Stories in Pictures

Don Claycomb of the University of Missouri is shown speaking to the Missouri Young Farmer and Young Farm Wives President's Conference. All members of the yo-ag family have responsibilities in improving and expanding adult/young adult education. (Photograph courtesy of Don Claycomb, University of Missouri)

Individual instruction is important when adults are learning new skills. (Photograph courtesy of Jan Henderson, Piqua, Ohio.)

Bob Stewart of the University of Missouri is shown reporting to an advisory committee on farm management. Such committees are very important in the conduct of relevant instructional programs. (Photograph courtesy of Don Claycomb, University of Missouri)

Prospective teachers should have the opportunity to practice the methodology they are taught, as this University of Missouri student is doing. (Photograph courtesy of Don Claycomb, University of Missouri)

The Agricultural Education Magazine

Expanded Edition
The Need for Agricultural Teacher Education Accreditation

One of the ways of improving professionalism is through improving the preparation individuals receive prior to entering the profession. There appears to be considerable variation in the quality of agricultural teacher education programs. The time has come when some type of process is needed to accredit programs specifically involved in agricultural teacher education. Perhaps the American Association of Teachers of Education (AATE) could be instrumental in this effort.

There are a number of reasons for accrediting agricultural teacher education programs. Other accrediting agencies are growing away from those areas which make agricultural teacher education unique. State teacher certifying agencies add new general requirements with little consideration to the extent they have on agricultural teacher education. Standards of the National Council for Accreditation of Teacher Education (NCATE) tend to weaken agricultural teacher education. In recent years state certifying agencies and NCATE have set forth standards which have weakened agricultural teacher education to prepare quality professional agricultural teachers.

Another trend of the past decade has been the emergence of new agricultural teacher preparation programs in institutions of questionable capability. Some of these have been in colleges where the capability in technical agriculture is very low. Others have been in colleges with one faculty member (and sometimes less than one full-time individual) in the agricultural teacher education program.
Professionalism:
The Thread That Runs Through

By John Hillison, Theme Editor

One of the interesting features of professionalism is that it has many parts. It takes the integration of these many parts to make one person truly competent as a professional. A close examination of these parts proves rather interesting. All members of the agricultural education profession—teachers, teacher educators and supervisors—should possess these important parts.

Dedication

One vital part of the professional agricultural educator is dedication. A dedicated individual is willing to work beyond the minimum number of hours required. A dedicated individual will generally be the first to arrive at work and the last to leave. The dedicated educator will always be ready and available when needed.

Commitment

The committed educator is committed to many things. One of the strongest commitments is to his or her profession. Occasionally, a committed individual will find it necessary to defend and explain activities of the profession to others. The truly committed individual will have no difficulty doing so. He or she will find the crucial facts necessary for such an undertaking. The committed educator will work for positive change within the profession in a positive way.

Student Centered

The professional educator always keeps in mind the reason why he or she is in the profession. The major goal of public education is to prepare the young people of today to be tomorrow's adult citizens. There are a lot of things that can be eliminated from public education that would greatly improve it. Things such as textbooks when eliminated would greatly weaken public education. However, a lack of students would completely eliminate the need for public education. The emphasis on students must be made at the college level as well as the secondary level. Professional educators keep the student uppermost in their mind.

Teacher of Teachers

If a plant or animal species is to exist for any length of time it must find a way to perpetuate itself. The same is also true of a profession. If the current members of the profession do not encourage new people to enter it, then certainly it will eventually die. Those professionals will always encourage their more talented students to continue their education and eventually enter the profession. This encouragement can take many forms. It occurs more by example than any other way.

The Professional Organizations for Vocational Agricultural Educators

By H.M. Snodgrass

Professional associations afford agricultural educators the opportunity to maintain and demonstrate many of the attributes that are associated with professionalism. Most agricultural educators hold membership in one or more professional organizations. These may include American Association of Teacher Educators in Agriculture (AAATE), American Vocational Association (AVA), National Association of Supervisors of Agricultural Education (NASA), and the National Vocational Agriculture Teachers Association (NVATA). The following is a brief review of the history and objectives of each organization.

American Vocational Association

The formation of the AVA was the result of a merger between the National Society for the Promotion of Industrial Education and the Vocational Association of the Middle West in 1912. Since then, AVA has evolved as the only professional organization with a full-time commitment to serving educators and institutions providing in-service training opportunities in the United States. This commitment is illustrated through the mission of the AVA as established by its Board of Directors which is "to develop and promote excellence in the field of vocational education."1

The strength of AVA lies in the fact that it has a broad base of membership. This base includes vocational teachers, administrators, teacher educators, guidance counselors, and many other individuals that are associated with planning and carrying out vocational programs. AVA activities are determined by officers elected by the membership. These officers are elected from 57 affiliate state and territorial associations with a membership of over 60,000. The activities of the association are guided by goals and objectives which are outlined in Article 4 of the association By-Laws as amended December, 1975. These objectives include:

a. To establish and maintain active leadership in all types of vocational and practical arts education, including industrial arts and guidance services.

b. To render service to state and local communities in promoting and stabilizing vocational education.

c. To provide a national open forum for the study and discussion of all questions involved in vocational education.

d. To unify all the vocational education interests of the nation through representative membership.

e. To cooperate with other nations in the further development of vocational education and to welcome international memberships.

National Association of Supervisors of Agricultural Education

The groundwork was laid for the formation of the NASAE during the AVA Convention in 1962. The first constitution was adopted on December 11, 1963. The motivation for organizing a national association for state supervisors was a result of a need on the part of supervisors of agricultural education to have a concerted input into the operation of the Agriculture Division of the AVA. There were 167 members of NASAE in 1980. Article II of the Constitution and By-Laws, as adopted in 1963 and amended in 1966, 1969, 1973, and 1974, specifies the general objectives of the association as follows:

a. To provide for a better understanding of vocational education in agriculture.

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The Professional Organizations For Vocational Agricultural Educators

(Continued From Page 5)

b. To foster fellowship and understanding among members and to serve as a medium of exchange of ideas, professional materials.

c. To provide a medium for assisting in the determination of program direction, needs research, and encouragement of professional advancement of its members.

d. To provide opportunity for discussing plans and policies of the U.S. Office of Education with the Director and other staff members of the Agriculture Education Branch.

e. To keep members informed as to trends, plans, and policies of the American Vocational Association and their implications for the development of vocational education in agriculture.

American Association of Teacher Educators in Agriculture

The formation of a national association for agriculture teacher educators is an outgrowth of the need for a national organization of agricultural education. In 1948, an organizational study committee composed of representatives of the major organizations of vocational agriculture teachers attempted, at the National Association of State Departments of Agriculture Convention in New York, to form a new organization. The Agriculture Education Division of the National Association of State Departments of Agriculture was authorized to advance the development of vocational agriculture education. The new organization was named the National Association of State Directors of Agricultural Education. The National Association of State Directors of Agricultural Education 

The Tie That Binds

I can no longer procrastinate. The deadline for submitting this article is next year and so I must move to the task... [text continues]

What Others Have Said

As such as any subject in education, professionalism has been written about, discussed, and lectured to in the past. It is a philosop... [text continues]

References

[Text continues...]

The author is instructing a high school class in vocational agriculture.
The Tie That Binds
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W.A. McLeod, Jr., a North Carolina teacher says, "Naturally being an active part of your professional organization is one part of being a professional. But it's more than just being there. It's taking an active part and working for the betterment and improvement of all teachers."

"Part of being a professional is actually sharing ideas and experiences with other educators," says Quintin Christman, former NVATA Vice President and a teacher in Rugby, North Dakota.

Ken Harris, Executive Director of the California Agri-
cultural Teachers Association says, "Certainly teachers practice professionalism. That professionalism has to do with belonging to a professional organization and choosing that profession, as the NVATA says, 'by choice not by chance.'"

"Professionalism means that as a teacher I'm going to give everything I have everyday in the classroom," says Albert Timmerman, Jr., NVATA Past President. "As a professional I set an example within the community that I feel my students should follow."

Doug Holmberg, a past president of the Florida association, adds that a professional is accountable. "As teachers we are accountable to our students. Certainly if we can't provide them with the basic competencies we have set for our programs, we can not consider ourselves professional."

Dr. Floyd McCormick, teacher educator from Arizona, nails it down. "Professional characteristics of a professional is one thing; putting into practice those characteristics is quite another thing. Doing what we say we do; being honest with ourselves and to our profession; practicing our acquired skill with an intensity of conviction - maybe these are as important to a profession as the mere fact that the individual upholds the profession possesses certain qualifications." He goes on, "...to live the good life professionally, one must not only possess the characteristics of a professional, but must also practice the integrity of that profession."

The Profession and the Professional

Any profession consists of a limited group of individuals who have acquired some special skill, by training and experience, and are better able to perform that skill in society than the average person. Certainly, as Ken Harris said, teaching at all levels has become a viable profession.

The word "profession" is used over and over at gatherings of agricultural educators. In a moment of frustration during the July 21-23, 1978 PFA Board of Directors meeting, one of the national student officers asked, "Who is the profession? No one answered. "They didn't have to."

"We are the profession. We are the only ones who are convinced to a very special mission - the success of the agricultural industry and the education of those students, youth and adults, that is the future. The role of a leader among them will be the guardians of 8

A Personal Commitment

Transferring thoughts into action requires a personal commitment on the part of every professional. Many have made the decision to do so and are working towards that end. Some have not. As few words as possible are given here on how I ask for that personal commitment.

Vocational agricultural education and the agricultural educational effort are basic to our nation's progress and teacher contracts. Because I believe this program is important to agriculture and to our students, young and old, I have chosen to commit a part of myself to it. As a professional I have accepted the obligation to carry on a local program that will be of use is certainly of being to my stu-
dents. In addition, I realize a sense of responsibility to the total profession and my fellow professionals. The best in-


curance I can provide the profession is to conduct a quality program in my community. I plan to participate in my state and national professional organizations. By doing these things, my professional future is safeguarded. For me, acting as a professional is "the tie that binds" me to the profession and to my fellow professionals.

References

- AGRICULTURAL EDUCATION MAGAZINE, Vol. 4, No. 79-79.

THEME

Professionalism: A Worthy Goal

By JOHN MURPHY

11. Drinking to excess.
12. Dishonesty.
13. Absenteeism, found wanting in the sense of responsibil-
ity.

People do not generally fail because they lack the re-

quired technical knowledge, but rather because they lack the ability to understand and work with people. These per-
fessionals, at their core, do not fall because of a deficiency in ag mechanics or animal science skills, they fail because of a deficiency in interpersonal skills. The successful results of one's work is with and through people. This takes some special skills such as being able to accept and trust people; being able to moti-


tate - not manipulate; being able to collaborate - not compete; being able to empathize - not judge; and being long on praise and short on criticism. A true professional is able to work with people.

Self Improvement

Along with knowledge and skill comes self improvement or continued learning. Professionals must be committed to upgrading themselves and adaptable to change. The words of Thomas Jefferson are indelibly inscribed in the memor-

ally dedicated to him in Washington, D.C., as follows:

I am not an advocate for frequent changes in laws and constitution. But laws and institutions must be hand and hand with the progress of the human mind.

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Professionalism: A Worthy Goal

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As that becomes more developed, more enlightened, as we discover new truths discovered in manners and manners and opinions, change, with the change of circumstances, institutions must advance also to keep pace. At the same time, we still require a man to wear the coat which fitted him when a boy as civili-
sized society to remain ever under the regimen of their barbarous ancestors.

These words reflect a basic philosophy of progress in our nation. As we as a profession of educators have made significant changes, a professional is a "continuing learner" in a "never-ending demand for knowledge." Achiev-
ing professional status is one thing, while maintaining it is another. A professional recognizes the need for continued growth and also recognizes that being a good worker to-

Self Dedication

Another criterion for professionalism is self direction. A true professional is one who can control his own motivation and self-motiva-
ted. He or she can make leadership decisions and is willing to accept full responsibility for them. The professional is willing to be accountable to the public. A professional is a self starter and enthusiastic. Albert Schweitzer said, "The sad part of life is not that a man dies, but that a man never really lives while he is alive. One cannot merely want to be a good teacher, a profes-

Ethical Standards

Another criterion is ethical standards. A professional is willing to work within acceptable prescribed standards. A professional is concerned about and works toward the im-

The Criteria: Not Easy

Professionalism requires specialized knowledge and skill to our specialty area; it requires a commitment to self-im-

Are You a Professional Teacher?

By Mack Strickland
Editor's Note, Dr. Strickland is Assistant Professor of Agricultural Edu-
guaring at Purdue University, West Lafayette, Indiana INDIANA.

As all know, there is a relationship performance, our major problem in planning instruction is to select and teach those things that are more practical in terms of our objectives. Careful planning sets the stage for teacher effi-
cacy. Only when a class is properly and adequately or-
ganized, can teachers truly be effective and provide opti-
mum learning experiences. By definition, learning is the mod-
dification of behavior. It takes place through the reaction of students to their envi-

The primary objective of education is to teach individ-

The Best Instructors

The best instructor is not necessarily the one with the most impressive list of degrees. A teacher may be an out-

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struction. Generally, students have no better attitude toward an education when they know what they are going to learn and what they expect to accomplish.

Much of the trouble with students today comes from the conflict between what the students want to learn and what the teachers want to teach or perhaps what the school system requires. No instructor can be successful in the long run if they are unable to set the stage or stimulate their students to want to learn what they should learn. As most courses of instruction at best provide only a beginning toward the ultimate goal of subject mastery, students need to be motivated in such a way that they will continue to learn and develop their abilities after school is over.

No one ever does anything except as a result of motivation. In all effective learning the need or desire to know comes first. When we find that what we know and can do is not adequate to satisfy our conscious or felt need, we have a desire to learn. For instructors to be able to teach and be meaningful to students, we must at least at the level the student has achieved.

Success of a program depends heavily on the enthusiasm of students toward their work. Developing and maintaining an interest in a course is an integral phase of instruction. To maintain interest and enthusiasm, the teacher must be prepared to discuss the importance of each lesson, what the student will learn and why. Real motivation cannot be a separate and distinct step in the teaching process. Everything that happens in teaching has an effect on motivation.

It should not be assumed, however, that an enthusiastic student is motivated by appropriate goals. The learner in any course should understand the reason for the instruction, the relationship that exist between the specific course and the total curriculum, and what the course prepares him or her to do or to elect later.

Successful teaching requires the highest level of ability and professional training. Teachers, therefore, need to be ever critical of the teaching techniques they employ with their students, their teaching aids, and subject content to insure an up-to-date and progressive instructional program. The instructor must be considerate of all the events which may have a direct effect on learning, not just those set in motion by an individual student.

The instructor must possess a thorough understanding of each topic they are to teach. An instructor who does not have a strong grasp of the subject matter should never attempt to cover up their lack of knowledge by progressing rapidly through the material attempting to bluff the students. That is a good way to lose the confidence of the students. If a student loses confidence in their instructor, they become disinterested, antagonistic and learn little during the time that is given over to instruction. Therefore, when an instructor is questioned by the students, the instructor must be prepared to answer, they

A Return To Professionalism: Is It Too Late?

By Melton Wright

Editor's Note: Mr. Wright is Division School Superintendent of Rock County Public Schools, Winchester, Virginia 22658.

200 days cannot be broken with a notice of two weeks unless agreed to by the school board and a certified replacement is available. This writer has experienced at least five contractual violations among agriculture teachers in recent years. In the case of several teachers certified re-

placements were available, even if not as experienced. In other cases, teachers departed with a substitute in the class until a certified teacher was employed. The major problem in these and similar cases is that I honor a legal professional agreement and remain with my students until a replacement is hired. A secondary problem is to be my new career and increase in salary enough to meet my future to break a legal contract and act unprofessionally. Unfortunately, far too many so-called professional educators are opting for an affirmative answer to the second question.

Threatening school boards with sick-ins, work to the contract, and other labor-type behavior. These threats of professionalism are and are unworthy of professional educators on any level.

Failure to perform each day at a high level of preparation and teaching is a major source of dissatisfaction. Lastness, shoddiness, and a lack of enthusiasm for the job and the welfare of students is unprofessional. Failure in performance is easily observable by students and downgrades the entire profession along with the individual teacher.

Do-emphasis in departments of agricultural teacher education on professional education with students. Lastness, shoddiness, and a lack of enthusiasm for the job and the welfare of students is unprofessional. Failure in performance is easily observable by students and downgrades the entire profession along with the individual teacher.

Practice the art of teacher education with students. Lastness, shoddiness, and a lack of enthusiasm for the job and the welfare of students is unprofessional. Failure in performance is easily observable by students and downgrades the entire profession along with the individual teacher.

Some of the practices that do serious injury to professionals are mentioned here.

Practicing professional contracts at the convenience of the teacher. In recent years this practice has become widespread. School superintendents discuss the ramifications of this form of irresponsibility whenever they get together in professional meetings. A professional contract of

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A Return to Professionalism: Is It Too Late?

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the failure of these leaders to provide adequate facilities, salaries, fringe benefits, and "any other for their employees. Teachers are still among the poorest paid professionals in America. Continued neglect of their welfare will hasten the day when educational professionalism will be as extinct as Flintstone’s dinosaur. The best way to defeat unionists is to make professional rewards so attractive the teacher will not be attracted by the trappings of laborites.

A Time of Transition

Unquestionably, we live in a time of educational transition in American education. Thousands of teachers are re-evaluating their place in the profession. Will they be served best and be able to serve best by affiliating with a union and following the practices of labor? Or will they remain professionals and live on the high plateau of educational professionalism? The answer will be found in the quality of leadership and influence rendered by those professional educators who are dedicated to a rekindling of professionalism as we move rapidly toward the Twenty-First Century. The quality of professionalism taught and practiced by university professors, classroom teachers, and administrators will be a strong factor in the success of preserving education as a profession.

Dwight D. Eisenhower once said, "In order to be a leader a man must have followers. And to have followers a man must have his confidence. Hence, the supreme quality of a leader is unquestionable integrity. Without it, no man lacks forthright integrity, he will fail. His teachings and actions will not be believed and are sure to be distrusted by all who know him"

American education now needs statesmanship like leadership that will guide educators to a return to professionalism. Our profession must be restored to the future generation of educators.

Despite the threat toward unionism this writer is convinced that it is not too late. The greatest profession in the world is one of the highest status of professionalism it has ever experienced. Agricultural educationists should be in the forefront of this movement.

Perhaps I should not mail this letter, because it is too valuable to be classed as garbage. Still, I've been around for awhile, both active and involved in State and National levels, and I think I know what the fellows women, too!- want to read — and are passing over subscribing because it is not their day.

August 31 is the last day of my 27 years (25 here at Eastern High School). They have been most rewarding. The Eastern FFA Chapter and I have had more than our share of awards and honors during the years — and we were without the help of the pencil.

I trust Ag Ed Magazine will not come after me over this, but make a stronger effort to print more articles that will help those teaching vocational agriculture, agricultural, co-ops, or even production type programs. I certainly hope we don't lose sight of production programs. Yes, I know what urbanization does to a good, strong production program, because it happened here, too.

A couple of other things. Ag Ed Magazine could work more toward assisting ideas and ways to keep the 12-month programs — and get shorter ones to 12.

(1) How to make school farms really work for a community (regardless of size) and

(2) How and why to check projects. Yes, I call them projects — SOE is just a glorified excuse to cover tracks. The young ones coming out can’t seem to understand why a ‘project check’ is an important part of the job and problem.

Your magazine can help.

Yours truly,
Art Heideman
Vo-Ag Instructor
East High School
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Letters to the Editor

"Letters to the Editor" is a feature to encourage dialogue among readers of this magazine. Selected letters will be printed without comment or editing. Your letter will be welcomed! (Send letter to: Editor, The Agricultural Education Magazine, P.O. Drawer AV, Mississippi State, MS 37970.)

Editor:

Since this is my last year (I'm retiring), I'm going to

1. You are printing more articles by vo-ag teachers — but not enough.
2. Too many articles sound like Phipps and Cook from the 1940's.
3. Why isn't there more teaching tips in the magazine?
4. Why do you have to have a Ph.D. and be a college professor to get something entered? Two years ago I submitted two different ideas that were to be printed and pass on the idea (or tip) to others. I was informed by two different people it would be printed — but I haven't seen them yet.

The point is not that they were so great, but that's so great about the writing staff (March 1981), and/or the welding booth (April 1981?) if college professors, or supervisors, or program directors want to get some really good tips in the magazine, why don't they help the guys in the field with the ideas that work? And make sure they work?

April, 1981, page 14 is just what I'm referring to. This is something for the new teacher and old to take hold of and go — especially if he wants to up-date and make a change.

I have subscribed to this magazine for 27 years because I always thought it was "our" magazine and that it would get better "next year." Your subscription numbers are not what they should be and the reasons are that too much garbage to help someone obtain tenure is printed.

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1981

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Alibi Analysis

By Layle D. Lawrence

Agricultural Education in the Community

A recent article in the Journal of Agricultural Education and Extension discusses the importance of community involvement in agricultural education. The author argues that community involvement is essential for success in agricultural education. The article emphasizes that community involvement can help to increase student engagement and improve the overall quality of the educational experience. The author also highlights the importance of involving community partners in the planning and implementation of agricultural education programs. The article provides several strategies for involving community partners, including forming partnerships with local businesses, community organizations, and other stakeholders. Overall, the article highlights the importance of community involvement in agricultural education and provides practical recommendations for involving community partners in the educational process.
Professionalism: Spouse and House
(Continued from Page 17)

What Should Teacher Educators Do?
Few if any studies have dealt with the broad question of expectations of local programs, so supervisors and administrators should become involved.

Some Possible Activities
For both student and spouse for those in preservice program should be a regular feature of teacher education. Further, sessions at annual teacher conferences should focus on issues regarding home and school and spouses should be actively courted to attend. Much of a vo-ag teacher does can be a family affair. One of the authors, a rare second generation vo-ag teacher, can attest to the efficacy of this effort.

Family and individual counseling skills must be acquired and utilized by teacher educators. Historically not an area of expertise of the teacher educator, family and marriage counseling preparation must be considered for the future. Units of instruction in this area should be a part of preservice courses or courses available in graduate programs in agricultural education.

**Consequences if Problem is Ignored**
Program closings, reduced FFA activities, community disillusionment, continued teacher shortages, financial problems, divorce, and worse are some of the consequences that are expected if the problem is ignored. The lack of vocational agriculture teacher recruitment to stress and excessive responsibilities must be reckoned with. Teacher education may not be able to solve or eliminate the problems, but they might be able to reduce their impact on graduates and ultimately on the youth enrolled in vocational agricultural programs.

**Why Students Don't Want to Teach**
Being aware of some of the common student concerns is the first step in making students more interested in becoming teacher educators a clue for use in teacher recruitment and instruction. Many students are the primary concern. They suggest that they do not want to teach, but some reasons keep recurring. By time and money are cited as reasons for not entering the profession.

For much time and work vocational agriculture teacher spend in and out of the class for vo-ag and FFA, they do not get nearly enough recognition or pay. I believe my private life highly and appreciate the qualities my school without reservations. I am not willing to sacrifice myself to the occupation of a teacher.

I don't care enough to have a job and I don't really care about teaching. I don't care at all about the profession.

I am not motivated to have a job and to think about teaching.

**How University Students Feel About Teaching**

To Teach Or Not Teach Vo-Ag —

There is a critical need for qualified teachers of vocational agriculture. Recruiting undergraduates into agricultural education is an endeavor never considering at universities. No matter how much counseling, personal interviews, or encouragement a student receives, the final decision remains up to the student. Even though teacher educators hope to be able to help, they are not able to take any student and produce a finely polished teacher, unless the student decides to become a teacher, the efforts of the teacher educator are fruitless. Teacher educators, involved with recruitment into the field of agricultural education must ultimately ask themselves why some students are interested in becoming teachers while others are not.

Where the Decisions Begin
Where does the teacher-making process start? When do students really decide if they want to become a teacher or not? Is it a little too late yet, why do some students want to teach while others do not? Are these questions which concern per-
To Teach or Not Teach Vo-Ag — How University Students Feel About Teaching

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the full time process.

I am using this as a stepping stone higher positions. Such higher positions require people who can deal effectively with others and becoming an ag teacher is perfect training for these jobs. I like a job where you are not doing the same thing all the time.

I feel if that atmosphere that will satisfy my needs for competition, helpfulness, and farmer life.

Finally, there are those realistic students who are looking for fields with readily available jobs.

Ag teachers are in great demand and they have many more jobs than people to fill them.

Making the decision to become an agriculture teacher, or any other career choice for that matter, should be a well thought-out process. Individuals outside the field of education are confronted with the disadvantages of teaching as a profession through teacher strikes for higher pay, more preparation time, fewer responsibilities, and a variety of other issues.

Those individuals concerned with recruiting students into agricultural education need to wage their own publicist campaign to inform potential teachers of the advantages and rewards that teaching affords.

In agricultural education, many advantages and disadvantages are easily observable but there are many which are hidden. Often these advantages and disadvantages are not brought to the attention of students. They are aware only of the sides of teaching which they are told about and those they are able to observe for themselves. It is for this reason that individuals who become involved in agricultural education should take a careful look at the picture they are painting of agricultural education for their students. This need not concern only those instructors at the college level but should involve teachers at the high school level as well.

We need to take a careful look at ourselves as representatives of agricultural education to see if we are actually telling it like it is. We need to let students become aware of both the advantages and the disadvantages of this field, as well as any efforts which are being made to improve any fundamental faults it possesses.

There are numerous ways of getting across the positive aspects of being a prospective teacher of agricultural education. One might include: public relations to potential students, articles in agricultural education publications, direct mailings, and in-service teacher education workshops, etc.


Computer Modelling in Agriculture is designed for advanced college students and technical agriculture re- searchers wishing to use the computer in solving formal problems. Examples and models used by the author are specific to technical agriculture: disease transmission by insects, growth rates of animals, carbon metabolism in green plants, and management of механо-аго обработки.


Computer Programming for Dynamic Systems Models (II); Event- Oriented Models, and 6) Testing and Using Models. Appendix I lists solutions to example exercises presented in Chapters 2 and 3, while Appendix II shows complete FORTRAN programs for model examples that were presented in the third chapter.

Individuals planning to use the book as a guide when constructing testing models to solve agricultural-related problems should have a working acquaintance with FORTRAN programming.

The laborious task of canned computer packages such as SPSIS or PARM could be accomplished by using these exercises to develop a simple program that would help students in the problems in the book. Professors who teach technical agriculture courses requiring interaction with the computer should be especially interested in Computer Modelling in Agriculture because its examples are easily adapted for batch processing with either card, tape, or disk, and with modification, the microcomputer can be used today.

The author has been the Head of the Systems Synthesis Department at the Grassland Research Institute and has made important contributions to the usage in research and development. Agricultural education professional who need to develop programs should find these models useful. They are introduced in the book and work up to a reference to support their collection of computer materials.

Bennie E. Bowers, Mississippi State University Mississippi State, Mississippi

BOOK REVIEW

A Competency-Based Instructional System For Postsecondary Teachers

The expansion of program offerings in agricultural education has produced an influx of teachers not traditionally trained to teach, or to a considerable extent and to a considerable level of competency required to be supplied to today's schools. No one's more evident than at the postsecondary level.

A recruitment task force was developed to evaluate the picture they are painting of agricultural education for the students. This need not concern only those instructors at the college level but should involve teachers at the high school level as well.

We need to take a careful look at ourselves as representatives of agricultural education to see if we are actually telling it like it is. We need to let students become aware of both the advantages and the disadvantages of this field, as well as any efforts which are being made to improve any fundamental faults it possesses.

There are numerous ways of getting across the positive aspects of being a prospective teacher of agricultural education. One might include: public relations to potential students, articles in agricultural education publications, direct mailings, and in-service teacher education workshops, etc.


Computer Modelling in Agriculture is designed for advanced college students and technical agriculture re- searchers wishing to use the computer in solving formal problems. Examples and models used by the author are specific to technical agriculture: disease transmission by insects, growth rates of animals, carbon metabolism in green plants, and management of механо-аго обработки.


Computer Programming for Dynamic Systems Models (II); Event- Oriented Models, and 6) Testing and Using Models. Appendix I lists solutions to example exercises presented in Chapters 2 and 3, while Appendix II shows complete FORTRAN programs for model examples that were presented in the third chapter.

Individuals planning to use the book as a guide when constructing testing models to solve agricultural-related problems should have a working acquaintance with FORTRAN programming.

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AGRICULTURAL EDUCATION MAGAZINE

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THE AGRICULTURAL EDUCATION MAGAZINE

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4. Directing programmed instruction
5. Coordinating on-the-job instruction
6. Preparing displays to promote your vocational program
7. Selecting instructional resource needs
8. Conducting an occupational analysis
9. Arranging for television and radio presentations concerning your vocational program
10. Employing simulation techniques

With the rapid expansion of postsecondary programs and a variety of approaches to postsecondary education, many programs are designed for meeting professional certification requirements. In any event, teacher educators in agriculture must look closely at the different certification requirements and be prepared to justify their programs.

It is anticipated that this information will assist teacher educators in design- ing programs that are effective and evidence educational programs for postsecondary teachers of agricultural technology. These findings can also serve as a basis for the selection of those teaching competencies that should be used for meeting professional certification requirements.

It should be noted that secondary agriculture teachers of tradition- ally been certified upon graduation from college, with a degree of education. However, it is not inconceivable that teachers of agricultural technology might be certified on a competency basis rather than degree completion.

The merit of such a certification ap- proach promotes those in the business of teacher preparation to be prepared to justify curriculums that may be based on this practice or a change or mandate by other organizations through legislation.

The ten professional education teacher competencies rated as most important to the job by all respondents were:
1. Developing a course of study
2. Keeping up to date professionally
3. Evaluating your instructional ef- fectiveness
4. Developing program goals and objectives
5. Providing for student safety
6. Planning an annual instruction plan
7. Developing a lesson plan
8. Selecting student instructional materials
9. Determining needs and interests of students
10. Coordinating on-the-job instruc- tion

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Agricultural Education in Nigeria

While each developing country is unique, the increasing striking similarities and common problems are evident. One of the most common problems is the general agricultural education. The definition of this problem should be the attainment of self-sufficiency and the development of the people. The population of Nigeria is 110 million and is growing at an alarming rate. Nigeria has a large number of people who are dependent on agriculture for their livelihood. The national and international agencies are striving to improve agricultural education in Nigeria.

Agricultural Education at the Elementary and High Schools

Agricultural education is available at the primary and secondary levels. The National Primary School curriculum includes a study of the land and its resources, animal husbandry, and human nutrition. In addition, there is a study of rural life, including the role of the farmer and the importance of agriculture to the country. At the secondary level, the focus shifts to more specific areas of agriculture, such as crop production, livestock management, and market development.

In the early 1960s, there was only one university which had many students in agricultural education. The number of students enrolled in agricultural education in Nigeria has increased significantly in recent years. The government has made efforts to improve the quality of agricultural education in the country. Today, agricultural education is available at the primary, secondary, and tertiary levels.

In conclusion, agricultural education in Nigeria has come a long way from its humble beginnings. The government and the various stakeholders have played a significant role in the development of agricultural education in Nigeria. There is still much work to be done, but the future looks promising.

By JULIUS S. ANWARDEEN

References


Two years of training after high school with courses being offered in agronomy, farm mechanization, farm management, and land management. Other courses in the agricultural curriculum include studies in horticulture, animal husbandry, and soil science.

The agricultural education curriculum is designed to prepare students for a wide range of careers in agriculture. Graduates of agricultural education programs work in a variety of settings, including agricultural research institutions, extension services, and private sector companies. Agricultural education in Nigeria is an important component of the country's development strategy, and the government has made significant investments in this field.
Utilizing Student Assistants
In Teaching Vocational Agriculture

By LARRY GARDEN and RICHARD WEBER
Assistant Professor of Agricultural Education
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student assistant should possess good personal characteristics such as maturity, honesty, reliability, and the ability to get along with others. It is desirable that the assistant be an active FFA member with a high degree of interest in the local chapter. To be effective as a student assistant, it is important that the student have previously taken the class in which he or she will be assisting.

As a minimum, they should have some competency in the subject matter being taught. The ability to type would also be a great asset. It should be realized that the ideal student may not always be available to assist. Often, students with no background in vocational agriculture but with secretarial skills such as typing and filing can be used effectively to lessen some of the workload.

The number of student assistants that a vocational agriculture teacher can use will vary. It may be possible to use one or more assistants for a class. Some factors to consider in determining the number of assistants might be:

1. the number of students enrolled in the class;
2. the degree to which the FFA chapter is involved in various activities;
3. the methods of teaching used; 
4. the competency of the teacher in administering the department; 
5. school policy; and 
6. the effectiveness of the assistants.

In this case, one could act as the office secretary taking care of correspondence, filing, and typing. The other assistant would be more involved as a class assistant taking attendance and assisting the teacher as needed.

Possible Student Assistant Activities

1. Assisting in grading daily quizzes in supervising students during laboratory assignments and shop time in preparing lesson plans in completing assignments in scoring science fair projects and in keeping files in FFA records.
2. Keeping attendance records and maintaining the organization of the FFA magazine.
3. Developing test papers and recycling of old tests.
4. Maintaining test papers and returning test papers.
5. Grading assignments and regrading of tests.
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Portable Ground Fault Interrupter

By Glenn B. Sims
Editor's Note: Mr. Sims is Vocational Agricultural Teacher at Westside High School in Windom, Minnesota. This article is based on his participation in the Ideas Unlimited Contest sponsored by the National Vocational Agriculture Teachers Association.

Electric shock is a very real problem in the agricultural mechanics laboratory. Even though most equipment is double insulated or double grounded, there is still a real danger of electric shock. The possibility of electrical shock is increased when classes work on concrete or outside. Fused circuits provide protection only in high current situations. It is generally agreed that currents below 500 milliamps can cause injury or death.

The ground fault interrupter (GFI) or GFCI measures the difference between current going into a conductor and current going back into the neutral. The GFI will trip at a point below the level required to cause injury. It also accomplishes this in a far shorter time which further reduces the risk.

The teaching of agricultural construction, in a situation which requires GFI protection. The ground fault is the most likely type of electrical failure to occur in this situation because of the excellent grounding conditions. The main difficulty with GFI protection in construction has been due to the extreme sensitivity of the GFI. Long extension cords are commonly needed in construction. The GFI is used to prevent a ground fault. Full protection is now provided in the situations where it is most needed.

The GFI used for this portable unit is the type that is built into a duplicate receptacle box similar to a weatherproof box and cover. I have attached a six-foot length of heavy duty cord and flexible (Type SO) electrical cord. A heavy duty three-prong grounding plug has been attached to the end of the cable. The six foot length was chosen to provide a short length that still allowed the GFI to be placed out of the way of the equipment.

The portable GFI unit is best used in any situation in which a ground fault is present. The most obvious example would be using a small portable concrete mixer to pour a concrete footing outdoors. When this portable GFI is used, the circuit should still be protected by conventional fusing. This unit is not designed to protect against current overloads or line to line short circuits. The GFI unit has a test button which should be used once per month to insure that the unit is functioning properly. When testing, make sure to follow the manufacturer's wiring instructions.
Why Not An Alumni?

By John A. Griffin

Editor's Note: Mr. Griffin is a Vocational Agriculture Instructor at Zillah High School, Zillah, Washington.

FVA PAGE

Why not an Alumni? Teachers of vocational agriculture, take a few minutes and answer this question for yourself. I hope this will not be a "pitch" for the FVA Alumni. This will be an exchange that will trigger a reaction to help you do your job. I only speak for your students in vocational agriculture.

The reaction I receive from some teachers of vocational agriculture regarding the FVA Alumni is neutral or even negative. We need a positive reaction with all things concerning the FVA organization in order to be successful. One reason that the State of Washington does not have a widespread functioning Alumni association is resistance among ag teachers. Some ag teachers say that they do not have enough time to organize and run an Alumni affiliate. Others say that they do not want a bunch of people dictating what they teach and what they do for FFA activities. Still others say that they do not see the need in their school or community for a Alumni affiliate. Some teachers simply do not know what the Alumni is or what it should do.

Alumni Membership

The FVA Alumni Association was formed to be a "booster club" to the total vocational agriculture program which includes the leadership activities of FFA. To be a member of the FVA Alumni, a person must be one of the following:

1) a former FVA member,
2) a parent of a current or former FVA member,
3) an honorary chapter member, or
4) a friend or supporter of the FFA organization who wants to help.

In every community, nearly everyone is a potential FVA alumni member. Just like the band booster club helps the music department, the Alumni helps the program. A strong FVA Alumni is a vital asset to the education program.

Stretching Time

Ag teachers often complain that if they had an Alumni group in their town they would be spending too much time away from home and family. In most cases the ag teacher is overworked, underpaid, and never totally appreciated for the long hours and dedication to youth. Rather than spending time on dozens of different projects during the year, think about investing some time with an Alumni group and collecting some of the dividends. Think about the amount of time it would take to set up a livestock show, fair display, baby animal farm, or organize a fundraiser to send members to a state or national convention.

An organized booster club for agriculture made up of interested, motivated, and knowledgeable persons can save considerable teacher time. For an investment of one or two hours a month, the ag teacher could benefit from hundreds of hours donated by the Alumni group. In today's troubled times a good manager must look at investment vs. return and then make a decision. The few hours spent to organized an Alumni group are well invested.

Retaining Skills

In our programs we spend up to four years with students training them in a wide variety of agriculture and leadership skills areas. We push and encourage them to reach for goals they may have felt they could never reach. With your help they did reach those goals. In our successful high school programs we have helped to build productive, responsible, knowledgeable, and energetic individuals. A great resource to our selves and our future students is going out the door at graduation and most of them will not be heard from again as far as the FFA program is considered.

FVA has been a big part of the lives of many organized Alumni, association headquarters, back into the program. These former FFA Alumni, the local advisor can rely on, have a successful program, and the members are in a job by choice rather than by chance. If we are not up to date with leadership and motivational tools available, then we have to as instructors supporting the FFA Alumni. How man of us are members? How many of us now have the support group? How many of us have the Alumni group?

Supporting Vo-Ag

The key to the FVA Alumni is that they will be an organized support group. You can always call on parents of officers or local merchants, but it seems like the same people are always asked to give of time or materials. With the Alumni the work is spread out. You'll have more manpower to tackle those tough tasks. You'll have volunteers who will always be ready to help. You'll have more support from folks who will be glad to help. You'll have more money to spend on things, not just on the ones who can help you. With the Alumni, you may miss some that could really pick you in and help.

Photographs for the Magazine

The Agricultural Education Magazine needs photographs depicting the activities of agricultural educators, their students, and their programs. Photographs should be considered for use on the front cover, stories in Pictures section, and in other places.

Color, well-composed, 3x2 black and white photographs should be sent to the Editor. A complete statement of explanation should be attached to each photograph. (No photographs will be returned without a specific request.)

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JULY 1971
Stories in Pictures

PROFESSIONALISM Dos and Don'ts

PROFESSIONAL DRESS

HAS A SENSE OF HUMOR

IS ACTIVE AND INVOLVED

KEEPING CURRENT

THEME: The Beginning Teacher