Stories in Pictures

by Joe Sabol

Public relations and recruitment are essential activities for the ag teacher. George Lehman, ag teacher at Christy, CA, explains how cutlings from his roots to two junior high school students and their mother. (Photo courtesy Richard Rogers, Cal State Univ. at Fresno)

Professional development activities are important for ag teachers. These Ohio teachers of Vocational Agriculture are enrolled in a one-quarter course in "Developing a Course of Study" and receive professional growth unit credits for their efforts. (Photo courtesy of Dr. Gilbert S. Gull, Ohio State University)

Winners! These six vocational agriculture teachers have just received the N.Y.A.T.A.-Elanco Products Sound Off for Agriculture Award for 1978. They are (left to right): Ron Mahler, Yuma, Arizona; Howard C. Cooper, Coral; Connecticut; Franklin Stuckey, New Ulm, Minnesota; Jack Wiese, Winchester, Kentucky; John R. Faulk, Talbot City, North Carolina; Raymond G. Lewis, Jr., Dillwyn, Virginia; Max Piggott, Elanco Products Company, Indianapolis, Indiana. (Photo courtesy of Sam Stienzel, N.Y.A.T.A.)

Agricultural Education

Volume 52 Number 3
September, 1979

Theme —
A New School Year —
Opportunities Unlimited

FEATURING —
LIFE-ADJUSTMENT SYNDROME
COOP EXT — A RESOURCE
NPASO PERSPECTIVES
S.S.E. RECORD KEEPING
FFA PERFORMANCE ABILITIES
SYSTEMATIC JOB SEARCH
CAI PARTS TRAINING
GRANDFATHER'S COLLECTION
A New School Year — Opportunities Unlimited

Each year when school ends, there are many vocational agriculture teachers who find they have not completed everything they had planned for that year. For some it may involve failing to train a particular team; for others it may involve not teaching a particular unit. And still others find they have not been as successful in project supervision as they had hoped. For teachers in these groups, a new school year represents another chance. A new school year presents the teacher with unlimited opportunities. However, there are several things a teacher can do to enhance these opportunities.

Analyze
First analyze your vo-ag program and determine the areas you feel need improvement. In multiple teacher departments, all the teachers need to be involved in this analysis. Many teachers have a check list they follow in evaluating their program. Often it is beneficial to discuss this analysis with other administrators as well as the members of the advisory council. These people are usually familiar with your program and yet often enough removed that they can be objective in their analysis. This help should add validity to the evaluation.

Plan
After analyzing both the strengths and weaknesses of your program in school, the next step is to plan for the coming year. Set your goals. Be sure those goals are challenging, but also make sure they are realistic and there is a chance of their being achieved. These goals should be such that they help you improve your department; however, unrealistically high goals may lead to frustration and failure. Be sure your goals cover all areas. Otherwise the areas that are already strong may become weaker. In multiple teacher departments, all teachers should be included in the goal setting process, and the goals of each individual teacher should be such that they complement departmental goals. Once the departmental goals are developed it is usually a good idea to discuss them with administrators and advisory council members before they become finalized. Ordinarily this goal-setting process is best completed during the summer months, but it can occur anytime. The important aspect is when it occurs, but rather that it does occur.

Positive Action
Once the goals have been set, a very important key to success is to hold by the individual vo-ag teacher. The teacher's attitude often has a direct influence on the accomplishment of these departmental goals. If the teacher is positive and aggressive in executing plans to achieve the goals, oftentimes this will contribute to their successful completion. However, a teacher that is negative in approach is almost guaranteed of failure. The teacher's attitude is usually manifested in the students' attitudes. Also, remember, a person who expects to fail often does, but those who expect to be successful usually are.

To Sum It Up
A new school year presents the teacher with a new chance. Things not accomplished in the past, can now be attacked with a fresh vigor. Just remember to plan what you want to do, develop a strategy for successfully completing it, and then put that strategy into action. All three steps are necessary as you begin a new school year. Remember the opportunities are unlimited!

Bobby J. Carter
Vocational Agriculture Teacher
Ennis, Texas
ENDLESS POSSIBILITIES

From Your Editor

With the new school year come opportunities to teachers, supervisors, and teacher educators alike. Let's be imaginative...think creatively...set in, why not? We can make changes, try something new or reorganize our approaches at this point because the potential at this point is unlimited.

How about trying that improved classroom technique you've been thinking about? Suppose if we start now we could organize our schedule so each student would get at least one, if not two supervised visits before Christmas? Maybe that Young Farmer Club or Parent's Club could be organized to provide adult education and career support, as well as provide you, the ag teacher, some much needed help, if organized correctly.

Could the FFA Chapter officers actually plan the program of work and organize the committees to carry it out with a minimum of your supervision, if motivated correctly? Could the ag mechanics shop be set up on the station method so students were organized into several small groups, each working on a different skill, with group leaders reporting their progress to you?

Could the seniors teach the younger students fitting and showing of livestock, or judging techniques they have learned? Could they teach them leadership skills, public speaking, or parliamentary procedure if given the opportunity?

These and many, many other ideas are unlimited possibilities for us as we begin in a new school year.

New Printer

We would like to say a word of welcome to our new printer. With the July issue, M & D Printing of Henry, Illinois, began publishing the Agricultural Education Magazine. Mary Firlie and her dad, Richard, helped us get through the transition in great shape. Sue Smith is doing a fine job of helping us get the copy in and Karen Phillips helps make sure all copies get to you through the mail. To these and all the other fine people at M & D we would like to say welcome. We are looking forward to working with you to publish the best journal in Agricultural Education possible.

Editor

WHEN STUDENTS SAY "I WANT OUT"

by Layle D. Lawrence

One of the most discouraging moments in the life of a teacher-coordinator of cooperative vocational agriculture is when a student says "I want out." Immediate teacher reactions may include expressions of shock, disgust, or anger. When pressed for a reason for the decision to quit, student response is most likely to be: "I don't like the work," "I don't like the boss," "I don't like my fellow employees," or "I'm not being paid enough." Sound familiar? Regardless of the ensuing dialogue, deep inside, the teacher is probably thinking, "You ungrateful wretch! After all I've done for you!" But fault may not lie with the student. In fact, neither the student nor the teacher may recognize the root cause of the problem.

HUMAN NATURE

Every teacher-coordinator knows the importance of matching student interests with placement opportunities; of student and employer orientation to the CVA program; of preparing a challenging training plan and the study of job skills and human relations in related classes. And surely the necessary to stay abreast of progress and problems through constant on-job supervision will not be overlooked. These are elements which make for successful cooperative education. What more can be done to prevent termination problems? Or is it just human nature? These problems are common occurrences?

Strangely enough, "human nature" is very likely to be the cause of many termination problems, and a better understanding of that nature may well be the key to job satisfaction and success. If students, teachers, and employers were aware of the normal psychological life style changes expected, perhaps termination problems could be greatly reduced. Let's call this cycle the "life-adjustment syndrome."

THE LIFE-ADJUSTMENT SYNDROME

The life-adjustment syndrome affects each of us in varying degrees, as major changes occur in our existence. Such events as marriage, going to college, or a move to a new community will trigger the onset. The cooperative student's entry into a new job offers a prime example.

Layle D. Lawrence

West Virginia University

The accompanying chart has been designed with the cooperative vocational agriculture student in mind. In studying the chart, observe that:

1. As the life-adjustment syndrome begins, morale is high as the student is caught up in the excitement of his/her job which promises new experiences, new friends, prestige, and income.

2. At some point in time (it may be two weeks, possibly several months), excitement wears off and doubts, frustration, and uncertainty set in. Why did I take this job? What am I doing here?...are recurring thoughts. This is the time the student is most likely to say, "I want out." Doubts and negative feelings may last from a few days to a few weeks.

3. As time passes, the student becomes adjusted to the situation. Morale and attitude toward the job improve. Things don't seem so bleak and hopeless after all.

4. Morale can again become quite high if the job is interesting and challenging. It is the result of a pertinent training plan, employer understanding, adequate supervision, and the warmth of success or it may rise only slightly, but enough for the student to accept the situation and remain on the job; or morale can again disappear due to boredom or dissatisfaction. If the student senses a lack of challenge or an absence of appreciation, the sinking feeling of being trapped in a dead-end job. In the latter case, the student will either quit or gripe bitterly and stick it out until the end of the school year, an unhappy worker.

(Concluded on Page 50)
A LOOK AT 1979-80 SCHOOL YEAR

by Eugene Anderson
Executive Secretary
Texas Agriculture, FFA

The Cooperative Extension Service, A Resource For The Vo-Ag Instructor

Well, here it is May 1. The vocational agriculture teacher is exhausted from endless stock shows, training judges, and night sessions with vocational agriculture students working on award applications. When will it all end?

As fate would have it, finally the school year comes to a close. Final occupational experience program records are completed, and final grades are turned in to the principal.

Now the vocational agriculture teacher looks forward to a quiet two weeks with the family. With our final two weeks in June well planned, the end of the year is in sight now for golf courses, fishing holes, and enjoyment with the family.

THE NEW YEAR — JULY 1

Most outsiders think the school year begins in late August or early September, but for Texas vocational agriculture teachers the school year begins on July 1. The challenge of having every vocational agriculture student in his course for the coming year with the best occupational experience program possible begins. This means in many cases, locating and securing steers, beef heifers, dairy heifers, and various feeding projects for the coming year. Our farm mechanics shop needs to be cleaned and prepared for the school year ahead machines repaired or replaced, supplies ordered, adults and young farmers need to be visited and made aware of the upcoming year’s activities. The vocational agriculture teacher accompanies FFA members to the State FFA Convention held in July and attends the Vocational Agriculture Teachers Inservice Workshop held in late July and early August.

CLASSROOM INSTRUCTION BEGINS

As August 25 approaches, classroom instruction begins — lesson plans, project supervision, setting up new occupational experience record books, the challenge of developing leadership in Vocational Agriculture 1 students through the FFA program, teaching parliamentary procedures, training leadership teams and making projects ready for fall and winter project shows and also teaching plant science, animal science, soil science, and agricultural mechanics.

CHRISTMAS — PLAN STOCK SHOWS

It is almost Christmas, and most vocational agriculture teachers find themselves still behind, not being able to find the time to fulfill the objectives of a total vocational agriculture program. But let’s not look back now — full steam ahead. Stock shows are just around the corner, the opportunity for our students to culminate a year’s work with the project program beef steer, beef heifer, dairy heifer, barrow, market lamb, or even a farm mechanics project.

ADULTS & FFA

Our adult farm short course is coming up — a chance for us to spend a week of intensive training working with adult farmers and agricultural business people of our community.

As always this time of year, enthusiasm picks up among FFA members wanting to make the various judging teams — many extra hours of judging, many weekends spent accompanying FFA members to judging contests, and let’s not forget it will be district FFA awards and degree checking meeting time coming up before long.

BACK AT THE BEGINNING

Well, here we are back where we started — most vocational agriculture teachers are tired, disgusted, and wondering if they have made any progress. Is it all worth it? I feel if you would ask the vast majority of vocational agriculture teachers in this country, you would get a response “without question it is.”

ENDLESS — BUT REWARDING

The challenges of a new year — opportunities are unlimited. The opportunity to help in molding young people, young farmers, and through the Cooperative Extension Service, resources are located in county, area and state levels.

COUNTY LEVEL

The county level is the visible, local level. This is the level at which the vo-ag instructor should look for help. The county agricultural agent may have the training, education or experience to solve the problem. If not, he has access to a vast information network which should provide an answer. The agent may be able to provide a publication which would help the problem to be referred or in a more specialized level.

AREA AGENTS

Area extension agents form the next level. They serve groups of counties. They are specialists in areas such as livestock, farm management, pest control management, horticulture, crops, soils, and community resource development.

STATE SPECIALISTS

State extension specialists serve as information sources and consultants to an entire state. Most work from a central location, usually the land grant agricultural college campus. States have specialists in each of the crop, resource, product and people areas of importance in that state. Problems are referred to state specialists who can not be solved at county or regional levels. Some state extension specialists operate clinics to which state residents can send or bring their problems. These are often seasonal and the most common are agriculture, plant disease, and insect control. People, publications and films are a part of the educational resources of the extension service. Most vo-ag instructors are aware of these resources and make use of films, slide sets, bulletins, fact sheets and technical reports or classroom references and teaching aids. They may be free or require a minimal charge.

SHARED EXPERTISE

The Cooperative Extension Service is a largely untapped resource for most vocational agriculture instructors. It may be that part of this under-utilization by vo-ag instructors is the result of the pressures of the moment, of not having the time to go as far as the Extension Service can help and information, but I think it is mostly lack of awareness and lack of cooperation. Even though we are closely related by education, experience and job opportunities, vo-ag instructors and extension personnel like to stake out their own territories. They see us as mutually exclusive, competitive operations. Our professional organizations tend to promote and reinforce this attitude by becoming inward looking, self-protective and self-serving. The two groups need not have separate, exclusive programs. For better education and more effective use of limited time and people it would be more appropriate for cooperation and mutual interest between these two programs. Why not train the FFA and 4-H judging teams together, sharing the vo-ag instructor and the county agent?

COUNTY PROFESSIONAL ASSOCIATIONS

Why not form county professional agriculture worker’s associations? These would bring together not only vo-ag instructors and extension (Concluded on Page 59)
EFFECTIVE TEACHING - COMMUNITY ORIENTED

by Larry J. Jewell
Teacher Educator
North Carolina State University
Raleigh, N.C.

STUDENT TEACHERS: RESEARCH COMMUNITIES

The Departments of Agricultural Education and Rural Sociology at North Carolina State University are jointly conducting a cooperative program of working with student teachers in order to help the students evaluate the communities in which they are student teaching.

The course is entitled "Research Methods" and is taught as a three semester block of which is required for all agricultural education majors. The philosophy on which the course is designed is that three beliefs of the agricultural education majors are: (a) that college students need a technique of participating in research as problem solving, and (b) that the course should teach the students how to select and analyze data. The course will also give the students a better understanding of the community in which they are teaching and the role of the community in the life of the individual. The students will be given a week to study the community and then will be given a week to study the individual and the role of the individual in the life of the community.

The course will be taught by Dr. C. Mayo, a rural sociologist and head of the department of rural sociology, and Dr. C. C. Mayo, a rural sociologist and head of the department of rural sociology. The course will be taught as a one semester block of which is required for all agricultural education majors. The philosophy on which the course is designed is that three beliefs of the agricultural education majors are: (a) that college students need a technique of participating in research as problem solving, and (b) that the course should teach the students how to select and analyze data. The course will also give the students a better understanding of the community in which they are teaching and the role of the community in the life of the individual. The students will be given a week to study the community and then will be given a week to study the individual and the role of the individual in the life of the community.

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WHERE WILL YOU TEACH?

by Philip W. Reilly
Graduate Assistant
Kansas State University

If there were an advantage to the shortage of vocational agriculture instructors, it would be found throughout most of the country, it would be the job opportunities available to Agriculture Education students.

During the past six years there has been a need for more than 200 teachers per year that were not available. Those six years have seen an average of nearly 40 percent of the qualified graduates, each year, fail to enter the teaching field. The 60 percent who did enter the field, found an abundance of teaching positions available. In most states, competition between schools with openings places graduates in an envied position.

While most businesses select among graduates for their employees, Agriculture Education graduates have the opportunity to select among schools as their employers, and they should use it. With this situation, Agriculture Education graduates can afford to be choosy and they know it!

Research shows many graduates desire a particular teaching position or locality in the state. If an opening to their preference doesn’t exist, they just don’t teach. Those who do enter the teaching field are faced with an important decision: where will they teach?

When you interview for a position at a particular school, the administration will want to know that while they are interested in you to see if you qualify for the position. Be sure, at the same time, to quit them about your field, time to find out if the position qualifies for you.

There are many items the graduate will want to consider while interviewing at a particular school. While the primary concern of most beginning teachers is probably salary, there are many other factors which may be equally as important. Fringe benefits, facilities, budget allocations and teaching load are just a few. Let’s take a look at some of these factors.

SALARY

Graduates need to be informed on the current salary range available for beginning teachers. Besides the base pay, graduates also need to be aware of the local and national increments on the pay schedule. How much does salary increase with additional college credit hours (horizontal increments), and with years teaching experience (vertical increments)? Just as important to the vocational agriculture instructor is the length of the teaching contract. While most of the teachers in a school system are on 9-month contracts, the vocational agriculture instructor frequently has an 18-month contract. The length of the extended contract should reflect the administrator’s expectations of the instructor and the vocational agriculture program.

BENEFITS AND BUDGET

Fringe benefits which the graduate needs to take a look at include health insurance, life insurance, paid vacation, and sick leave, and teacher annuities, and compensation for travel and other work by the instructor. The operating budget is an area often overlooked. Be sure to check on capital outlay, and acquisition of consumables such as paper, electrodes, and chemicals and gases.

FACILITIES

The facilities in which you work can take pride and job embarrassment. Take a good look, starting with the office. Virtually all schools will have a telephone, secretary, and basic equipment. Make sure yours does. Also, On the classroom, Books, instructional aids, resource material, and an overhead projector are items taken for granted. The agriculture lab is an important part of your facilities whether it be an ag mechanics shop or a greenhouse. Items to look at include sufficient size, tools and equipment available, and the potential to develop a full program. Don’t expect the newest or the best equipment for the laboratory, but insist on materials needed to adequately run an effective program.

EQUIPMENT

A controversial point in equipment available is a pick-up truck for use by the vocational agriculture department. While it can be of the most useful and most used piece of equipment, some administrators do not see the need for such a vehicle. Research done at Nebraska found that instructors who used a school owned vehicle worked significantly higher average hours per month compared to instructors who used their personal vehicles. If, in your opinion, your personal vehicle will be used, find out what compensation you will receive for its use.

WORK LOAD

Work load is the item most often overlooked by the beginning teacher and later listed as a reason for leaving the teaching field. The number of classes and estimated number of students is standard information. Additional activities may include a school farm, Young Farmer classes, or a FFA Alumni chapter. These activities can be a great asset to your total vocational program. Be aware of these activities. The administrator may also require structure and be watchful for the symptoms, the student by Philip W. Reilly, Graduate Assistant, Kansas State University.

THE COOPERATIVE EXTENSION SERVICE...

agents, but others including Soil Conservation Service, Farm Home Administration and Federal Land Bank,persons in an organization, which through the help of the administrator, are interested in the welfare of students. They cannot do the vocational instructor’s job, but they can help with special problems and special projects.

An FFA Chapter developing a Building Our American Communities (BOAC) project might ask for assistance from an extension community resource development specialist. An extension wildlife specialist might be needed for assistance in setting up and maintaining a wildlife project. The student would have a good resource for an FFA Chapter with a wildlife management project. An extension safety specialist might be a good resource for the chapter safety project. The student with a special problem in machinery or grain drying might find a solution from an extension agriculture engineer.

County, area and statewide conferences on topics from animal nutrition to heating with wood are conducted regularly and the extension agents have a duty to provide updated information. The vo-ag instructor can use these to expand on his own expertise and help facilitate the attention of students who would profit from them.

The resource to help the student solve his problem may be available in the Cooperative Extension Service. Try it and see.

CONTINUED

WHEN STUDENTS SAY “I WANT OUT”

AVOIDING THE SITUATION

The life-adjustment syndrome does happen. It is normal and predictable. The student will want to change his environment and he may fail to complete the course. The student who fails may be a good one to retain. The student who fails may be a good one to retain. The student who fails may be a good one to retain. The student who fails may be a good one to retain.

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A Collection of Perspectives on NPASO
National Postsecondary Agricultural Student Organization

INTRODUCTION

History was again made in Kansas City this spring regarding vocational agriculture student organizations as the National Postsecondary Agriculture Student Organization held its first conference.

In vocational agriculture we have always believed that the student organization was the primary vehicle to provide leadership training essential for success in an agricultural career. The NPASO is designed to serve those students enrolled in vocational agriculture not presently being served by a national student organization.

In order to survive it will be looking to its sister organization, the FFA, for support in a number of ways that will prove to be mutually beneficial. We in vocational agriculture are very proud of the accomplishments of the FFA and the valuable service it has rendered to vocational agriculture. As we look ahead and envision "the NPASO at Fifty" and "the FFA at One Hundred" I'm sure each organization will at that point in time recognize the contributions they have made to one another, while maintaining separate identities yet a close complimentary relationship, as they have assisted to build a strong total leadership program for students enrolled in vocational agriculture at both the secondary and postsecondary levels.

The following collection of perspectives reflect the optimism and the tone of the meeting in Kansas City. After reading them, hopefully you will be looking forward to learning more about the NPASO and its mission.

A STUDENT'S PERSPECTIVE

As President of the National Postsecondary Agricultural Student Organization, I am very excited about the organization. NPASO excites me because it offers a chance to become involved during development. Our hard work and sacrifices can be viewed in future years with pride, knowing that we did our part to make it a vibrant and effective organization.

Student involvement in NPASO has given me great enjoyment. The students make most of the decisions, then they follow up with hard work and determination to carry them out. The students' involvement is what will make NPASO a success.

Looking into the future, I feel that the NPASO will grow even larger than we now imagine. Having already drafted bylaws and selected a board of directors, we are off to a good start. Now we face a long, challenging opportunity to implement our goals. I am confident that the NPASO will become a large and successful organization. I am proud to be a part of it!

A TEACHER'S PERSPECTIVE

On April 5, I saw one of my long time dreams become a reality with the formation of NPASO in Kansas City.

During my nine years of high school teaching and serving as an FFA advisor, I realized that it was the FFA leadership experience that was the most important part of their education. I was pleased that my graduates were remembering, long after they forgot that it was in my class they were first exposed to balancing a dairy ration or how to run a head with a welder. When I started teaching at the Ag. and Tech.

THE AGRICULTURAL EDUCATION MAGAZINE
A TEACHER EDUCATOR'S PERSPECTIVE

During the early 1970's, I was privileged to conduct research on postsecondary agricultural programming under the direction of the distinguished Dr. Ralph Bender of Ohio State. My doctoral study of student clubs associated with these programs resulted in a number of guidelines—one of which was "local, state and national levels of the organization should be developed on the basis of mutual interests among participants." Since formulating this guideline, I have followed with great interest the growth of postsecondary agriculture-related student organizations. Thus the development of NPSAO appeared to me as a step in the natural progression of these clubs. Certainly those of us involved in the preliminary investigations, the feasibility study workshop, and the constitutional convention have high hopes for the steady growth and development of NPSAO; however, we are well aware of the difficulties which can confront such progress. The success of the national organization is tied inseparably to that of the local and state organizations, for it is the involvement of students—with the active assistance of postsecondary agriculture teachers and local state administrators—which will make NPSAO "go." However, all agricultural educators—even those not working directly with the postsecondary—can be supportive in these ways:

1. By recognizing the new organization, its state and local affiliates, and its participants—in classes, publications, professional meetings and other professional events.

2. By encouraging postsecondary agricultural students, teachers and administrators to participate in NPSAO and its state and local affiliates.

3. By giving of our time, energies, ideas and resources whenever we can to local, state and national postsecondary agricultural student organizations—an idea whose time has come!**

Teacher Educator
M.D. Iverson
Auburn University
Auburn, AL

Maynard J. Iverson

PERSPECTIVES FROM INDUSTRY

Whether we're 15 or 55 we continually ask ourselves the questions, "Who am I?" and "What direction am I heading?" Identification is always a challenge. During my short visit to the NPSAO convention in Kansa City I really didn't have the chance to talk to a great length to many of the students. I did, however, have the opportunity to study the faces of all in attendance at the noon luncheon on opening day. As various speakers took their turn at the podium I was able to read the expressions on the faces of the NPSAO members. The thoughts that rambled through my mind as I watched the crew go by:

- Good, but they're young!
- Was I ever that young? Yes . . . but a long time ago!
- They are interested in what the speaker is saying!
- They're here because they want to be . . . not because they have to be!
- They have a purpose!
- Did they ever have a purpose at some age? . . . Not like they have...I was never a charter member of a "brand new" organization like they're forming here.
- What a giant stride this is! Forming a national organization associated with what I consider to be the most basic and best vocation in the world.
- I'm lucky to be here . . . lucky to be a part of this, if only for a few hours.
- They are fortunate to have the caliber of advisors that I see in this room.
- I wish I had the opportunity to work closer with this group.

The final thought that went through my mind as it was my turn at the podium was...

- I wonder what kind of press coverage will get from the local newspapers? If this was a group of 500 protesting students it would hit page 1. What pages... how big will the headlines be advising the public that 200 great high school students have gathered in Kansas City to build a new organization devoted to the furtherance of agricultural pursuits here in the U.S.A.?

Douglas Williams

Product Service North America
White Farm Equipment Company
Libertyville, IL

Doug Williams

PERSPECTIVES FROM USEO

For years I have heard from sources nationwide the importance of an organization being built from the grassroots level up and not from the top down. The policies, plans, constitution, proposed activities and future direction of this postsecondary organization have come from those who are students and instructors and administrators of postsecondary agriculture programs. Therein lies a basic strength which will undergird this organization for years to come.

Having had some experience in working with the other vocational student organizations, I am convinced that those other major decisions made in Kansas City during the constitutional convention will be extremely significant to the success of this organization in future years.

1. The organization is operated by a National Board of Directors made up of postsecondary administrators, educators and students.
2. The chairman and Board of Directors of this organization is the USOE, Office of Education official responsible for agricultural education.
3. All students enrolled in agricultural instructional programs are members of the student organization through an institutional membership system.
4. I am extremely optimistic about the future of this organization and its important service to students enrolled in two-year programs in agriculture.

BOOK REVIEWS


The plans illustrated in this book include those that will be helpful to those wanting to improve the quality of life on a small acreage. In many cases it is necessary to go to a tiny different source for plans of this type. However, this one reference book has lists of building plans that are small and some plans to fit tight and steep ground. Other plans included are sectional under major buildings for ease of location, in most Sections 15, 16 and 18 Horse Barns and Equipment. Most of the plans contain sufficient detail and notes to allow construction by those people with average construction skills. However, it is worth noting that the projects range from a simple birdhouse to a 15 x 20' cabin. Another feature of the plans is a complete listing of materials and equipment needed and plans and lists of materials available from the U.S. Department of Agriculture, American Plywood Association and Michigan State University.

James S. Boyd is a professor of Agricultural Engineering at Michigan State, a registered Professional Engineer and has extensive experience in the structures and environment field. I feel that this book would make an excellent reference for vocational agriculture and extension agricultural educators at all levels. It will be a valuable reference to anyone involved with helping people construct buildings and improvements on the home or farm.

Tobar R. Tinkham
Texas A & M University
College Station, Texas

Note: I do not have the page numbers for the future Farmers of America. I believe the page numbers are 59 and 60.
SOE PROGRAM RECORD-KEEPING DEVELOPS OCCUPATIONAL ABILITIES

by Duane L. Davis
Graduate Student
Iowa State University
and
David L. Williams
Teacher Education
Iowa State University

Supervised occupational experience (SOE) program records are detail accounts of activities planned and conducted by vocational agriculture students as they perform tasks in agricultural occupations. Records provide a means for students to plan occupational participation in agriculture, to record activities and to analyze results. The results can be compared against goals established earlier and new goals established for the future. In addition to these general student benefits, what specific abilities do students develop through SOE program record-keeping? This question was the theme of a research study at Iowa State University where Agricultural Education undergraduate students who were former vocational agriculture students rated the impact of their SOE program record keeping in developing selected abilities.

ABILITIES DEVELOPED THROUGH RECORD-KEEPING

The students surveyed felt their SOE program record-keeping was most important in developing two abilities related to production agriculture management. "Determine profit and loss" and "analyzing production costs" were the two abilities with the highest ratings. The development of abilities related to the mechanics of record-keeping also resulted from SOE program record-keeping. "Keeping up with records," "maintaining up-to-date records," and "keeping neat records" received relatively high ratings by the respondents. "Appreciate the value of records" and "caring for records while record-keeping" were among the top abilities with the highest ratings indicating the importance of record-keeping had a positive effect on students' attitudes toward record-keeping.

The students perceived their SOE program record-keeping to be of average importance in developing abilities related to planning and evaluating SOE program records. Abilities in these two categories included: (1) measure overall SOE program success, (2) make management decisions, (3) analyze crop production costs, (4) compare goals and actual results, (5) improve SOE program, (6) set goals for productive enterprises, (7) set efficiency goals, (8) select agricultural skills to develop, (9) budget for productive enterprises and (10) plan improvement projects.

The students rated "earn a proficiency award in FFA" and "pass the Vo-Ag course" lower than many abilities related to mechanics of record-keeping and use of records for planning and evaluating SOE programs.

The five abilities rated the lowest by the students surveyed were: (1) prepare business agreements, (2) calculate income tax, (3) obtain credit, (4) calculate depreciation and (5) record off-farm employment experiences.

TEACHING STUDENTS TO KEEP AND USE RECORDS

Based on the responses from this group of former vocational agriculture students, SOE program records appear to be effective in developing skills related to the mechanics of record-keeping and attitudes toward record-keeping. These outcomes developed by SOE program record-keeping can be of long-term benefit to people in many different occupations. It appears that SOE program records could be used more effectively in developing skills related to planning agricultural activities, including development of agreements, setting of goals, budgeting, planning improvement projects and agricultural skills to develop. Several of these abilities could be results of both agricultural and farm SOE programs.

In general, the abilities related to use of records had lower ratings than abilities pertaining to the keeping of records. Such a situation may suggest that students do not see the true purpose of SOE program record-keeping. Perhaps emphasis should be placed on teaching record-keeping procedures rather than accurate records and teaching the use of records in making management decisions related to student SOE programs.

SUMMARY

Selecting, planning and conducting SOE programs provide a means to teach agricultural records in a realistic way. As our agricultural industry continues to become more complex, greater demands will be placed upon accurate records to aid in decision making. The challenge to agriculture teachers is to not only teach approved record-keeping procedures in agriculture but to also teach students how to use the results of accurate records in management. In other words, both the "how" and "why" of record-keeping must be taught in vocational agriculture. The act of record-keeping will be questioned unless students understand use of the records. Teaching students to read records is in planning, condensing and evaluating their SOE programs will allow them to experience both the "how" and "why" of SOE program record-keeping. The result will be people with abilities to keep and use records in agriculture.

THE AUTORIZED EDUCATIONAL MAGAZINE

September 1979

KELSEY’S KOUNTRY KOLUMN

by Ron Kelsey
Vo-Ag Instructor
Lombard, Minnesota

I think the secret to writing a successful column is making certain the column is written on a regular basis. In my situation, it is every week. If I don’t do it some weeks, you lose your readers. Another trick I have learned is to keep the column informative but light reading. People are interested in human interest stories about their community. Many times I mention people’s names in our community. This really like it as it might be one of the few times they see their name printed.

THE BENEFITS I have found this column to be very beneficial in announcing such things as adult meetings or giving students information during the summer months. After being printed all columns are kept in the vocational agriculture room, as many have been used later for reference material. Writing a weekly column record-keeping column by the writer, by forcing him to research areas, that might otherwise be overlooked. Kelsey’s Kountry Kolumn has been of tremendous benefit to my vocational agriculture program and I think a column in your local newspaper could also benefit your program.

FUNDAMENTALS OF SERVICE IDENTIFICATION OF PARTS FAILURES
by John Deere Service Publications, Moline, Illinois

The manuals in series are well written with several illustrations; however, Identification of Parts Failures is the foremost tool in the "Fundamentals of Service" series published by this company.

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Michael W. Loflin
Agriculture Instructor
Washington County High School
Clanton, Alabama

This WORKED FOR ME

by Kelsey’s Kountry Kolumn

by John Deere Service Publication Division has produced several publications and audio visuals that have greatly increased the teaching and reference materials available to agronomic instructors and students. These teaching and reference materials are divided into two series: "Fundamentals of Operations" and "Fundamentals of Service." Identification of Parts Failures is the foremost tool in the "Fundamentals of Service" series published by this company.

The manuals in series are well written with several illustrations; however, Identification of Parts Failures contains more illustrations than other texts within the series, making it very effective with high school agriculture students. The book is also well arranged and arranged so that it is beneficial to several occupations within the mechanical industry.
EMPLOYMENT ENJOYMENT... OR JUST A JOB?
A SYSTEMATIC JOB SEARCH

by
Eugene E. Trotter
Institute of
Agricultural Technology
Michigan State University
East Lansing, MI

STEP TWO
Once a job goal has been selected, the student is ready to develop a list of possible employers. Students should be encouraged to explore as wide a geographic area as possible. Telephone directories are valuable tools in this search. Students are frequently surprised by the number and variety of employers who hire people with their major's skills. Developing a file of employers helps students to attend to different aspects of the position, including salary, working conditions, and location. Contacting these employers can help students to determine the job's requirements and their own abilities.

STEP THREE
The student is now ready to contact employers and prove that he is the one for the job. Employers are interested in employees that can: 1) be dependable, 2) get along with others, and 3) do the job. Students should learn about their past educational and work experiences and develop a list of statements about what the contact should be specific, factual, and convincing. Examples of these statements should include:

1. A. Have experience in local retail
2. B. Have a good aptitude for academics
3. C. Have a good aptitude for academics
4. D. Have a good aptitude for academics

TOTALS

KEY: = Excellent combination, - = OK combination, - = Poor combination

JOB GOAL: Garden Center Employee

Fact Based Assets would be:
A. Employed in a retail location for 3 years
B. Active in extracurricular activities
C. Worked in a retail location for 3 years
D. Interested in pursuing further education

STEP FOUR
The Fact Based Assets comprise a major portion of the student's resume. There is no one correct format, but one that is most effective is the resume should be neat, clean, precise, and include dates. It is also important to include dates so that the reader will have some idea of the student's age. This resume should be unique, with each student's potential matched against the job's requirements.

STEP FIVE
To be evaluated for a job, the student must get his/her resume in the hands of the prospective employer. The resume should be formatted in a way that is easy to read and has clear headings. It should be a short and concise document that highlights the student's qualifications.

STEP SIX
In the process of recruiting a job, students will likely find themselves completing various forms, such as an application blank, social security application, and an income withholding form. Each of these forms is unique and should be handled with care. Careful completion of each form is essential in ensuring that the student receives the appropriate information.

STEP SEVEN
Performance during the interview is of paramount importance. It requires a clear and concise presentation of one's qualifications. The interviewer should be well prepared and able to answer the following questions:

1. Where do I go for the interview?
2. What time is the interview?
3. What is the job I should be attending?
4. Who is the interviewer?
5. How will I get there (Direction as well as mode of transportation)?
6. Do I have: pen, notebook, resume, Personal Record Card, letters of reference?
7. How will I dress?

Although each interviewer will have his or her own style, some suggested guidelines should help improve the student's performance. The student should walk to the interview with a smile, make eye contact, be punctual, and dress appropriately. After being asked to sit (if appropriate), the student should lean slightly forward in the chair, face the interviewer squarely, make frequent eye contact, and avoid nervous habits such as gum chewing, smoking, and clock watching. A confident, enthusiastic candidate is not only prepared to answer questions but also prepared to ask pertinent questions about the business or industry. The student should do as much research as possible prior to the interview. The applicant should not mumble, use slang or give repeated answers during the interview. At the close of the interview, the applicant should ask when a decision will be made, restate his or her strongest points in a specific manner, and shake hands with the interviewer and say thank you by name.

Studying the guidelines is not enough. The student needs to go through simulated interviews with teaching staff members, community leaders, parents, or other students.

SUMMARY
Elements of these eight steps can be infused appropriately throughout the vocational curriculum. Students will gain maximum benefits from career planning if guidance is provided in a systematic approach rather than a single unit of instruction a few weeks or days before graduation. Taking a systematic approach to the career development of a student can make the decision between getting just another job or getting an interview in a personally enjoyable position.
One of the programs offered at the University of Minnesota Technical College in Waseca, Minnesota, is a two-year associate in applied science degree in Mechanized Agriculture Technology — Power Machinery. This program is designed to offer training to students that will qualify them for entry level employment in a broad cluster of occupations, Farm Equipment Over-the-Counter Parts Sales being part of this cluster.

LIMITED TIME

Because this occupation is only one of the occupations for which the student is being trained, limited time is available for learning activities which will develop competencies in this area. One of the methods which has been developed for efficiently and effectively providing students with the necessary entry level competencies for this occupation is the use of a parts inventory control simulation supported by a computerized inventory system. This simulation is provided through an individualized instruction delivery system for developing student competencies in utilizing, reading, and interpreting equipment parts manual information for over-the-counter parts sales.

PROBLEM SETS

Initially a set of problems was developed to provide student experiences in working with parts manuals from several major manufacturers of farm equipment. A list of problems was specifically developed to effectively present these to different systems of parts numbering and identification, as well as the problems which can be included.

COMPUTER ASSISTED INSTRUCTION FOR TRAINING FARM EQUIPMENT PARTS PERSONNEL

by Jerry Nechevils
Mechanized Agriculture Instructor
University of Minnesota Technical College, Waseca

voiced with ordering individual parts or sub-assembly parts, machine modifications and substitutions of new parts, and part number revisions or replacements.

After a group of students had completed the problem set they were asked to observe in order to determine the effectiveness of the problem set as a learning activity. It was found that limited amounts of learning was experienced by most students. It was determined that most students found the problem set tedious. Students also indicated that they saw little connection with the real operation of a dealership parts department and the problem set.

These conclusions were reinforced by an instructor's review of the students' progress toward the completion of the goals and objectives of the instructional unit.

COMPUTERIZED

To enable a closer and more realistic simulation of an actual dealership operation, and overcome some of the disadvantages initially encountered, the problem series was modified slightly, and a computer program was added. The modified, students are asked to locate the parts in the appropriate manual, but also to select the parts from the parts list, and keep, with the help of the computer, records on prices, purchases, orders, and keep a running inventory on the total cost of the parts.

The student has a slower immediate feedback time to work by comparison with a previously run inventory sequence provided by the instructor. Errors in interpretation of the parts manuals can be communicated at the time to the instructor. The student can go back and correct the incorrect order and information. He is therefore reinforced in learning the parts inventory system.

IMMEDIATE FEEDBACK

The student solves immediate verification of correct work by comparison with a previously run inventory sequence provided by the instructor. Errors in interpretation of the parts manuals can be communicated at the time to the instructor. The student can go back and correct the incorrect order and information. He is therefore reinforced in learning the parts inventory system.

By achieving a closer and more realistic simulation of actual dealership operation, and overcoming some of the disadvantages initially encountered, the problem series was modified slightly, and a computer program was added. The modified, students are asked to locate the parts in the appropriate manual, but also to select the parts from the parts list, and keep, with the help of the computer, records on prices, purchases, orders, and keep a running inventory on the total cost of the parts.

The student has a slower immediate feedback time to work by comparison with a previously run inventory sequence provided by the instructor. Errors in interpretation of the parts manuals can be communicated at the time to the instructor. The student can go back and correct the incorrect order and information. He is therefore reinforced in learning the parts inventory system.

His fourth wife caused him to go to the insane asylum. Well, not like you're thinking exactly. One day he knocked on the door of the "nut house" and asked if they had lost any male inmates lately? The comedy nurse asked him why he wanted to know and Erna replied, "Someone has done run off with my wife."

"In this way you can know how your wife is behaving in your absence." Erna scratched his head. "Well I didn't see one out there for my last wife." St. Peter explained why. "It's in the halls of Etna. We're using it as a fan. Such was Erna's luck with members of the opposite sex.

Speaking of St. Peter. Here's one of Grandpa"s favorites to cut out and hang up on your wall:

A man knocked at the heavenly gate. His face was scarred and old. He stood before the Man of Fate. "Mr. God, I have been a sinner. For admission to the fold." "What have you done," St. Peter asked. "I've earned your admission; he said." "For many and many a year." "The pearly gates swung open wide;" St. Peter touched the bell. "Come in and choose your harp," he said. "You've had your share of hell."

Until Next Time...

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SEPTEMBER 1979

THE AGRICULTURAL EDUCATION MAGAZINE
STORIES IN PICTURES

by Joe Sabol

COMMUNITY RELATIONS — Keeping the community informed of the activities of the FFA Chapter and Vo-Ag program is vital for a strong program. Lisa Byersley is getting the darkroom in order at the Vo-Ag Department at Maynardville, TN.

RECRUITMENT — Opportunities for the student and the program are enhanced by a good recruitment program. Paul Byersley, Vo-Ag instructor at Horace Maynard H.S., Maynardville, TN, explains the program to Rodney Norris and his parents prior to his enrollment in Vo-Ag.

FARM SHOP PROJECTS — Possibilities for projects are unlimited to a new school year. Randy Merriit, third year ag mechanics student, proudly shows his father and Vo-Ag instructor the heavy duty trailer he built in the home shop during summer vacation. Randy, with the help of his father, also built the dump truck body on the truck shown immediately behind the group.

FFA — Unmissable opportunities for leadership development abound in the FFA. This group of freshmen Vo-Ag students at Horace Maynard H.S., Maynardville, TN, look forward to those opportunities as they study the subject. (Photos courtesy Paul Byersley, Vo-Ag Instructor, Maynardville, TN and John Todd, Univ. of TN.)

SUPERVISED EXPERIENCE RECORDS — Good records maintained throughout the new school year generate untold opportunities for management and competition. These Vo-Ag students at Horace Maynard H.S. start their year off right by keeping their record books up-to-date.

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FEATURING —

LEGISLATORS’ RELATIONS

ADVISORY COMMITTEES

LEARNING BY DOING

INDIVIDUALIZED AG MECHANICS

INTERNATIONAL AG. ED.

GRANDFATHER’S COLLECTION

Theme — Our Grassroots Community Relations — Parents, Advisory Committee, Administration, Legislators