," who use the FFA as a tool for encouraging students in a good way in the program.

These teachers are more interested in participation than in just winning

ng contests. They make each FFA event relate to their personal pro

gram. The FFA is great. Let us all con

tinue to use it as a valuable resource for our vocational agriculture programs. However, let's not lose sight of our major objective to train students for occupations in agriculture.

FEBRUARY 1979
by Charles W. Byers
Teacher Educator
University of Kentucky

**THE FFA AND THE INSTRUCTIONAL PROGRAM**

Charles W. Byers

Making the FFA a part of the instructional program in vocational agriculture should be a challenge for all of us. The significant challenge is how to mesh the two together to motivate students. Perhaps, we in the profession have only scratched the surface as to what can and should be done in causing the FFA to contribute to the teaching of vocational agriculture. If FFA activities are geared to the instructional programs and implemented with the best “know-how” of the profession, extra-ordinary levels of high quality student learning should be the result. Most professional workers in agricultural education were taught and believe that the FFA should:

- Be an integral and inseparable part of the program of vocational agriculture
- Incorporate extracurricular - get its origin and root from the curriculum in vocational agriculture -Enrich, stimulate, and motivate the instructional program in agriculture

However, without direct criticism at anyone in any group, it appears that the profession may have focused more on the theory and philosophy than on the “doing” or “making” the FFA contribute to the instructional program. Perhaps the aim of the FFA - to develop agricultural leadership, citizenship, and cooperation — has caused us to think too narrowly in terms of the potential. Many individuals believe that a major part of the aim of the FFA should be focused on developing technical skills or competencies in agriculture. In this course each teacher prepares a course of study for the department in which the teacher is employed. The course of study developed by one of the teachers for a freshman class (Agriculture I) is listed below.

**MAJOR UNITS IN FRESHMAN COURSE OF STUDY AGRICULTURE I**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to agriculture and the FFA</td>
<td>3</td>
</tr>
<tr>
<td>Careers in agriculture</td>
<td>6</td>
</tr>
<tr>
<td>Soil science (small wood projects)</td>
<td>22</td>
</tr>
<tr>
<td>Farming systems</td>
<td>10</td>
</tr>
<tr>
<td>Livestock</td>
<td>6</td>
</tr>
<tr>
<td>Ornamental plant production</td>
<td>20</td>
</tr>
<tr>
<td>Weed control</td>
<td>8</td>
</tr>
<tr>
<td>Caring for horticultural plants</td>
<td>9</td>
</tr>
<tr>
<td>Managing pests and diseases</td>
<td>7</td>
</tr>
<tr>
<td>Developing skill in horticultural management</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
</tr>
</tbody>
</table>

What FFA activities does this course of study provide a cue for? Listed below are some ideas. Without doubt there could be others.

**FFA ACTIVITIES BASED UPON THE FRESHMAN COURSE OF STUDY**

1. Work on an FFA project
2. Prepare a report on an FFA project
3. Participate in an FFA contest
4. Present a seminar on an FFA project

**RELATIONSHIP OF SELECTED FFA ACTIVITIES TO CERTAIN CLASSES**

The Department of Agricultural Education at the University of Kentucky offers a course in curriculum construction each summer for beginning teachers of agriculture. In this course each teacher prepares a course of study for the department in which the teacher is employed. The course of study developed by one of the teachers for a freshman class (Agriculture I) is listed below.

**COURSE OF STUDY FOR FFA IN HORTICULTURE**

<table>
<thead>
<tr>
<th>One-Year Course of Two-Year Program</th>
<th>Unit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to horticulture and the FFA</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ornamental plant identification</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Ornamental plant production</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Establishment of lawns and turf</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Summarizing occupational experience programs</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Selecting and planning an occupational experience program</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Ornamental plant production</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Landscaping</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Human relations</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Botanical classification</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Animal husbandry</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td></td>
</tr>
</tbody>
</table>

What FFA activities can find their origin and foundation and are needed to motivate this course of study. Listed below are some ideas. Without doubt there could be others.

**FFA ACTIVITIES BASED UPON A COURSE OF STUDY IN HORTICULTURE**

1. Work on an FFA project
2. Prepare a report on an FFA project
3. Participate in an FFA contest
4. Present a seminar on an FFA project
5. Present an FFA program
6. Prepare a FFA bulletin
7. Participate in a FFA workshop

**EFFECTIVELY IMPLEMENTING THE SELECTED ACTIVITIES**

Once appropriate FFA activities have been selected and planned the battle has been won. The real challenge is to "pull the activities off" in an excellent manner; in such a manner as to motivate the instructional programs. Many of these activities can be implemented effectively as contests or awards. Listed below are selected principles which should be helpful to the chapter advisor(s) and members in planning, conducting, and evaluating the activities included in the chapter program.

**THE AGRICULTURAL EDUCATION MAGAZINE**

**FEBRUARY 1979**

**CONTINUED THE FFA AND THE INSTRUCTIONAL PROGRAM**

Now let us take a look at a specialized program at the junior-senior level. Listed below are the actual units in a course of study developed by a teacher in the area of horticulture.

**COURSE OF STUDY FOR FFA IN AGRICULTURAL EDUCATION**

<table>
<thead>
<tr>
<th>Unit</th>
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**FFA ACTIVITIES BASED UPON A COURSE OF STUDY IN AGRICULTURAL EDUCATION**

1. Work on an FFA project
2. Prepare a report on an FFA project
3. Participate in an FFA contest
4. Present a seminar on an FFA project
5. Present an FFA program
6. Prepare a FFA bulletin
7. Participate in a FFA workshop

**SUMMARY**

The course of study should be used as the "core" in selecting activities for the FFA. Once the activities are selected the above principles should be used in the implementation of the activities. If these principles are followed the FFA can make a maximum contribution to the instructional program. Good teaching-learning will be the result.
FEATURING: USING THE RIGHT TOOLS

by Jack Piuser
Associate Editor
The National FUTURE FARMER
Whatever media or tool you put to use, there will be greater public awareness for vo-ag and FFA.

INTERNAL OR EXTERNAL?
Your relationships with these publics will follow two channels then, Internal — to those inside FFA and vo-ag (perhaps this includes inside your school, too). And External — those outside. Probably it is ineffective to aim all public relations at the general public. Zero in on the publics you want to stimulate into action.

PLAN IT!
To do a really effective PR job, you'll need to organize and plan it. Don't rely on PR just happening on its own and still being effective. Think of everything in terms of possible public relations.

Officers of FFA should incorporate PR in their yearly play. This means truly incorporate — not just a list of "jo' for the reporter. Don't be ashamed or afraid to plan an open house, new project or exhibit just to gain publicity. Encourage the leaders to pick a hard worker at PR chairman. It's an important job. Perhaps, include some money in the budget for special projects.

TOOLS
Now, back to the tools for this job of Public Relations. Most of us would think to use the newspaper, TV, radio, exhibits and displays. There are many guides available on how to prepare items for these media (the Official FFA Manual, many textbooks and other books at the library). Most of us would realize that the chapter banquet and exhibiting at the fair will also gain public relations.

OTHERS
But, there are other tools you can use which are specifically made available to help you do the PR job. The Official FFA Calendars program is a prime example. Complete details about this tool are in the new Chapter Guide, the Supply Service catalog and the Manual. Also, every chapter is contacted by mail encouraging them to use this official program. Be sure to check into this easy-to-use program which is designed for use by the busy ag teacher.

National FFA Work is also coordinated by the organization to help chapters with their PR work. A free idea book mailed to each chapter with ideas, samples and other help.

The organization also sells merchandise (placemats, bumper stickers, lettering, billboards and several others) for those who wish to distribute them to gain publicity.
BUILDING ON OUR RICH HERITAGE IN AGRICULTURE EDUCATION

by James E. Donagan
State Director
Agricultural Education
Columbus, OH

The past 60 years have provided us with a rich heritage in Agricultural Education in this country. The pioneers in animal husbandry and crop production foresaw and their ability to understand the needs of agriculture to provide for our future and prepare us for the future. A basic production agriculture program was accepted to train individuals in productive occupations in the vocation of farming and ranching.

THE PAST

These early educators had a firm belief in the vocational agriculture program. They established a practical program of study based on the supervised occupational experience programs of the students and the needs of the community. Teachers were taught the problem method of teaching, how to develop and provide for the social, economic, and technical needs of agriculture and for the students. Recruits were not the leaders who are effective in change and efficiency that we have in this great industry of agriculture, and we must give credit to the local and state agriculture agencies, local farm colleges, and experiment stations as well as the United States Department of Agriculture and the college and business for generating, interpreting for the research data so that it can disseminate to individuals who are engaged, or will be engaged in the various areas of the agriculture and ranching.

SOCIAL AND ECONOMIC CHANGE

Today's vocational agriculture programs represent the best agents for effective social and economic change in agriculture in this country, we must continue to adapt this potential. That great friend we have in this country today are unemployment and inflation. Our record in agriculture education in these two areas in some of the states is very good today. For example, unemployed among graduates of vocational agriculture programs in Ohio who are four months out of high school and available for employment is 5.66%, compared to a rate of 7.5% for all vocational graduates, 21% for all youths of similar age, and as high as 45% for some minorities. Eighteen months out of school the unemployment rate is reduced to about 2.5% for vocational agriculture programs.

As we look to the future, we can see the more, "With the ropes of the past we will ring the bell of the future.

THE FUTURE

Our program must continue to be unique in their requirements for curriculum, equipment needs for instruction, curriculum design, and curricula. Instructors should work closely with students to develop curriculum that meets the needs of the individual for job entry skills as well as the skills of communications, critical thinking, decision making, positive attitude toward learning, and personal and occupational responsibilities.

Supervisors, teachers, and youth will teach the students to be successful in their job entry skills so that they can enter and succeed in the occupation, or occupations, for which they were trained.

THE COMMUNITY

We have a rich record in Agricultural Education beginning with the Cooperative Extension Service and deliver to the consumer food of the highest quality at a price that secures it is the linkage between the policy-makers and the teacher. It is absolutely essential.

Agriculture must be a part of the vocational education program to ensure the future. Ag teachers must join together in order to form a sound base of students and tax dollars to provide a quality educational program. A state agricultural education program may not be able to do this without tax dollars and state financial assistance and certainly as an extension of the state staff.

The state plan must be developed to provide standards for high school, post secondary and adult programs.

The professional should include a description of each instructional program, including major areas of instruction and maximum student enrollments, classrooms, laboratory specifications, equipment needs, and alternative requirements, manpower data, and state and federal funds available; procedures for approval of programs and services provided by the state agency.

Supervision must have a statewide acceptance of all areas of agriculture with input from educational organizations such as the state's coordinating school administrators, teachers, the FFA, and young and adult farmers to provide direction for the state. To be effective, representation, there will be 25 to 30 members on the committee, appointed by the representative groups for a period of at least three years, and approved by the State Board of Education. It is the responsibility to state supervision to keep the legislators in the state informed of the programs and progress of agriculture education. The development of that organization is essential in program improvement and expansion.

Supervision is the process of bringing about improvement in instruction, a process of stimulating growth and a means of helping teachers to help themselves. It is directly concerned with studying the conditions which surround the learning and growth of pupils and teachers. It is democratic, creative and known by the results it secures; it is the linkage between the policy-makers and the teacher. It is absolutely essential.

Agriculture must be a part of the vocational education program to ensure the future. Ag teachers must join together in order to form a sound base of students and tax dollars to provide a quality educational program. A state agricultural education program may not be able to do this without tax dollars and state financial assistance and certainly as an extension of the state staff.

The state plan must be developed to provide standards for high school, post secondary and adult programs.

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PARENT'S ORGANIZATION AT A TWO-YEAR COLLEGE

by Robert Collins
Assistant Professor for Administration
University of Minnesota
Technical College
Waseca, MN

UMW opened in September of 1971 with the single mission of preparing students for semi-professional, mid-management positions in the broad fields related to agriculture, as well as in services to rural homes and communities. One of the strong supporting groups in the development of the college has been the UMW Parents' Association. The college has grown from 131 students in Fall Quarter, 1971, to 1,050 students in Fall Quarter, 1978. Much effort and brainstorming went into the organization of the Parents' Association. More than two years prior to the beginning of the college, faculty and staff discussions were held concerning such an organization. These discussions continued with parents in the early orientation-registration sessions of the college and this study has resulted in the Parents' Association being a strong organization.

PARENTS' DAY

Parents' Day on the first Friday of December is one of the highlights of the UMW Parents' Association activities during the college year. Parents typically arrive before the 9:00 a.m. start of day's activities and quickly make their way to classrooms where a son or daughter is studying. They move from class to class and also find time to talk to one or more faculty members.

The Parents' Day schedule usually calls for classroom and instructor visits from 9:30 to 11:30 a.m. Other opportunities to visit with instructors are provided for the guests in the front lobby of the college where refreshments are served throughout the morning.

POST-SECONDARY INTEREST AREA

THE AGRICULTURAL EDUCATION MAGAZINE

SPECIAL INTEREST AREA

February 1979

185
CAREER EDUCATION AND FFA

On May 3 and 4, 1979, fifteen individuals representing the FFA gathered at the Sheraton Hotel in Washington D.C. to participate in a conference sponsored by the U.S. Office of Education under the auspices of Dr. Kenner Hoyt. The conference, titled "Career Education and FFA," was one of fifteen such conferences designed to provide a forum for discussing activities of organizations serving the youth of our country. The FFA was the only vocational youth organization chosen to attend these conferences.

The participants in the May meetings represented all parts of the country as well as various levels of involvement in FFA - teacher educators, vocational agriculture teachers, and state personnel. During the two days of meetings, they discussed issues pertinent to both FFA and career education.

In particular, the focus was on determining why the FFA is a successful vocational youth organization and attempting to discover what activity, goals, or program might be incorporated by or adapted to career education programs.

Summary

It was a general consensus of the participants in this mini-conference that FFA is doing a marvelous job. Pre-service training is also needed. Potential FFA advisors need to be prepared. To help their future students enter the "world of work.

Upon completion of the mini-conference it was generally felt by the participants that Dr. Hoyt now had a better understanding of how FFA prepares young people for work. He was exposed to many of the activities and experiences that FFA members have traditionally experienced. Since the completion of the mini-conference on FFA and Career Education, Dr. Hoyt, at the suggestion of the participants has visited the National FFA Center in Alexandria, Virginia. He is now exposed to the materials and resources that are available to every FFA advisor across the nation.

Besides sharing FFA information with Dr. Hoyt, the participants also learned from Dr. Hoyt. They are now aware that an FFA program cannot be considered a success unless it prepares its members for the "world of work." It is not just agriculture. It is up to the FFA advisor to coordinate this effort.

Marion C. "Bud" Riviere

Leader in Agricultural Education

Marion C. "Bud" Riviere became a member of the Santa Fe Junior Chapter in the ninth grade. He was elected chapter president.

"That's what really got me started. We had judging teams, parliamentary procedure, public speaking, and just about all the things the senior chapter did," he said.

The first real disappointment for Riviere came later in the same year. He said he wanted to go to the state convention, but his parents just would not let him go.

"My parents thought I was too young to go to Daytona Beach and he turned me down with all those FFA boys," he said, "but the next year my adviser, Mr. Richard Kelly, prevailed on them again, and they let me go. I haven't missed a state convention since.

"That's when I decided I wanted to run for a state office one day. I was in awe of the things that went on. I had no idea these state officers that we had heard about could perform in the manner in which they did. I was very impressed with the total atmosphere of the convention and all the FFA was doing.

The next year he was elected president of the senior chapter, and continued to be active in public speaking, parliamentary judging, livestock judging, and parliamentary procedure. The FFA "magic" was working on him. He became more involved. He was learning, developing, and growing in the things that he was involved in. The state officers were the things that he wanted to be. He continued to work hard. When he went to work, he went to work hard. He wanted to do his best. Those were the only two words he used. He called them, "My state of the FFA." A year later, these same young men, traveled and experimented, again sat in a hotel room on Daytona Beach. The convention was over. They had just completed their judging and reviewing of FFA materials that the FFA organization does each year. Besides sharing FFA information with Dr. Hoyt, the participants also learned from Dr. Hoyt. They are now aware that an FFA program cannot be considered a success unless it prepares its members for the "world of work." It is not just agriculture. It is up to the FFA advisor to coordinate this effort.

Walter T. Graham*

*Walter T. Graham is a senior in Agricultural Journalism and Economics at the University of Florida, Gainesville.

February 1979

The AGRICULTURAL EDUCATION MAGAZINE

187
Egg quality is the subject matter and the high student interest is maintained through incentives of the FFA judging contest. Pennsylvania teachers capitalize on this FFA activities week as they create a healthy learning environment. [Photo courtesy of the photography committee and Dr. James Mortensen, Penn State.]

Future Farmers plan leadership training sessions for officers in their area under the leadership of District Supervisor, Raymond D. Hagan (wearing tie). This valuable resource helps all vo-ag teachers in Missouri. [Photo courtesy of Larry Miller, University of Missouri]

W. T. Bishop (center) of Hot Springs, Vice President and General Manager of the Oaklawn Jockey Club, recently presented four $250 Oaklawn scholarships to outstanding Future Farmers of America members from Arkansas. The awards were presented at the conclusion of the Arkansas State Fair and Livestock Show and were based on the youngsters’ performances in livestock shows this year in Arkansas. Winners were (left to right) Gammya Moore of Taylor, Dwayne Nit of Sparkman, Phillip Prater of Paragould and Gary Key of Hope. All are 17-years-old, members of their local FFA chapter and plan to attend an Arkansas university next fall. [Photo courtesy Marion Fletcher, State Dept., Little Rock, AR]

U.S. Commissioner of Education, Ernest L. Beyer is presented the Honorary American Farmer Degree at the 50th Annual FFA Convention. [Photo courtesy National FFA Center]

Each state submitted items to be sealed in the time capsule until the year 2003. [Photo courtesy National FFA Center]
FEATURING—
COMPETENCY BASED INSTRUCTION
ADMINISTRATORS' VIEWS
RADIO BROADCASTING
AG. ED. RESEARCH IN PROGRESS
POST-SEC STUDENT CONVENTION

AGRICULTURAL EDUCATION
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