The Agricultural Education Magazine

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THEME: Relationships With Agricultural/Educational Agencies
Finding Help When Help Is Needed —
The AWA Yearbooks

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best. This Yearbook is a good source of information for individuals who are concerned about the future. History, forecasting, trends, challenges, and human resource development are each treated from the perspective of 21 vocational educators, or persons highly knowledgeable of the future.
The other Yearbooks are:
CONTEMPORARY CONCEPTS IN VOCATIONAL EDUCATION, Gordon F. Law, ed., 1971
VOCATIONAL EDUCATION AND THE INDIVIDUAL AND HIS EDUCATION, Alfred H. Krebs, ed., 1972
CAREER EDUCATION, Joel Magison, ed., 1973

THEME
Relationships with Agricultural and Educational Agencies

Linkage is a relatively new term coined by educators to denote the importance of necessity of relating to others with similar aspirations, goals, and duties and to others within similar organizations. This process of building relationships between agricultural education and other educational and educational agencies has always been an important aspect of our programs because all groups involved reap the rewards of collaborative efforts.
The importance of maintaining and expanding these linkages has never been more important: the success of our programs is dependent upon these linkages. However, organizations and agencies are becoming more specialized and complex. As a result, linkage becomes more difficult, communication becomes harder, and establishing viable relationships takes more effort. A multitude of demands is being placed on all organizations. The opportunity to become involved with a cadre of projects, activities, and relationships exists. However, if agricultural education is to fulfill its mission, it is important that appropriate linkages be established and maintained.

Why are relationships between other agricultural and educational agencies important? Why should agricultural educators work to develop such relationships? They provide the vehicle for:

— Stimulating an exchange of information.
— Identifying problems existing within the agricultural and educational communities and provide a mechanism to find working solutions to overcome these problems.
— Developing channels of cooperation and communication.
— Shaping and implementing policies and programs of mutual benefit.

THEME
Cooperation With Community Organizations and Agencies

One of the challenges vocational agriculture teachers face is that of community service. Normally, it is not a question of becoming involved in community service, but the extent of involvement and selection of activities. One method used by many vocational agriculture teachers to plan their community service activities is to coordinate their efforts with other agencies and organizations. Some of the advantages of this coordination include:

— Encouraging innovation by sharing new ideas and concepts.
— Creating good public relationships.
— Developing an understanding of the purposes of agricultural education.
— Providing agricultural educators an opportunity to develop an understanding of other organizations and agencies.

What relationships should be developed? While a myriad of possible relationships exist, some of the most important relationships that need to be developed and strengthened are those involving agricultural education and:

— The Cooperative Extension Service.
— Other vocational education programs.
— The community.
— Other teachers and university faculty.
— Colleges of agriculture.
— Administrators and counselors.
— International agricultural programs.
— Agricultural agencies.

THE PHILOSOPHY FOR QUALITY VOCATIONAL EDUCATION PROGRAMS, Melvin Barlow, ed., 1976
FOLLOWING THE NATION'S WORK FORCE, Merle E. Strong, ed., 1975
VOCATIONAL EDUCATION FOR SPECIAL GROUPS, James E. Wall, ed., 1975
COMPREHENSIVE PLANNING FOR VOCATIONAL EDUCATION: A GUIDE FOR ADMINISTRATORS, Carl F. Landay, ed., 1972
VOCATIONAL INSTRUCTION, Alex P. Cross, ed., 1980
Individuals with interests in areas treated by the Yearbooks would do well to obtain and read the appropriate volumes. They are available from the American Vocational Association, 2020 North Fourteenth St., Arlington, Virginia 22201. (Prices range from $8.00 to $16.00.)

This issue of THE AGRICULTURAL EDUCATION Magazine is primarily devoted to a discussion of relationships that exist between agricultural education and other agencies. Teachers, teacher educators, and supervisors should proceed immediately in strengthening and expanding these linkages for the mutual benefits of the programs involved.

The Cover
Building relationships between agricultural education and other agencies is important. All groups involved reap the rewards of collaborative efforts. (Citation courtesy of Jimmy C. Greek, University of Florida.)

Cooperation With Community Organizations and Agencies

By W. Wade Miller
(Editors’ Note: Dr. Miller is Assistant Professor, Department of Agricultural Education, Iowa State University, Ames, Iowa 50011)
Cooperation With Community Organizations and Agencies

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(BOAC), Chapter Safety Award, and the National Chapter Award.

The Building Our American Communities award program can be used with activities and projects which help to improve the community in some way. Some of these projects could include:

- building or improving parks and recreation facilities,
- landscaping of community and school grounds,
- clean-up of roadways,
- construction exhibits and demonstrations.

The Chapter Safety Award Program also provides opportunities for cooperation between community organizations on projects such as:

- herbicide can-crushing and safe disposal,
- conducting safety campaigns on various subjects,
- promoting articles on safety to the local newspaper,
- elimination of mosquito breeding places.

The National Chapter Award can be supported through community service activities and cooperation by strengthening the FFA chapter's program of activities in the areas of not only community service, but also cooperative activities.

Three Examples

The following are examples of how three Iowa vocational agriculture programs have coordinated some of their community service activities with local organizations and agencies.

One of the problems many rural communities face is ambulance service. When the North Benton Ambulance Service of Benton County, Iowa, purchased a new ambulance at a cost of $32,000, one of the organizations they approached was the Vinton FFA Chapter. According to Duane Fisch, advisor, the FFA organized a systematic door to door plan to raise money to work with others. Some of the benefits the chapter members receive in working with other groups include improving the quality of living in rural communities, developing community services, promoting a sense of pride and initiative, developing community leaders and citizens, and promoting better understanding on behalf of other organizations of the role of the local FFA chapter in developing the community.

Cooperation

A great way to summarize the value of cooperation with other groups in community service can be found in the FFA Ansonian, p. 85:

"Community service activities can take many forms. A study of the needs of the community, a community development plan and a project in natural resources conservation but a few types of community services that can be rendered by FFA chapters."

Through participation in community service activities today, FFA members acquire the knowledge and develop the skills they need for tomorrow. At the same time they perform valuable services to assure a brighter future for their families and friends.

Is cooperation with community organizations and agencies and the local FFA chapter worth the effort? Yes!

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The C's: Supplements to Enrich The Vo-Ag/Extension Relationship

The county agent? I know he is, but that's about all. He's never visited our agriculture department."

"Being a new teacher, it's hard to identify good resource people for my classroom."

"Extension is having its winter meetings on Thursday nights? But that's the same night that our Adult Farmer classes are scheduled."

"The extension agent in my county says I can't WORK WITH ADULTS — that's his area."

These comments are too often expressed by vocational agriculture teachers and county extension staff members. The comments themselves reflect the uncertainties and misconceptions of the mutual, reciprocal roles of staff members of both vocational agriculture departments and county extension offices. In numerous counties, the vo-ag/extension relationship is positive, healthy, and strong because both agencies understand, appreciate, and support each other's roles, goals, program efforts, and expertise. In other counties, however, the relationship may be deficient and decline from the lack of cooperation between the two. The commonalty of both the loyalty and participation of selected audiences to open counter-productive warfare which consumes energies, reduces efficiency, and minimizes educational impact. Misunderstanding and misinterpretation of role similarity are the principal culprits in these deteriorating relationships.

Role Similarity

Basically, agriculture teachers and Cooperative Extension agents have similar roles in meeting the agricultural education needs of the youth. Both are "change" agents, individuals who help people make positive changes to solve problems. In the teacher's case, you are charged with the responsibility for working with youth and adults on agricultural needs and problems. Likewise, the Extension agent is dealing with adults and youth (through 4-H), helping them to solve these same problems. If both of you have similar roles in agricultural education, why is it that we have such a seemingly diverse understanding of roles and communication and coordination of these two individuals or agencies? We believe that this diversity may be due to lack of understanding of one another's roles or functions, lack of individual communication between agents and teachers with common interests and needs for "territorial rights." To be more succinct, you, the teacher, and the personnel of the Cooperative Extension Service could possibly be more effective and efficient in determining and accomplishing your respective missions if you supplement your similar roles with three C's: communication, cooperation, and coordination.

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Communication

The fundamental element of any relationship is communication, the two-way flow of information via a free interchange of thoughts, opinions, ideas, and facts. Thus, these conditions are necessary for communication to be maximized:

1. Each party (agent) must be willing to work in an atmosphere of mutual acceptance and respect and recognize limitations on actions, but formal and informal for communication.

An atmosphere of mutual acceptance and respect can be realized by putting aside attitudinal barriers and by fostering good will — both rather abstract techniques. Specific steps to establish formal and informal communication channels, however, can be taken.

1. Take the initiative. Contact the Extension office and make an appointment to visit the agent(s).

2. Organize periodic meetings for vo-ag/Extension personnel to share information and plan program efforts. Tell the Extension agent about your program, its goals, and needs. Discuss the Extension program, and determine its goals.

3. Include the Extension agent on your advisory committee or as a consultant to the committee.

4. Research the agents and your perceptions of the agricultural program. A beginning teacher may have more problems with negative attitudes, so demonstrate your willingness to improve these attitudes. Experienced teachers must be open to comments and suggestions.

5. Organize a systematic procedure for sharing newsletters, newsonline, and other informative material.

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The C's: Supplements to Enrich the Vo-Ag/Extension Relationship  
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Cooperation  

Through communication, areas of common interest can be identified, working together on these identified interests is cooperation. One of the most obvious examples of cooperation is interagency cooperation in youth and adult programs. Joint endeavors exist between 4-H and FFA, not only in such areas as educational clinics, workshops, and short courses, but also in the planning and conducting of shows, fairs, fund raisers, public relations, and community service.

For example, an educational program on energy-saving techniques for field crop production may be needed. You and the agent could cooperate in planning, organizing, and conducting a variety of activities for youth and adults to improve their awareness, knowledge, and skills in these new energy techniques. Or you may have identified, through the "communication" phase, that the agent needs someone with expertise in livestock judging to help train a 4-H team. You just happen to be the livestock judging authority in the area and will be training an FFA team anyway. Why not work with both teams? Besides, you need help with a poultry team and that (by coincidence, no doubt) is the agent's forte. Few county or district fairs are organized, planned, coordinated, and conducted exclusively by Extension agents or agriculture teachers.  

Communication your appreciation of their need for additional help. More reciprocal involvement in this type of event provides for a less hectic and frustrating job.

Coordination  

Coordination assumes that individuals are "working together" in a more systematic or organized way to deal with common problems. There is an element of planning in coordination that may not be necessary for cooperation. Coordination is essentially the "line" or "hierarchic" adjustment of the cooperative endeavor; it is the integration of program plans and agency resources to achieve maximum efficiency and impact. As stated previously, the roles of vocational education teachers are similar to those of Extension agents; therefore, why not formally discuss programs and identify areas where programs and activities can be coordinated? This could be accomplished annually by looking at upcoming activities, programs, contests, etc., and determining if there is a need or reason to coordinate the planning, organizing, or conduct of any aspect of your respective programs. Successful coordination is based upon the premise that the programs involved have COMMUNICATED and agreed to COOPERATE. The notion of coordination is relatively useless without a solid foundation of communication and cooperation.

Jointly Fulfill Missions  

The agriculture teacher and the Cooperative Extension agent have common roles and responsibilities in fulfilling the mission of their respective agencies. Through effective communication, cooperation, and coordination, these agency representatives (teachers/agents) can realize greater effectiveness. In this age of energy consciousness, let's not forget the conservation of "human" energy. By supplementing your activities with the C's cited in this article, a more healthy effective relationship can be realized between teachers of agriculture and agents of the Cooperative Extension Service.

Communicate for ideas, cooperate for variety, and coordinate for success!

**THEME**  

**A Spoke In The Wheel**

**By: JOE W. KOTZEL**  
(Editor's Note: Dr. Kotzle is Associate Professor, Department of Agricultural Education, Louisiana State University, Baton Rouge, Louisiana 70803.)

Is vocational agriculture/agribusiness just another vocational program? Or does it have some special characteristics that set it apart from other vocational programs?

If you asked three questions of vocational agriculture/agribusiness teachers across the nation, chances are that most would say that the latter is true — that the vocational agriculture/agribusiness program is a one of a kind — that it is different from other secondary vocational programs.

**Unique Qualities**

The accomplishments of vocational agriculture/agribusiness teachers lend support to this claim in many ways:

1. The FFA has been melded into one of the best student organizations in the world.
2. The vocational agriculture/agribusiness program has always been known as one that provides, in addition to vocational training, some of the best leadership training available in the public schools.
3. The program continues to be recognized as one that does not end with the last class bell of the day. Instead, it is known as a program that extends into the evening, over weekends, and through the summer.
4. Co-curricular activities such as contests, awards, banquets, and other leadership activities are a more important part of this program than of other vocational programs.
5. Home visits are recognized as an integral part of the program — more so than all other vocational programs.

Yes, and other unique characteristics of the vocational agriculture/agribusiness program do exist. However, this program is similar to other vocational programs in several other respects.

**Commonalities**

There are commonalities of vo-ag with other vocational programs. For example, all vocational programs have the same primary goals — to prepare students for entry and advancement in the occupation for which they have been trained. All vocational programs are funded by virtually the same sources at the state and federal level. All state classroom instruction along with corresponding laboratory experiences. All have vocational student organizations, adult vocational programs, and lay advisory committees as common components of their programs.

So, the question of whether vocational agriculture/agribusiness is just another vocational program has both a "yes" and a "no" answer. It is unique in several ways and in several it is not.

**Taking Advantage of Commonalities**

How can teachers of vocational agriculture/agribusiness use this relationship with other vocational programs to their advantage? Since there are many elements common to all vocational programs, how can vocational agriculture/agribusiness teachers work together with other vocational teachers to achieve the greatest efficiency and least duplication of effort?

Many cooperative efforts have been conducted by vocational agriculture teachers in the past. One example that is of specific interest is the use of mathematics classes in schools is the use of joint award banquet. Home economics and agriculture/agribusiness teachers have been conducting joint award banquet for years. This type of activity is also possible between agriculture and other vocational programs. The benefits include better public relations and more efficient use of time and money.

Another possible area of cooperation is with the planning of public relations for National Vocational Education Week. The vocational teachers in each school or school district could take turns in coordinating radio, television, and newspaper publicity. Cooperation of this type would result in local vocational education programs taking advantage of excellent public relations opportunity.

Classes can be exchanged which would result in taking advantage of the specialties possessed by individual vocational teachers. For example, agriculture/agribusiness teachers could teach parliamentary procedure to students in other vocational programs while the home economics teachers could provide instruction in consumer economics and the distributive education teachers could provide instruction in business management.

Many vocational teachers have found that joint student activities are beneficial to all involved. For example, vocational clubs (FFA, FHA, FBLA, DECA) have participated in joint tours, camping trips, field trips, and hamburger cookouts. The benefit is that students get the feeling and pride of being a part of a larger group. This fosters a spirit of cooperation among teachers.

Joint public service projects have been conducted successfully in schools of all sizes. For example, in schools where several vocational programs exist, group efforts have been used effectively in service projects. In one mid-sized community, the vocational agriculture/agribusiness students rebuilt the local 4-H club's stock trailer; the vocational paint and body students became involved in the project next by painting the trailer; finally, the vocational drafting and industrial arts classes combined efforts to letter and paint the name of the 4-H club on the side of the trailer. The result — good job-related experiences for all students involved, good public relations for all vocational programs, and the promotion of good relationships among the teachers involved.

**Cooperative Efforts Mean Better Programs**

It should be easy to recognize that the fact that more effective programs can be developed through cooperative efforts. This topic merits additional thought by teachers — because this is where cooperative efforts can best be initiated.

Yes, agricultural education is a "spoke in the wheel" of vocational education. A very important spoke at that!
Changing People

Some call it education, others call it extension. Sometimes it is communications, or non-formal education, or even community development. The circumstances or settings may vary in detail from one country to another, but all are essentially dealing with the same objective and purpose — changing people.

Technology vs. Humanistic. The traditional argument deals with taping the scales in favor of knowing technical information vs. knowing how to work with people. Certainly having one does not guarantee the other. Yes, you must have a "message to communicate" or a "lesson to teach." However, having the message or lesson does not guarantee that you will be successful in communicating it, or "extending" it, or having your student (client, audience, or farmer) "learn" or even understand. The situation soon ends up as "which came first, the chicken or the egg?" Regardless of your answer, it takes a sensitive balance of the two elements to be a truly successful educator, communicator, extension worker, or community development worker (or should it be "change agent"?). This is particularly true in international work.

The Same Purpose. No matter what the position is called, most of the circumstances or details are identical.

The people you work with in international education in agriculture have the same qualities: they are reluctant to take risks and are cautious about new ideas; they use the same modes and process of perception and association; and they range from energetic, inexperienced youth to the steady, experienced aged.

Educators (communicators, extension workers . . .) all use the same basic tools: instructional strategies, including a variety of group dynamics techniques; audio-visual aids such as chalkboard and projection equipment; and individual and group leadership and training techniques.

The setting may differ but the purpose is the same. For example, the teacher is usually found in the classroom, the communicator works through the media, and the extension worker operates in informal situations in the community. Each is working to change people as observed by their change in behavior — whether it be by trying a new seed variety, working on a community committee, learning to read and write, or providing leadership.

Since our relationship to the people with whom we are working is identical — changed behavior — the "game" is the same, no matter what the name.

Using Agency Relationships

There are many agencies involved in international education in agriculture. It is important to note briefly both the agencies involved and the relationship you and the agency should have with the people with whom you are working.

Who Is Involved? One of the agencies best known to Americans is the U.S. Agency for International Development (AID). The focus of AID programs has changed in recent years to comply with the 1974 congressional mandate that the development activities focus on the "poorest of the poor." Since most of the less developed countries in the third and fourth categories of economic development (estimated in 1981) are agricultural, programs have been geared to helping subsistence farmers.

Other programs commonly thought of as providing technical assistance and working in international education in agriculture include: United Nations Food and Agriculture Organization (FAO), International Labor Organization (ILO), United Nations Education, Scientific, and Cultural Organization (UNESCO), and Peace Corps (note: see the May 1981 issue of Voc-Eso for a listing of opportunities abroad in vocational education). There are also multinational and/or multinational organizations providing millions of dollars for programs of education in agriculture such as the World Bank, the Asian Development Bank, the African Development Bank, the Saudi Development Fund, the Inter-American Development Bank, and the United Nations Development Program. To these many organizations we add the foundations such as the Ford Foundation, the W.K. Kellogg Foundation, and the Rockefeller Foundation.

Relationship to the People. Agencies and their programs in agricultural education must be concerned and consider the problems of the people. Some common problems of education are (Steinitz, 1981):

- Wages for jobs are based on level of credentials held rather than on relevance to job requirements or individual proficiency.

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Relationships Between Vo-Ag And International Education

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— The upward push for educational credentials leads to more theory and less practicality.

— School enrollments in a developing country increase faster than jobs in the modern sector and increase the number of the educated unemployed at increasingly higher levels of education.

Can't Transplant America

American educators find that you can't just transplant traditional American programs or simply apply our educational norms to situations in other countries. Many agricultural educators even confuse the lack of formal education with the level of intelligence. Educational programs must fit the country and its people. The agricultural technology which is successful and readily adopted is that which is being generated in local environments (Hildebrand, 1977). Not only the agricultural technology, but the educational programs, must meet the three important criteria of being biologically adapted, economically viable, and socially acceptable (Byrnes, 1978). If programs don't meet these criteria then agricultural educators can be criticized for being "brainwashed" in the sense of the following statement of Shridath S. Ramphal, former Minister of Guyana, cited in The New York Times, April 15, 1979:

"For too long we have been brainwashed into believing that the best education, the best technology, the best services, the best intellects, the best everything you can think of, come from the so-called developed world. All that is rural is bad. All that is urban is better. All that is foreign is best."

There are many relationships between agricultural education and international education in agriculture. The basic relationships come from the growing global interdependence that affects our country. There is also the relationship with other professionals having the same basic objectives. The same is true of the value that the name "agriculture" is working to help people help themselves by changing behavior. Finally, no matter what agency is involved, there is the essential relationship that programs be biologically adapted, economically viable, and socially acceptable.

References


THEME

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By James A. Knight and D. Dean Stiefel

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Relationships of Departments of Agricultural Education and Colleges of Agriculture

Departments of agricultural education should and must develop strong relationships with all programs in the colleges of agriculture to assure viable pre-service and in-service teacher training programs. Such relationships cannot help but pay long-term benefits for both the colleges of agricultural education and departments of agricultural education. The need for close working relationships between these two areas has a conceptual basis dating to the early history of teacher education in agriculture which continues today.

Historical Basis

Historically, teacher education programs in agriculture were administered within colleges of agriculture. Most programs grew out of the mandate of the Smith-Hughes Act of 1917 to prepare individuals to teach vocational agriculture in rural high schools. According to Bender (1977) early programs of vocational agriculture were for the purpose of developing interest and competency in farming. Farm boys were taught basic skills and improvement practices in the production of crops, livestock, agricultural mechanics, and farm management. What better place is there to develop technical competencies needed for secondary teaching than in the college of agriculture.

Dependent upon college of agriculture faculty to develop technical competencies, departments of agricultural education faculty could devote their time to the pedagogical skill development and developing skills needed to operationalize vocational agriculture programs. Components of vocational agriculture including class and laboratory study, occupational experience, and the Future Farmers of America were intact by 1928. Teachers were taught appropriate strategies needed to effectively and efficiently use these components to teach technical skills and develop leaders in the agricultural industry.

Secondary students, young farmers, and adults were enrolled in agricultural programs. At this point in the early history of agricultural education, a strong partnership between the colleges of agriculture and the department of education appeared to be one of necessity to effectively train future teachers. Has this situation changed today?

Present Day Linkage

Passage of the Vocational Education Act of 1963 and subsequent amendments in 1968 expanded content areas of vocational agriculture to include more than production agriculture. Agricultural production, agricultural supplies and services, agricultural mechanics, agricultural products, ornamentals, horticulture, and natural resources are some of the content areas of vocational agriculture designated by the federal government. Beyond these, several states have developed special programs in small animal care, environmental protection, horse training, and other areas.

A rapidly expanding agricultural industry is developing new technologies every day. Correspondingly, vocational agriculture teachers must acquire an ever-increasing number of skills and competencies.

One must assume that the college of agriculture is the most appropriate entity within the university to provide technical skills needed by teachers. Obviously, the extent and scope of technical skills needed to teach vocational agriculture are greater today than ever before. Departments of agricultural education have a responsibility for coordinating college development to colleges of agriculture to assure that appropriate instruction applicable to the needs of vocational agricultural teachers is available.

Today, as in former years, professional needs in the areas of teaching competence and skills are, of course, the responsibility of the agricultural education department. Development of technical competence, however, rests upon the shoulders of colleges of agriculture. When we have teachers who are not being adequately prepared in the technical areas, the concern is a problem for the college of agriculture.

Pre-Service Teacher Training Programs

Generally, 45-60 semester hours of the undergraduate agricultural education curriculum are in technical agriculture. An ad hoc committee was appointed by the Agricultural Education Division of the American Vocational

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Getting on "Trac" by Dale Perritt

Teaching agricultural tractor service and repair is challenging under ideal situations. When 20 or more students are crowded around one or two tractors or power units, the challenge quickly becomes an impossibility. Some students will not be able to see or hear—much less gain "hands-on experience." Classes filled to capacity with students of differing mechanical aptitude levels require both good planning and adequate technical knowledge to challenge both the fast and slow learner. There may be a teaching tool in the local community that will provide teachers an option for large class management, improve technical instruction, and offer special-need students extra help.

The Trac-Com System

The Trac-Com System is an audio-filmstrip presentation developed by Ford Tractor Company to assist in training Ford technicians and mechanics in the disassembly, inspection, repair, and reassembly of Ford tractors. Instructional units are available for the major systems found on the agricultural tractor. Although these audio-filmstrips are designed for the Ford tractor, much of the material is generic in nature and may be related to other makes of tractors.

Where Is It?

If there is a Ford tractor dealership in the local area, chances are there is a Trac-Com System available. Of course, the local teacher must contact the dealer, make the dealer aware of the need, and then work out an agreement for borrowing the system. In a recent study in Mississippi, seven Trac-Com Systems were borrowed from Ford tractor dealers. All of these dealers were most cooperative in loaning the equipment. The dealers ordinarily made only two requests: (1) take good care of the equipment and (2) return it at the agreed time. Remember, "ask and ye shall receive."

How to Use It

The Trac-Com System provides a "Leader's Guide" booklet with each audio-filmstrip presentation. These guides provide suggestions for setting up and using the system. Teachers may also develop worksheets which will aid the students in retention of concepts presented in the filmstrip.

The research previously mentioned indicated that the Trac-Com System used with a small group, such as four or five students, was very effective in teaching value train-cylinder head service and repair. Student test scores collected three weeks following the instruction were much better than scores of students taught the same subject by a more traditional lecture-demonstration technique.

The Trac-Com System may also be used in the laboratory as a step-by-step guide for disassembly, inspection, repair, and reassembly of various tractors. Tractor filmstrip equipment is especially effective when used with a Ford power train unit found in many vocational agriculture departments. The Trac-Com is not intended to replace the repair manual, but to complement it by visualizing mechanical processes.

Finally, the Trac-Com System may be used to help students who have missed classes or who need extra help with a particular tractor system.

Educational research has shown an effective technique to be that of having small groups go over complex tasks. The Trac-Com System can provide a dual educational opportunity by giving the student learning potential while providing more flexibility for the instructor.

References


The author is shown testing the Ford Trac-Com System in an experiment to determine whether students learn more if taught using the system or by a teacher.

DECEMBER, 1981

ARTICLE 14

The Agriculturative Education Magazine
A Horticulture Program That "Puts It All Together"

By RICHARD GUSTAFSON, ERIK MUNSON, DENNIS PARRISH, & HAROLD STUCKLAGER
(Editor’s Note: The authors are horticulture instructors at Montgomery County Joint Vocational School, Clayton, Ohio 45315.)

A meaningful horticulture program must combine classroom/laboratory instruction, summer experiences, and industry contact. These have been achieved at the Montgomery County Joint Vocational School in Clayton, Ohio. This article describes the horticulture program as it is carried out in this Southwest Ohio community.

A Diverse Program

The four horticulture instructors teach nearly 100 students who are transported in four buses to nearby Dayton. The program begins the junior year and provides a variety of learning experiences.

Junior students entering the Montgomery County Joint Vocational School are randomly divided into two groups. One group spends the first semester studying landscaping and turf management. Laboratory experience includes design and implementation of a residential landscape plan, total maintenance of a 6,000 square foot golf green at the school, and horticulture laboratory.

The first quarter of the other group is spent on floral design, retail flower shop management, greenhouse management. Students establish and maintain greenhouse crops and then retail them through the school’s flower shop. A variety of flower arrangements for various occasions is also offered.

At the end of the first semester, the instructors exchange classes and reassign the instruction with the second group. The diverse junior curriculum allows the students to make more informed decisions on which area to specialize in the senior year. Should career goals change slightly during or after the senior year, the student has enough background to function in another horticultural occupation.

In the senior year, landscape specialization students complete several landscapes in the community. The class has a bus available at all times to reach the job site where they interview the potential customer, sell their plan, and complete installation. Back at the school they draw the plan and figure cost estimates. In the spring the class installs one of eight gardens in the local school garden, working side-by-side with lending local landscapers. Valuable employer contacts are often made here.

The senior floriculture specialization is geared both to the retail trade and the production of cut flowers in the greenhouse. Students are taught operational skills, salesmanship, displaying, and promotion. Cut flowers are grown and then marketed through the school flower shop.

Industry Contact

Nearly all of the horticulture students are placed for supervised occupational experience. Students with good attendance and high grade averages may be eligible for half-day work experiences beginning the first day of the second semester of the senior year. Later placement is available to those who have not maintained highest grades and attendance. These jobs frequently lead to after-school employment and provide some very practical learning experiences.

This fine line placement record is due in large part to association with industry organizations and trade shows. Students attend the Indianapolis Trade Fair for florists and growers, the Garden Industries of America Trade Show, the Ohio Nurseryman’s Association Convention, and the produce preview shows of some local distributors. The instructors are members of these and other industry organizations. An association which pays dividends to students and school.

Graduates of the horticulture program of the Montgomery County Joint Vocational School are supportive of the program. For example, two graduates are qualified substitute teachers when needed and one teaches an adult evening class. Others occasionally return as resource persons in the horticulture classes.

Putting It All Together

Such aspects as a diverse curriculum, a viable summer program, and close industry contact have all contributed to the success of the horticulture program at the Montgomery County Joint Vocational School. We feel that we have been fortunate in “putting it all together” to meet student and employer needs.

Weedhoppers Proving Useful to Farmers

Weedhoppers, ultralight aircraft originally designed for sport pilots, are being used for a new, practical purpose on America’s farms. With their exceptional maneuverability and slow cruise speeds of 30-40 mph, they are replacing the pick-up truck and helicopter for surveillance work over orchards, groves, grain fields, vegetable fields and along fence lines.

Tom Gillette, a rancher and irrigation farmer in Idaho, provides a typical example of someone who bought a Weedhopper for fun flying and found other uses for it. “We have eighteen watering pivots on our farm. The Weedhopper is ideal for climbing into the first thing in the morning for some slow flying over our fields so we can check the pivots to see if they are stuck, broken, or have plugged hitches. An aerial inspection requires about one-fourth the time it used to take in a pick-up and there’s a whole lot less wear and tear on man and machine.”

Gillette, who uses a strip of field behind his barn for a runway, overflies his cattle in the winter to check on feed and fences. The Weedhopper will cover areas that become inaccessible after blizzards or heavy rains.

“Weedhoppers can be flown without a pilot’s license,” says John Chota, designer of the plane and president of the Weedhopper company. "The Federal Aviation Administration has exempted Weedhoppers from all licensing requirements which makes ultralight flying available to everyone."

Weedhoppers are sold as a complete kit — everything is included but the motor — for around $3,350. The aircraft can be assembled with simple hand tools in 50 hours and can be flown with about the same skill and judgement it takes to drive a tractor or motorcycle. Maintenance requirements normally amount to little more than a careful preflight inspection every time the plane is flown and operating costs are under $1.50 per hour.
Eye Protection Is A Must in Agriculture

By Janet F. Wehsten


This book is divided into eight sections: livestock industry, feeding and nutrition, animal breeding, beef cattle, swine, sheep and goats, horses, and poultry. Each section is divided into parts and appendices which include nutrient requirements for livestock, composition of feeds, factors affecting feed conversion, and marketing factors. The format of the text is well organized. The eight sections are further divided into a total of 35 chapters.

The book becomes your property once the review has been submitted.

The text is designed in such a manner that it could be used by secondary and postsecondary students who are taking an introductory course in across-the-board livestock production.

Mike Murray and Thomas S. Gist
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By JERRY CROWEWORTH (Editor's Note: Mr. Crowterth is Assistant Professor at Southwest Missouri State University, Springfield, Missouri. He contributed this article to Vocational Education.)

A System for SOE Visits

Tell him or her so. (Remember that you are probably the only teacher who will ever visit this student's home or job environment and that emphasizing something good will help improve your relationship with the student, parents, and employers.)

1. Take a look at some of the pictures of SOE activities and projects. Project pictures make students feel more important, will help immensely on proficiency awards applications, and make the home going much easier on the parents.

2. Keep a written record of your visits. Such a journal does several things, including refreshing your memory before the next visit, letting other teachers know how students are progressing if you are in a multi-teacher department, and providing ideas for SOE involvement in class-room activities.

3. The SOE visit is an essential part of a good comprehensive vo-ag program. So many things can be done during an effective supervisory visit, if we will just develop a workable "system." So, get ready for the next visit.

4. Teaching is a very integral part of SOE with an emphasis on "teaching." Each student's SOE and vocational education program should be designed to reflect the student's interest and abilities.

5. Keep records of the student's progress and goals that have been established at each visit.

The Positive Approach

Some teachers approach "extra" duties with a negative attitude. They consider "extra" duties as burdensome ones which are more often than not a daily job from 8 a.m. to 4 p.m. on Monday through Friday.

Because of these "extra" responsibilities, some teachers have resigned their positions and selected another career. They considered the demands too great.

A teacher can approach these responsibilities either with a negative or positive attitude. If approached in a positive manner, the "irritating problems" become opportunities to develop a teacher's leadership ability and implementing a successful educational plan in the teacher's teaching field or department.

A successful teacher is a leader. But leaders are not born, they are de-

By LARRY CHATTONLY and JIM LEGACY (Editor's Note: Mr. Chattonly is Vocational Agriculture Teacher, Fairview High School, Roths, Ill. Mr. Legacy is Vocational Agriculture Teacher, Southern Illinois University, Carbondale, Ill.)

Using Faculty Duties in Public Relations

Being a successful teacher in a public secondary school system involves maintaining relationships with students and parents as well as maintaining vocational programs. A superintendent and principal will probably demand several things from a teacher who specializes in vocational education. The teacher is not excluded from these responsibilities. The teacher may be asked to serve on a committee, be the advisor of a youth club, sell tickets at athletic events, attend in-service training programs, plan and attend faculty parties, work in the cafeteria fifteen minutes each day as lunch room supervisor, or serve on a faculty committee advisory board, or be a chaper one at the homecoming or faculty-slabar-club-activity, ride the bus and be a chaperone when the basketball or football team is playing award from home, and perhaps do a hundred other things. These responsibilities are in addition to the normal daily routine of classroom activities, field trips, lab supervision, meetings with other teachers, conferences with students, and visits at the home with students and parents.

The faculty duties a teacher encounters vary with each school, but regardless of the number, these responsibilities, if approached in a positive manner, become opportunities to develop personal leadership ability and implement an effective publicity relations program for the teacher and the vocational agriculture program. Actually, there is no other feasible alternative. If you are going to be a teacher you have to be a good teacher. If you are going to be a teacher of good character you have to be a good person. These are the things that will be transmitted to others. Teaching is a profession. Teaching is a job but it is also a profession to endure rather than enjoy.

The superintendent says, "You're a teacher, isn't that something else . . .?" Remember! It's an opportunity. A leader serves others.

Serving on the school-community advisory committee may allow one to make contacts with community leaders, be an opportunity for scheduling class field trips to various companies and farms, or be a time to discuss student employment opportunities.

Working in the cafeteria a few minutes at noon as lunch supervisor could be a unique opportunity to talk infor mationally about the school, the agriculture program, or personal problems students may have.

Being an active FFA advisor is an opportunity to demonstrate leadership qualities to others.

Presenting an Image

Every teacher presents some "image" to the public, students, other teachers, board members, parents, and community leaders. The successful teacher will use public relations methods either directly or indirectly to present a positive image.

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References


The Missing Link

We in agricultural education have failed miserably in propagating ade-
quate supervised occupational experience (SOE) programs for all students of
vocational agriculture. We have lacked the visionary writings in articles,
books, materials, and teaching units to promote the basic concept needed to
provide SOE opportunities for all of our students. The philosophy of
Hammond, Doyce, Bisley, Flipps, and Scarborough has been passed
very lightly by the vast majority of teachers, teacher educators, super-
visors, consultants, occupational direc-
tors, and other administrators.

We have failed to keep up with the
times as far as SOE is concerned. The
1983 Vocational Education Amend-
ments specified that a major objective of
vocational agriculture is to develop an
understanding of and appreciation for
career opportunities in agriculture.
For far too many, this means only an
academic classroom study of occupa-
tions. That's all: agriculture; no vocational agriculture.

Vocational agriculture students need to extend their learning with study-
visits to persons on the job; to experi-
ence the sights, sounds, smells, tastes,
and atmospheres of the occupa-
tions. One of the most important
objectives of the SOE program is con-
ceived by the teacher that includes an
emphasis upon exploratory experiences
as a necessary part of the vocational

By TAITSON R. MILLER
(Principal, Dillon, S. C.)

agriculture instruction.

We have changed the names of
SOE over the years from home projects to
supervised farming programs to super-
vised practice to SOE; and some would
take SOE as supervised agricultural ex-

perierce. But for far too

many, SOE has remained a home
program. And, for even more, there is
not even this vestige of SOE being devel-
oped except with the student leaders.

In contrast to the national leadership
given to Future Farmers of America (FFA)
programs, materials, contests and
awards, little has been developed to meet the exciting emphasis upon SOE.
Yet, we say FFA degree advancement
depend upon the supervised occupa-
tional experience program. The profi-
ciency awards are said to be based on
SOE, or at least a major portion of it.
But where are the beautiful handbooks
for SOE as those produced for the FFA,
one for the advisor and one for the
student?

A few years ago, a national commit-
tee spent considerable time working on
"Records for Supervised Occupational Experience." They also considered
a possible student handbook on SOE.
The SOE handbooks survived, but the
recordbook disappeared. SOE is con-
cept by the teacher that includes an
emphasis upon exploratory experiences
as a necessary part of the vocational

BOOK REVIEW

A study is under way at the Univer-
sity of Maryland to look at national
FFA membership trends and how they
may be influenced by certain factors in
local programs and factors controlled
by the national FFA. Is the pheno-
mence of decreasing FFA membership
a temporary one in the growth of FFA
(there was a slight increase in 1981),
or is it to become a new long-term trend?
If the latter tends to be true, are there
adjustment that can be made in policies
and programming that will deter or,
hopefully, reverse the dropping mem-
bership trend and restore orderly
growth in the organization?

A pilot study was conducted at the
University of Maryland in 1980 to find
answers to some of the questions raised
about FFA membership trends and how
they may be influenced by factors in
the local programs.

This pilot study has begun the basis
for a national study now in progress.
Some of the questions identified by
the national FFA staff and authors cen-
tered on how FFA membership is being
influenced by 1) the shortage of voca-
tional agriculture teachers, 2) chapter
size, 3) temporary certification of
teachers, 4) increase in membership
dues and 5) reduction in the length
of teacher contracts. Members of the
national FFA staff believe that the
above factors, as well as others, may
be related to the current national
trends in FFA membership.

Definitively, the pilot study was the
fact that Maryland FFA member-
ship increased considerably during
the first five years of national member-
ship decline, and that it peaked after
national membership had dropped by

2,627 in 1977-78 and 12,714 in 1978-79.
However, after 1978-79 the state mem-
bership dropped similar to the new trend indicated by national data.

Do vocational agriculture enroll-
ments and FFA membership coincide?
The authors observed that membership
in FFA was lagging behind changes in
vocational enrollments in the state
by approximately one year. Hence, as
voc-

was apparent shifting of some va-ag
departments from comprehensive high schools to vocational-technical
centers across the state.

2. The number of va-ag departments
in Maryland with FFA in the
1978-79 school year was greater than
at any previous time as was the
percent of programs having FFA
chapters (90.32 percent).

3. The percent of students enrolled
in va-ag programs who were FFA
members was within one percent
of where it was five years ago in Mary-
l

4. It appears that with failing enroll-
ment and FFA membership, the
increase in the number of chapters,
that the size of the individual chaps-
ters must be decreasing.

This was a pilot study to identify re-
sult methods and develop instru-
ments to obtain data in study of
regional and national FFA membership
trends and their relationships to
vocational agriculture enrollment
certification status of vocational agri-
tulture teachers, changes in length
of teacher contracts (extent of summer
employment), number of FFA chapters
chartered, level of total FFA dues, and
other selected variables. The proce-
dures and instruments so developed
have been used to obtain data in the
Eastern FFA Region. The regional
study will be completed in 1981.

Reference

Maxwell, Kevin M. A Study to Determine the Relationships Between Certain Selected Factors in Vocational Education in Agriculture Programs and FFA Membership Trends. M.A. Master's thesis, Department of Agricultural and Home Economics, University of Maryland, 1980.
Stories in Pictures

Members of the FFA Chapter in Water Valley, Mississippi, helped develop a 25-acre outdoor classroom, complete with log cabin, used in classes ranging from history to science. The "outdoor classroom" was the Chapter's Building Our American Communities (BOAC) project. (Photograph courtesy R.J. Reynolds Industries, Inc., sponsor of the BOAC program.)

Meats merchandising is a popular area of agriculture instruction at Hinds Junior College, Raymond, Mississippi. Here a student is shown learning the operation of equipment.