Sweet are the uses of adversity;
Which like the toad, ugly and venomous,
Wears yet a precious jewel in his head.

Shakespeare,
As You Like It,
Act II, Scene I, Line 2

THEME: Achieving Quality Programs With Decreasing Resources
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The state of the economy has produced some dire events that are affecting the people of this country. Education is just one of the tax supported programs that has and is feeling the impact of the downturn. Articles in this issue point out the severity of this problem. The most immediate concern of this is the reduction in resources and with educational resources comes the impact upon funding, but this is not the only resource diminished by the state of the economy.

The shifting of the work force in this country from an industrialized base to one focusing upon services and the so-called "high technology" would seem to indicate that if society is to be immediately responsive then people must be retrained. Those people currently in the educational system must receive training for the positions of the future. The reason to retool and retrain the educational system to fulfill these changes are of exigent concern. Is it likely that additional support may be forthcoming from the local, state or federal levels when less dollars are available? Additional support is not likely, unless an enlightened constituency is developed.

What is the current opinion of your community regarding the need for education, vocational education and agricultural education? Do the taxpayers perceive that education is effective and producing high quality products? Will they be willing to provide additional support? I imagine the responses to these questions may be rather uniform across the country. Legislators and policy makers’ perceptions are probably the same at the state and federal levels. Oh yes, we have some strong supporters at each level, but the lack of correspondence of opinion is likely less than strongly supportive.

The quality of our agricultural programs may be affected by the present economic environment in an increased funding. Learning opportunities may be directly affected in a number of ways. The production agriculture student seeking employment may find it exceedingly difficult to obtain money for projects. The non-farm student seeking on-farm placement may not be able to locate placement opportunities. The agribusiness placement/ cooperation opportunities may also diminish. One can envision the difficulty a teacher might currently have in placing agricultural mechanics students in a financially troubled industry. The local businesses may actually be closing and opportunities totally unavailable. The implications of the situation are appropriate to discuss in an editorial. But, as Longellow noted, "The lowest ebb is the turn of the tide." The Profession's Response

The future can easily look very bleak given all the reper- cussions that may come to bear upon our program. The quality of programs can be affected. One cannot help but develop a defeatist attitude, hide and take whatever comes. The opposite should occur, however. These are times that necessitate the highest of professionalism. Each of us can no longer sit by and wait or hope that someone will do something to help remediate the situation. Our professional integrity is at stake, and thus the very viability of the program. The youth and adults we serve are likely to be clearly, directly and permanently affected.

We must illustrate our accountability and the effects of our program. This message must be presented clearly, and often, to the people in our school district, to our administrators and to our fellow teachers. State leadership from teachers associations and supervisors will need to see that the state-wide picture is presented to legislators and policy makers. The same message must be carried to the federal level or by our national leadership. The most valuable tool of our profession is grassroots support, which implies that all teachers must be involved.

Every group of teachers of vocational agriculture, whether at the county or national level, has its leaders. Members of the group know the teachers whose opinions are respected. These leaders need to step forward. They are urgently needed to help present efforts as they assume the elected positions of leadership. During this period of diminishing resources, these respected teachers will be needed to keep other teachers optimistic in times of discouragement, to keep the profession on a positive note, and to tell the story of the outstanding efforts of the profession to the legislators, administrators and the public.

Our programs can be kept viable and of high quality even in times of adversity and challenge. The programs must be of such quality in order that we have, good, convincing evidence to describe our efforts. The tendency to want to do less, because less support is available, may seem an appropriate course to some. For resources can provide some with excuses: excuses for not working with SOE programs, excuses for not having an adult program, excuses for this, excuses for that, until the quality of our program is greatly affected. Or, the result can be that we as a group, our communities, and support groups have to work much more closely, and we all grow because of the experience. Negative reactions will provide our critics the evidence they need to further curtin support or elimi- nate it entirely.

(Continued on Page 4)
Adversity And Improvement: Do They Go Together?

Sweet are the uses of adversity:
Which, like the toad, ugly and venomous,
Wears yet a precious jewel in his head.

—Shakespeare, As You Like It, Act II, Scene 1, Line 2

We have been seeing headlines in newspapers, magazines, and professional newsletters which reflect decreasing resources. Examples are: "Ag Enrollments Decline," "Voc Ed Faces 40% Cut," "School Board Says No to Ag Dept. Request," and "State Education Funds Shrink." McMahon and Geske (1982) highlighted the reasons for decreasing resources including declining student enrollments, slowed economic growth, inflation, and federal budget cuts with their resulting effects on state and local budget decisions. Such conditions directly affect agricultural education by challenging the need for maintaining and improving quality.

Is Improvement Feasible?

Is it reasonable to expect that we can make as much improvement in the quality of agriculture programs under the very difficult conditions we face? Can we really focus on our short-term and long-term hopes for vocational agriculture with the sand shifting under our feet?

Declining school enrollments do not mean a deterioration of vocational agriculture programs. It is a mistake to associate population changes with the "goodness" of vocational agriculture.

Ralph Tyler (1982) has pointed out that periods of fiscal recession historically have been times of improvement in education. Congress established the land-grant college system in 1862 in the midst of the Civil War. Much of the progressive education movement grew out of the Great Depression of the 1930's. Now that vocational agriculture has overcome the growing pains resulting from the Vocational Education Act of 1963 and its subsequent amendments, perhaps now is the time to give our big, serious problems a hard look. Agricultural educators, along with other educators, need to reexamine our priorities with an eye toward improving the quality of our programs.

Some Areas of Concern

Select important problems as the first ones to attack. Instructional programs in agriculture have many facets and it is easiest for us as individuals to focus our energies on one or two areas at a time, rather than trying to address several areas for improvement at once. The following areas of concern may be useful in thinking about where to begin.

The Agriculture Curriculum

Does the local program reflect the modern-day scope and complexity of agriculture in the surrounding community, state, nation, and world? Teachers need to drop from their curricula those parts which are irrelevant to all but a few students. On the other hand, microcomputer technology in agriculture states we are facing a future. To the related technology, agricultural educators need to find better ways to apply math and science in our programs if we expect to improve support in the future from parents, board members, administrators, and those who make policies which affect us.

Groups Served

Why do many vocational agriculture programs in similar community settings vary so greatly with respect to the type of students served? Teachers who insist on running programs almost solely for farm boys are likely to have a hard time staying in business in the future. Conversely, teachers who genuinely encourage female, special needs, small town, and urban students to take agriculture frequently see vocational agriculture enrollments increase even when overall enrollments are declining. Are students who can and should benefit from agricultural instruction do not perceive that such programs are accessible to them, there is obvious room for improvement.

Value of SOEP's

Is adequate attention being paid to the value of supervised occupational experience programs (SOEP)? The recent interest in SOEP's is heartening. The economic value of SOEP's is being documented in some quarters to show that agriculture education "pays off" in communities and states, and such data is valuable in maintaining support for vocational agriculture. Additional attention should be given to the educational value of SOEP's. Learning should take priority over earning. This represents yet another area for improvement.


This book explores the structure and organization of agriculture and discusses economic principles as they apply to agriculture in principle. It is written to demonstrate that theory makes reality more understandable.

The book contains 36 chapters. The topics covered include the economy of American agriculture; consumer behavior and demand; producer decision making; production costs, supplies, and price determination; competition and market regulation; marketing; agricultural commodities; agricultural finance; natural resources; agricultural price and income policies; comparative agricultural systems; international trade; efficiency and equity; and man and his food supply; and rural development.

The authors interpret the word agribusiness in accordance with the original meaning given by John H. Davis and Ray A. Logue of the Harvard Business School. These individuals defined agribusiness to include all operations involved in the manufacture and distribution of farm supplies; production operations on the farm; and the storage, processing, and distribution of farm commodities and items made from them.

The second edition contains revised and updated chapters on some topics and clarifies concepts that students have found difficult. The changes expand understanding of the macroeconomic context, reflecting changes in the agricultural credit system, incorporating more current energy data, including the latest changes in U.S. agricultural policy, and reflecting the latest information on policy changes for the USSR and China.

The authors designed this test for a one-quarter or one-semester introductory agricultural economics or agribusiness course. It would be useful as a reference for high school agricultural teachers in presenting the structure and organization of the agricultural industry.

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Conclusion

Other problem areas could be listed, but I hope these will suffice to make the point. The effectiveness of our responses to the problems we face in agricultural education will determine the quality of our programs in the future, and their survival in many settings.

Shakespeare's view of adversity seems fitting for agricultural education today. While we find adversity uncomfortable, it should spur us to creativity and improvement in our efforts; in doing so, the great value of vocational agriculture to our students will grow and become more evident.

References


BOOK REVIEW
Agricultural Education In An Environment Of Decreasing Resources

By Gilbert A. Long

Education, no less than business, is trying to improve its productivity, quality of product, and innovative capacities. As enrollments have declined, improvements in these areas have been seen as possible ways to offset the decline. Utah does not face declining student numbers, but the state's legislators have been emphasizing the productivity of education. Here, as elsewhere, financial support for education tends to shrink as maintenance costs soar. In Utah's universities, low student-faculty ratios are considered possible indicators of expendability. This is the environment surrounding the one and two year technical agriculture programs, and the vocational agricultural teacher preparation program. To survive, instructional programs at Utah State University (U.S.U.) must satisfy quality and productivity criteria.

Needs Assessment

The need for agricultural education in Utah has been examined through a needs assessment program initiated in 1977. This state-wide employee and competency study was proposed by the U.S.U. Department of Agricultural Education and supported by the State Board of Education and the Utah Agricultural Experiment Station. Employment needs in farming, environmental horticulture, agricultural mechanization; and feed, seed, and grain operations were studied. A continuing, systematic study has been supported by the Utah Agricultural Experiment Station. The studies of competency and employee needs are done on a four-year cycle. Employer-employee relationships, such as incentive and fringe benefit policies, are also surveyed.

Technical Programs

U.S.U.'s Department of Agricultural Education started a program in agricultural mechanization in 1968 with support from the Utah State Board of Education. The same kind of cooperation between the State Board of Education and the University supports a two year Ornamental Horticulture program in the Plant Science Department, a one year Meat Science program in the Nutrition and Food Science Department, and a one year Dairy Herdsman program in the Animal, Dairy, and Veterinary Science Department. In each case industry needs were defined and curricula were tailored to fit those needs. In place four year program courses were not used to provide a reorganized program.

Cooperative occupational experience is part of the diploma or certificate requirements for all vocational-technical programs and helps promote a 90, plus, percent placement of students. This figure is computed after subtracting the number of students who decide to extend their education, serve church missions, or enlist in the military.

Sharing as Resources Shrink

More can be done with less through the innovative sharing of resources. Utah State University and four nearby high schools are sharing resources for the Bridgerland Area Vocational Center. All six share facilities so they can serve students' total vocational education needs. The Bridgerland Area Vocational Center supports the direct costs of three of the four College of Agriculture programs described. For these three (Meat Services, Ornamental Horticulture, and Dairy Herdsman), the University provides facilities and administration.

Performance Check-off For Student Teaching

Students may register either for University credits or for Bridgerland certification. Those who pay University tuition earn a lower-divisioric certificate or certificate, thereby applying vocational-technical program competencies toward a baccalaureate degree. In the second instance, the student earns only a certificate of completion. Both types of students experience the same program. This allows Center-registered students the option of deciding later to pay the difference and seek University credit.

The intensive vocational-technical instruction benefits one, two and four year students. Instructed by masters of their craft, each student uses equipment, processes livestock, carcasses, works with dairy animals, or produces greenhouse plants for sale. The USU technical program is richer than those typically provided during the first or second year of a baccalaureate program.

The cooperative sharing of resources has allowed us to more fully utilize University facilities, improve the quality both of laboratory facilities and of instruction, and increase student options. University administrators testify that the one and two year exit points for students have also enhanced the overall caliber of graduates of the agricultural education four year program. Only those motivated to achieve a baccalaureate degree stay.

Teacher Preparation

The two years of farm background required of Utah State University vocational agriculture teacher candidates is certainly not unique in the Western Region. Recently, however, a campus-wide, federally-funded cooperative occupational experience program has enabled us to give Utah agricultural education seniors additional practical experience; two in the Soil Conservation District, one as an animal technician for an international sheep and goat research project, one as a nursery technician for a state forestry seedling farm, one with the county spray applicator, and one with a progressive farmer. The returns in terms of experience, confidence, and competence more than justify the faculty time invested in coordinating this program.

The U.S.U. preparation program has been augmented by an early-experience program that has the prospective teachers tutor individual students, observe expert vocational agricultural teachers in their classrooms and laboratories; supervise experience programs; and observe FFA officers' meetings, team practices, and so forth. A leadership class has been initiated to help our students develop skills in parliamentary procedure and informal group leadership processes.

In teacher training programs, the adequacy of each prospective candidate must be evaluated. It is equally imperative that the selection process be fair and just and that an alternative exit option be available to students in the department. We believe we have fulfilled these criteria.

We screen teacher candidates prior to their being accepted into the senior performance phase of teacher preparation. The process is composed of a self-evaluation by each candidate, staff evaluations that include predicting the success of each in teaching, and an interview conducted by a professional, representing vocational agriculture teaching or supervision, and a teacher professional from vocational agriculture who is familiar with Utah's secondary vocational agriculture program.

The professional two-member committee evaluates the candidates' background, and personnel of each candidate and predicts ultimate teaching success. This team also recommends to the department head that the candidate be (1) accepted into the senior/performance phase of teacher preparation, (2) directed to gain further educational experience and/or formal preparation before being accepted into the performance phase, or (3) denied entry and encouraged to pursue another vocation. The department head acts on the advice of this committee within the context of the additional information provided by the student and the agricultural education staff.

(Continued on Page 8)
Planning Postsecondary Programs: Better Future During “Tough” Times

The 1980s are living up to the expectations of being a decade of unprecedented change in higher education. Rising costs and increased competition for diminishing financial resources are converging with shifting or declining enrollments. The serious problem we face at two-year colleges is that neither the state community college board of education nor the Board of Education funds for program improvement do not promise continuous support for in-service education.

A Look into the Future

At the state level, vocational education programs will continue to vacillate between autonomy and its inclusion in the total educational decision-making system, within which vocational education tends to lose much of its identity. Universities which are in tune with the times must assume primary responsibility for the training of vocational teachers. Unfortunately, too many universities accept the responsibility for teacher in-service training only as a result of state legislation or because federal funds disappear.

Vocational teacher preparation will benefit from increased cooperative efforts in the future. Student transfers between programs can be good for students and for optimizing the use of available resources.

As colleges of agriculture compete for their share of a declining total student population, quality of technical, agriculture service courses will improve. College professors will be motivated to learn to better serve students aiming toward secondary teaching or agricultural businesses when these students sit in the same classes with subject majors.

Finally, promotion of agricultural education efforts at the national level must include greater support of teacher education preparation by vocational agriculture teachers, farmers, and people in agribusiness. Vocational education functions in the political arena. All of us must recognize this reality and be prepared to participate effectively.

(Continued on Page 10)

THEME

Planning Defined

Planning attempts to determine a desired course of action. Planning is decided where we are going and how and when we are going to get there. Thinks of planning as the process of obtaining and providing information for decision making or thinking things through before acting. Strategic planning is used to determine where we are going or what we want to accomplish. An early result should be a document which states a mission or purpose statement, assumptions about the future of the college and agriculture program, and goals. Strategic planning occurs on a formal or informal basis at both the institutional and program levels.

Operation planning is used to determine how and when goals will be accomplished. Annual plans are developed within the context of the assumptions and goals included in the strategic plan and are action oriented. Specific measurable objectives are developed along with procedures for implementing these objectives. The relationship between strategic and operational planning is shown in Figure 1.

In the past, many educational administrators and teachers have viewed planning as a headache imposed on them from above, usually for the wrong reasons. Now these same individuals have come to realize that planning actually works to their benefit. Effective planning can help persuade others that you are deliberate in your actions and that the actions are meeting the needs for which you are responsible.

It is often said that if you do not know where you are going, any route will get you there, even though you probably would not know when or if you have arrived. Recall the case of the airline pilot who announced to his passengers, “I have some good news and some bad news. First the bad news: We are lost! Now for the good news: We are making very good time!”


The content of this text includes: History and Development of the Horse; Breeds in the U.S.; Horse Racing; Recreational Use; Digestive Physiology; Nutrients; Feeds and Feeding Problems; Anatomy and Physiology of Reproduction; Horse Breeding Problems; Genetics and Selection; Diseases and Parasites; Behavioral Principles of Training and Management; Basic Horsemanship; Anatomy and Care of the Foot; Buildings and Management of Horse Farms; a Color Chart. This work excels in several areas. The pictures and illustrations are up to date, easy to understand, and of excellent quality. The Nutrient Requirements Tables for horses have, in the past, been practically unavailable. This chapter on Behavioral Principles of Training and Management will be new to many readers. The text is well done and interesting. The authors have included an attractive, easy to use, color chart suitable for wall use. These extras enhance the readability of the text. The text is best suited to college and advanced high school students, as a Freadability estimate placed the reading level at Grade 13. In addition to its use as a school text, this work would be excellent as a teacher or personal reference.

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BOOK REVIEW

THE AGRICULTURAL EDUCATION MAGAZINE

Agricultural Education In An Environment of Decreasing Resources

(Continued from Page 7)

The Department of Agricultural Education offers an agri-cultural option that provides a general agriculture preparation program. This option gives a student access to a viable, alternative major if he/she changes direction when closer to completing a baccalaureate degree, teacher certification program.

Our teacher selection process is apparently perceived by the students to be a quality indicator. At the same time, the 10 percent placement rate indicates students in teaching voca-tional agricultural may indirectly indicate that the process provides a higher than average percentage of students who are either committed or become committed to teaching. Most important, our evaluations seem to provide a more valid measure of predicted teaching success than would academic records alone.

Departmental concerns regarding any negative effects the selection process might have on student numbers have not been put to rest. Numbers remain adequate and student quality and commitment have improved.

Directed practice or student teaching has been generally recognized as the most potent component of teacher training. However, the student teachers, in fear and trepidation, often limit their teaching methods to those used by the cooperating teacher. Seldom did the student teacher plan and implement an adequate variety of teaching methods.

Because our available resources did not permit the number of teacher educator visits needed to closely supervise this experience program, we initiated a performance check-off training plan. The required performances include four problem solving operations lists, a skill demonstration, and a forty demonstration. The master teacher is asked to evaluate the student's teaching of each of these "methods."

Finally, each student is required to attend two Young Farmer meetings and is encouraged to participate in the present or past part or all of a Young Farmer group. Fulfilling these pre-scriptive directions requires about 30 percent of the student teacher's ten weeks of directed experience. Some cooperating teachers appreciate the sense of purpose this approach provides, even though a few have resented it as interference.

In-service Workshops

By combining extension and agricultural education in-service training, we have produced some of the most tech-nical, agricultural in-workshops that Utah's Board of Vocational agricultural teachers have experienced. Decreasing teacher in-service funds will demand innovative approaches if we are to continue such successful efforts. The problems of Utah's Board of Education funds for program improvement do not promise continuous support for in-service education.
Planning Postsecondary Programs: Better Future During "Tough" Times
(Continued from Page 9)

The Process of Planning
Planning is best implemented by developing a step-by-step program. This section provides a general explanation of the Walla Walla Community College process (see Figure 2) and discusses examples of activities completed at WWCC in planning for the Agriculture Department.

Step 1. Conduct Environmental Assessment
Environmental needs assessment is concerned with obtaining, analyzing, and reporting information reflecting current and future needs of the agriculture department. Education and training needs of present and prospective students should be assessed. Another major area of study is present and future agricultural employment and career opportunities.

The agricultural faculty at WWCC recently conducted an agricultural employer survey and asked each program advisory committee for input on program needs. A high school senior survey was also conducted by the planning office at the college which identified seniors' career interests, educational plans, and perceptions of the programs and services available at WWCC.

Step 2. Assess Institutional Capabilities
This assessment is concerned with documenting information on the present status and potential capacity of programs in the agriculture department. This information might be presented in the form of an annual report for the agriculture department. The report would describe the department by showing enrollment history and capacity by program.

Step 3. Review and Update Mission or Purpose Statement
At this step the purpose of agricultural programs should be examined within the context of the mission statement of the college. If the college has been required to reduce services to certain clientele because of budget reductions, the agricultural department should adjust its plans accordingly.

Step 4. Write Planning Assumptions
Planning assumptions are statements of future plausible conditions. They are the basis for evaluating alternative programs and establishing priorities. Information obtained in Steps 1, 2, and 3 serves as a basis for writing planning assumptions. Assumptions are prepared for each program. Factors are considered: estimates of the potential if the assumptions are accurate.

Step 5. Specify Goals
The next step is to specify goals. A goal is defined as a desired future state or condition which, if attained, will contribute to the achievement of the purposes of the program and mission of the institution. Goals should make clear the specific intent of new or modified programs.

Step 6. Specify Objectives
An objective is a desired future state or condition which will contribute to the achievement of one or more institutional goals. Objectives are subordinate to goals and are more specific, and subject to measurement. The achievement of a goal will normally require the attainment of specific objectives. Objectives might includes employment level, planned improvements in the capacity of students completing with marketable skills, and a reduction in the number of dropouts.

Step 7. Specify Program and Planned Outcomes
This step involves the study of alternative methods of achieving objectives. Alternative methods need to be analyzed in terms of cost, political feasibility, and effective and decision made by appropriate persons (instructors, administrators, advisory committee members). Once the best alternatives have been selected, an action plan should be developed. Action plans should include activities to be accomplished, time schedules, designation of responsible persons, and planned outcomes. Planned outcomes will be used when the program cycle is completed and evaluation occurs. The evaluation process includes a comparison of planned to actual outcomes.

References
and special interest groups. The benefit of participatory planning lies not only in satisfying the demands of interested outsiders, but it also serves to improve the efficiency of the organization itself. Extension agents, representatives from student organizations, vocational agriculture teachers, state agency personnel, local business leaders, and farmers, just to name a few, can be brought together as members of an advisory committee. Jointly, these individuals can work together, scrutinizing various phases of programming and operations, in an attempt to put together new decision-making packages. As a result, a priority list can be established which can serve as the basis for evaluating and judging future programs and offerings.

Too often in the past, budgets have been constructed by simply adding funds to the previous year's allocation. By developing reality-based programming, designed to meet the needs and interests of all phases of the community, a new creative approach to managing reductions can be implemented. By looking at the purpose of programs, the potential outcomes, and the audiences to be served, innovative methods can be designed in order to combine, reorder, expand, or curtail programs and services as needed.

Second, the "me-too" approach to decision-making must be avoided. Looking at another school or to someone else's program, and then implementing similar changes, can be disastrous. Each program and constituency being served is different. It is reasonable and prudent to seek information as to how others are proceeding in order to better delineate direction and avoid a duplication of services. However, it is unrealistic to assume that a similar plan will work in one's own setting. A quality response to current economic difficulties should reflect: a) the unique qualities and needs of the agency, program, or institution, b) the current conditions, and c) the local requirements of the community and the participants.

Third, although programs and classes should be reviewed to assure that the best use is being made of benefits and outcomes, this cannot be done in terms of a strict cost-benefit analysis. When dealing with educational goals and objectives in dimensions such as self-concept, confidence, and personal growth, behavioral changes which occur in the "effective domain" are all too often overlooked because they are more difficult to measure.

Fourth, aggressive leadership is imperative during a time of decreased funding. It is vital that administrators play a pivotal role in gathering information from a variety of sources. Leaders must be well-informed in order to assure a proactive, rather than a reactive, posture in response to declining resources. On-going, active efforts to search for new funding sources must be implemented to assure additional options. Alternative strategies, such as customized prices of fee and salary schedules, should be developed in order to allow programs with low headcounts to be conducted. Linkages should be established with the private sector. Such cooperative ventures with agricultural business and industry can serve to enhance the potential of programs and provide new revenues and options.

Lastly, innovative strategies, exemplary programming, effective communications, networking, and partnerships are all necessary for maintaining and assuring quality. By implementing decisive, well-planned strategies and developing long-range plans, administrators will not be caught by surprise when calls for accountability are heard. For those in agricultural education, the key to quality programming lies in creative and participatory management.

Students have fun and gain confidence in identifying crop seeds using this low-cost, self-instructional board developed by Richard Schertz, Vt-Og Instructor, Massac County High School, Massac, Illinois 62260. (Photograph by Earl Russell, University of Illinois.)

Regardless of one's occupation, the ability to effectively communicate with fellow employees or with the boss is absolutely necessary. Failure to follow directions can result in considerable expense to the employer, and could result in the dismissal of the employee. Failure to communicate with fellow workers can result in accidents, poor quality work, or unsuitable products.

To help insure effective communication, the employer must be capable of giving understandable directions or instructions; the employee must be capable of understanding the meaning of those directions or instructions. Failure on either one's part creates many kinds of problems. A look at the definition of "communication" helps us understand why its absence in personal relationships causes so many problems.

The New Webster's Dictionary of the English Language states in part that communication means "the imparting or interchange of thoughts, opinions, or information by speech, writing or signs." Flesch, in his book, The ABC of Style: A Guide to Plain English, states that communication means "to tell, inform, be in touch."

How can a teacher of vocational agriculture prepare a student (a probable future employee) to effectively "be in touch" with other people? Roland Zimmerman, vocational agriculture teacher at Tiffin Columbian High School, Tiffin, Ohio, has had considerable success in helping students develop effective communication skills with the use of colored wooden 2 x 4's.

States Mr. Zimmerman, "In my ag-business class, I emphasize to my students that communication plays an important role in the success or failure of a student-employer relationship. With the use of the 2 x 4's, I demonstrate how difficult it can be for a boss to give a very simple order to an unsuspecting student, and how the student can develop proficiency in the communication process."

How are the 2 x 4's used? Mr. Zimmerman prepares six 2 x 4's, each one foot long. Two are painted red, one is painted white, and the remaining two are painted blue. Two students are selected to participate in the communication exercise. One student is to be the "builder," the other the "communicator." A partition is erected in the center of a classroom table in order to shield the teacher from the student who will be the "builder." The teacher places one set of the 2 x 4's, i.e., one of each color. The student who is designated as the builder has the other set.

The teacher proceeds to build a structure with his/her three 2 x 4's, which the student builder cannot see because of the partition. It is now the job of the second student, the "communicator," to describe the teacher's structure to the first student accurately enough so that the first student can build an identical structure.

REACHING THE PUBLIC

Letters to the Editor are encouraged to bring about dialogues among readers of the MAGAZINE. Letters should be serious, professional efforts regarding issues in the field. Anonymous letters will not be published. The Editor reserves the right to determine the publishability of all letters. Your signed letter will be welcomed. Send all letters to: Larry E. Miller, Department of Agricultural Education, The Ohio State University, 204 Agricultural Administration Building, 2210 Fyffe Road, Columbus, OH 43210.

APRIL 1983

TEACHING TIPS

Teaching Communication Skills

The Fun Way

What appears at first to be a simple task of one student describing the placement of three colored pieces of wood and the other student building an identical structure, turns out to be a humorous, and sometimes frustrating activity.

The student describing the teacher's structure will say to the builder, for example, "Put the red board on top of the white one, but at right angles." What the student didn't communicate was that the teacher's red board was placed on edge. With no further instructions, the builder usually places his/her red board on the flat side, rather than on edge.

Relating his experiences with the exercise, Mr. Zimmerman states, "At first, the students do not communicate effectively, and they will not build the structure for a few more attempts, but with better communication, they usually will succeed." Commenting further on the use of the exercise in teaching effective communication skills, Mr. Zimmerman explains, "Before I teach the communication unit, I have the class members experience failure in this exercise. As a result, they are usually very receptive to learning effective communication skills."

Next time you plan to help your students develop more effective communication skills, locate some scrap 2 x 4's, paint them red, white and blue, and have fun getting your students interested in "being in touch" with others.
Positive Actions for A Positive Future

by Ederick A. Moore

One does not have to look very far today before being approached with information relative to the poor economy. The condition of the economy seems to dominate the news media to the extent that most people feel that things which are happening in society are being overlooked.

During a lack of apparent difficult times, it is tempting to blame our perceived work related problems on other individuals, groups, and situations. Namely, the economy, poor instructional resources, school administrators, parents, and the like. This type of blame is probably beneficial for others. Obviously, some school districts will be in similar situations as are a number of corporations, businesses, governmental agencies, and farmers.

Neatly, the decision-makers in financially troubled school districts will have to make some difficult decisions if they are going to maintain quality educational programs. These decisions will be unpopular for some individuals and things beneficial for others. In light of current and future developments, it seems that if we are going to maintain quality educational programs, we need to be aware of these developments in society, especially those in education.

Debating the Benefits

The debate within the educational arena with respect to the type (that is, vocational educational, general education or college bound program) of education students should receive at the secondary level has been going on for many years. In recent years some of the debate has been on the effectiveness of vocational educational programs. Some of the most interesting debate regarding the effectiveness of vocational educational is reported in the January, 1983 issue of the Phi Delta Kappan. Vocational agriculture was mentioned a number of times in a positive way by Dr. Gene Bottoms, Executive Director of the American Vocational Association and the student at the University of Minnesota and currently serving as a policy analyst intern with AVA. Their article was titled, "A Perspective on Vocational Education Today." However, in the article titled "What Research Has to Say About Vocational Education and the High Schools," and written by Alan Weisberg, the author gives a different perspective in terms of the effectiveness of vocational education in preparing youth for the labor market. The implications for vocational educational programs in the Weisberg's article would not be as positive as the implications in the article written by Bottoms and Copa.

The readers of this article may wish to review the two articles mentioned as well as the one written by Donna M. Mertens titled, "The Vocational Education Graduate in the Labor Market." This type of debate will probably continue for some years as educators continue their internal struggle for limited educational dollars. Vocational educators, including those of us in agricultural education, will need to keep abreast of the debates in light of the Vocational Education Act reauthorization.

Strategic Planning

In difficult economic times, the debate is relative to the effectiveness of vocational educational, and the use of limited educational dollars, the question may be: what should vocational agriculture teachers be doing to maintain quality programs during these times of uncertainty? There are some actions which can be taken. However, I will only mention several which will make a difference at the local level.

Be aware of the situation in which you are working such as:
- general economic condition of the local community
- financial status of the school district
- goals and objectives for the school district
- composition of the school board
- degree of community and school support for the vocational agriculture programs

2. Make an assessment of the program.
In other words, what is the status of the program?
This may include an analysis of:
- the extent to which program goals and objectives have been achieved
- curriculum
- supervised occupational experience program
- FFA program activities
- advisory committee composition
- responsibilities and achievements
- characteristics and general background of students

3. Make an assessment of instructional resources such as:
- equipment and supplies
- school laboratories
- community resources

4. Develop short and long-range plans for the program.
This may include:
- setting goals and objectives
- setting priorities for the program
- terming some program efforts and initiating others
- maintaining an effective advisory committee

Struggling through the supervised occupational experience program
- strengthening recruitment activities
- securing outdated equipment and supplies

5. Emphasize communication.
It is critically important to communicate with different groups in the community. I think will make a difference at the local level.

by Clifford Van Berkom

Some agriculture instructors are blessed with the presence of administrative changes in their teaching career. Some are so blessed because they only have one person to blame. Those that have more than ten years of teaching experience, administrative changes may have been frequent.

A common comment heard when agriculture instructors get together, and one of the instructors is about to experience a new administrator, is "have you already educated your administrator?" Yet, the statement is pertinent, the administrator is important for good public relations. Many instructors feel that educating the administrator is for the purpose of getting that administrator to agree with what you believe should be done. Too often this is a prejudiced view, and even though this might keep the vocational agriculture instructor happy, it may not agree with the plans of the administrator. People in education too often think it is necessary to compromise each other for the purpose of receiving something back in return. This type of barter system is important to good public relations as long as both parties are deeply concerned for a proper education of the students.

Resolving Conflict

Changing administrators is somewhat like a second marriage. One has to relaunch again how to put up with peculiarities in the administrator. When the honeymoon is over, can both parties still put each other up? It takes two people to start a disagreement. And it takes only one person to stop one. In a marriage, it is not wise to go to bed at night with a bone of contention. A common question is: Do any of you have an administrator who is too busy to listen to your concerns? This is difficult to remember when one is concerned with one's own. Basically, this is building good will between people.

Take the administration along on S.O.E visits, field trips, contests, FFA banquet, etc. Some of the time the administration is too busy with their own duties to be able to go. Instructors should understand this. Keep (Continued on Page 16)
Quality Summer Programs in the Midst of an Economic Recession

Are you having difficulty justifying your 12 month contract? Do you still have such a contract? Administrators must find ways to save money, and extended contracts become an easy target.

Vocational agriculture teachers have long realized the importance of summer program activities, and the impetus these activities give to a program truly vocational. Certainly, all agree that the summer months are when agriculture is most active and productive.

The problem seems to be that with the current financial crunch in education, we have not been effective in justifying our summer programs. Or worse, we have used our summer contracts for compensatory time for FFA activities conducted during the academic school year. Let us be practical and get on an extra-duty activity schedule for FFA activities and utilize the summer contract for instruction. If we are to have an extended contract, we must prepare a program that is unique to our teachers and administrators a "Summer Program of Activities." Such a program should include all summer program goals and activities. It is important to focus our summer program on those activities that are unique to our agricultural programs and which are instructive in nature. The following should be included in a vocational agriculture teacher's "Summer Program of Activities."

(1) Cleaning the laboratory. Several other teachers would like extra pay for this, too, why should the vocational agriculture teacher receive special treatment?

(2) Up-dating horticulture. All teachers must do this, and some have just as many different subjects to teach as the vocational agriculture teacher.

(3) Purchase instructional materials, tools, and equipment for the upcoming year. All teachers would like similar equipment to help them prepare done all these activities could be done just after students leave at the end of the year, during the normal contract for all teachers.

(4) Inventory of department equip- ment and materials. Same reason as cited for number three.

Setting Summer Goals

What is summer to a vocational agriculture program which must be done in the summer months, hence requiring a summer FFA meetings; keeps students abreast of up-coming activities.

3. Prepare and supervise members for summer FFA competitive activities, e.g., livestock and dairy judging, contests for driving contests, etc.

GOAL IV. Conduct conferences with prospective students and parents.

1. Visit prospective students and parents which are pre-registered or otherwise identified, and initiate SOEP planning.

2. Develop/update materials for identification and recruitment of prospective students. How can these four goals be planned and organized into an effective "Summer Program of Activities" for the Vocational Agriculture Department?

In mid-season, prepare a summer activities/employment schedule to quantify the summer activities with which they desire to be involved. With all surveys in hand, develop a "Summer Program of Activities". Hand this out in draft form to students before the end of school and make necessary corrections for students' vacations, etc. Complete a revised form, have it typed, and hand it to students before school is out; also hand a copy to administrators, and mail a copy to parents of students involved with the summer program. The four goals identified are essentially goals to be achieved each summer. Other goals which may be accomplished on a three or four year rotation include:

1. Follow-up vocational agriculture program graduates, and implement delayed changes in the curriculum as identified from the follow-up surveys.

2. Vocational agriculture program evaluations, using advisory committee, tests, and appropriate state staff, and implement desired changes.

3. Develop a public relations plan for the vocational agriculture department.

4. Complete a professional improvement plan.

5. Plan facility renovations and/or new facilities.

Goals will depend on individual programs, but they need to be planned and include the following:

1. Supervise the use of the Vocational Agriculture laboratory facilities. If you have a local laboratory, this supervision should be included in your "Summer Program of Activities."

2. Work with the vocational agriculture advisory committee. Due to the summer work load of many agriculturists, it may not be wise to plan more than a one advisory meeting during the summer months. In some cases, it may be best to schedule advisory meetings during the academic semester.

The key to quality, and the justification for the vocational agriculture summer program is planning. A key ingredient to the success of the summer program is the plan. Let us maintain and/or improve the quality of our vocational programs in agriculture, through carefully planned and executed summer programs.
Declining Resources: Determination Not Despair

"Reagonomics" continues to worry all of us in education, especially. We know that declining support on both the state and federal levels continues to reduce the resources available to support quality programs. This hurts on both the secondary and post-secondary level. For many high schools and post-secondary institutions, the demographic shifts and inflation of the "exciting eighties" haveUelling to the term economy. Both high school vocational agriculture programs as well as private and state supported colleges and universities have been affected! What can we as professionals concerned about our programs do in confronting the problems of declining resources?

The Mid-America Story

Mid-America Nazarene College (MANC) has a unique four year program at a traditional "liberal arts" private college. In an attempt to discuss ways it maintains a strong agricultural programs with declining resources, it is important to give the reader an overview of the college. Although MANC is a private, it perhaps typifies enrollment norms, demographic, and financial concerns of other post secondary institutions. From a small beginning in 1968, the college has been the largest private college in Kansas with 1389 students. Four years ago, agricultural degree programs were developed as part of the college curriculum. At present, there are 48 agriculture majors pursuing coursework in a growing agricultural and agromines programs, as well as a program in agricultural education with Kansas State University. Yet, college enrollment is projected to be down 1247 students next year! When college programs depend on a certain number of students, and are budgeted for that, and those students do not enroll, things can get bad. Our agricultural program has been affected like programs in any other school vocational agriculture or justification for budgeted items in certain university or college programs. We must find ways to student numbers can mean added resources.

In most situations, it only involves eliminating program areas, not people! Yet, tougher times for our programs can allow us to do some alternative thinking, maybe resolve to redirect our efforts in neglected areas. Some good might come out of financial exigency. Perhaps we can now accept financial crisis in our own local district, state, private university or college. We must re-examine our budget demands. Perhaps, in times past, we really did have a pretty good thing. Priorities must be set up among possible expenditure items as well as looking toward inter-institutional cooperations as a way of cutting costs.

Retrenchment or Redirection?

"Retrenchment" is a scary word. It can mean that your program may have to be cut in a leaner, more responsive, and mature operation. It may involve the reorganization, and reduction of certain areas of the program. It may even involve the elimination of faculty due to the needs of maintaining a balanced budget.

Response

With the challenge before us of maintaining quality agriculture programs with declining resources, agricultural educators must get out and re-examine more students. For, like it or not, there is strength in numbers. Whether it is dollars for high academic area. The predicted lowered birthrates, fewer high school enrollments, and worsening economy are bringing serious challenges. What can programs do, whether post-secondary or secondary in nature, to continue quality programs with diminished resources available?

Grants and Foundations

Agricultural educators on every level must look to the private sector, large corporations, and foundations. The resources to benefit your programs and students are there. Yet, obtaining grants is a difficult task and challenge. Writing proposals, and contacting in Washington are necessary. Much work goes into every effort to obtain funding. It is not every effort that results in funded projects. People who serve and give to a collegiate agricultural scholarship or help teach a high school class must work to look more and more to our constituency and our community for help in the coming days.

Conclusion

We want quality programs for our students. To help benefit students with our educational efforts, resources are needed. Money is needed for adequate supplies, personnel, travel, etc. Yet, as teachers we have increasing roles and are expected to redirec our efforts to do the best we can with what we got.

We also must try to go out and get people to observe, get students, get funding for our programs, and get prepared for other worse crises. Dr. R. Curtis Smith, President of Mid-America Nazarene College summed up it adequately, "It serves no purpose to argue whose fault it is -- we are sick or that we are in deed sick, but let us treat the fever or we will not get better."

Reference


Most teachers are faced many times with the problem of what to do with students on a rainy day, how to keep the students occupied before home- room period begins in the morning, or even what to do with students who finish extra or supervised study before other students. A "do-it-yourself" teaching machine may be one answer to the teacher's problem. A teaching machine is sometimes referred to as a self-instructional device. Some educators call it a private tutor working under the supervision of the classroom teacher. Regardless of the name tag given to it, a teaching machine allows the teacher to spend more time as an educator, stimulator and clarifier of problems rather than primarily acting in the role of drillmaster, homework, and test corrector.

The teaching machine illustrated in Figure 1, is quite a simple device when compared to machines that can be purchased from commercial companies. Nevertheless, it can do many of the same things as sophisticated machines. The machine was built by Lowell Hedges while a teacher at Elgin High School, Marion County, Ohio, and more Teaching Tips follow.

All you need is a little time and expense to build, the teaching machine described still meets the basic requirements of a self-instructional device. These requirements are listed by Pulte as (1) "A data storage receptacle to contain the programmed materials to be presented to the student. (2) A display mechanism and panel to which the student will respond. (3) The response panel, with multiple-choice buttons, a write-in answer slot, a typewriter keyboard or some such means for active student response. (4) Some type of feedback mechanism by which the student can get immediate feedback on the correctness of his/her response. (5) A separate reinforcement or reward mechanism which may be combined with number four."

Let us see how the illustrated teaching machine meets these five requirements. The shelves on the upright panel hold the materials to be viewed by the students. The panel box also may be used to store materials to be used when it is desired to change the items on the shelves. This arrangement meets the first requirement. The panel of button switches and the shelves meet requirement number two. The twenty button switches provide the response capability (multiple-choice buttons) as discussed in requirement number three. The light bulb (which lights when the correct answer button is pushed) gives the student the immediate knowledge of the correctness of his/her response (number four requirement). The light also serves as a reward mechanism as suggested by requirement number five.

Constructing the Machine

The teaching machine can be constructed of scrap wood and a minimum of inexpensive hardware and electrical fixtures. A bill of materials for the machine is given below.

Materials Needed

Scrap 1/4-inch plywood & 1-inch softwood
2 wood belt hinges
20 push-button switches
10 clips
1 potentiometer
1, 12-volt light bulb
Assorted pieces of lamp cord &bell wire
1 toy electric train transformer
1 clipboard clamp
Several dozen small beads & some glue
(Any color left over from shop projects)

The underside of the control panel is protected to permit the changing of the connections between the answers and the questions or choices. This is necessary in order to prevent the sta (Continued on Page 28)
Build Your Own Teaching Machine
(Continued from Page 19)

dents from memorizing the combinations. Before the machine is put into use, the teacher should advisers should encourage the students to learn to identify the objects, rather than to “cheat” by memorizing the position of the correct answer button in relation to the number of the object (question).

Programming the Machine
The wiring diagram, Figure 2, is drawn to represent the control panel as seen when the lid is lifted up, not as viewed from the top when the lid is closed. It shows how the question switches and the answer switches are connected to provide the desired combinations. The diagram also indicates how the light and the transformer are wired into the system. Only answer switches A, F, and J are connected with question switches. This is to avoid the confusion of too many lines on the drawing. However, the other switches should be connected in like manner.

To change the combinations, merely relocate the wires running from answer switches to connection clips (that are attached to the question switches). For example, switch A is connected with question switch 7, to change combinations, merely remove the answer switch wire from the clip and attach it to any other clip. Relocate the other wires in the same manner.

The teacher should write the combinations, such as A-7, J-1, F-6, etc., on a sheet of paper before closing the lid. The material to go on the shelves and the answers that are written on the answer sheet must be placed in the correct combinations (those listed on the sheet). For example, the test question or item to be identified should be placed on shelf seven, and the correct answer should be printed opposite answer switch A, as illustrated in Figure 2.

The “do-it-yourself” teaching machine would seem to be appropriate for many varied uses in many departments of vocational agriculture. Identification of plants, seeds, shop tools, hardware, livestock, and other items would be examples of how the machine can be used. Regardless of how teachers use the machine; whether with regular class work, as an interest-getter during rainy days, or when the students have finished assigned work, they will find it a welcome change from everyday routine, and so will the students.

References

Record Books Teach Basic Skills

By R. Kirby

Record keeping is a requirement of producers in all agricultural industries. Farm management, crop production, animal husbandry, and related industries require the student or producer to accumulate and present records that are factual, complete, and correct.

Many agricultural teachers have found record keeping to be a difficult subject to teach because of the complexity of the subject matter. However, record keeping is a basic skill that should be mastered by all producers.

When teaching record keeping, it is important to start with the basics. The teacher should begin by teaching the students how to keep records of their agricultural enterprises. This can be done by working with the students in the classroom or by working with them on the farm.

Teaching should begin with the basics, such as recording the date, the location, the type of crop or animal, the quantity, and the cost of materials and labor. The students should be taught how to keep records of their expenses and how to calculate the profit or loss of their enterprises.

The teacher should also teach the students how to keep records of their personal financial affairs. This includes record keeping of bank accounts, savings accounts, and investment accounts.

In conclusion, record keeping is a basic skill that should be taught to all producers. The teacher should start with the basics and work up to more complex records as the students become proficient in record keeping.

References
Questions for Beginning Teachers

I know I will be an excellent vocational agriculture teacher. What will the beginning teacher need to do to prepare himself for his first school year? — Inspector

FARMERS and local agri-Indiana employers should be involved in student career development. They can reflect the attitudes of the agriculture program and the FFA. Review of the FFA Chapter scrapbook may reveal evidence of community support. A good source of information about community support of the agriculture program may be local newspaper personnel.

Community involvement in the program will greatly depend upon the willingness and the efforts of the school administration and former teacher to involve the community. No evidence of community support for agriculture at the school spells trouble for the beginning teacher if such support was actively solicited by the school administration and former teacher.

Administrative Support

What evidence suggests the school administration supports agricultural education? School administrators should understand and agree with the goals of the program. Teachers should be prepared to the right questions, the beginning teacher enhances the possibility of selecting a desirable teaching position.

Purpose of Agricultural Education

Does the vocational agriculture department have an identifiable purpose? The purpose of a department may be to offer a program that students develop the knowledge and skills needed for successful entry into an agricultural occupation. Some students may provide students skills needed to fulfill occupational interests such as those required by part-time farmers. Other departments may offer courses to provide students an appreciation of occupations and skills performed in agriculture. Departments may also desire to prepare students for more advanced study in agriculture at the college level.

Beginning teachers should be fairly certain the purpose of agricultural education at the school in question is similar to their philosophy and expectations. Review of the curriculum will reveal a description of skills taught in the program. Discussions with guidance counselors, program graduates and current students may reflect student attitudes toward the program, type of student enrolled in agriculture, and the skills learned.

Parents of students, local farmers, employers in agriculture, advisory committee members and teachers in other disciplines at the school can answer questions that will tell much about the image of the department. Comments from these persons, other teachers in the department and the former teacher(s) should enable the beginning teacher to identify the purpose of agricultural education at the school.

Community Support

What evidence suggests the community supports the program? A functioning advisory committee indicates people in the community have an interest in the agriculture program. Adults in the community may help to support FFA teams. Agricultural organizations may sponsor field trips and FFA awards for students enrolled in agriculture.

Facilities and Supplies

Are facilities and supplies adequate to fulfill the objectives of vocational education in agriculture? Facilities must be available to provide students hands-on experiences. All schools should provide vocational training for students.

Questions about the budget for textbooks, instructional material and agricultural education supplies will help determine the level of support for the program. Size of the agricultural program may reflect the needs of the local community. If a school farm or greenhouse is operated, the department facilities should reflect student needs for hands-on experiences.

The beginning teacher should know if funds are being derived from district funds or money making projects for the school. It is also wise to know if facilities are safe for student use. Inspect facilities and determine how the administrator and teachers liability and student safety.

Role of the Vo-Ag Teacher

What does the administration and community expect of the teacher? School administrators require all teachers to properly manage the classroom. Lack of organization and poor discipline can reflect undesirable teaching characteristics. The beginning teacher should know the attitude of the school administration and community toward winning FFA contests and supervision of student SOE programs. Each of these will require more hours after school if demands are inconsistent with teaching load and curriculum design.

Is the teacher expected to perform specific responsibilities on the school farm? The county or local farmers, or an organization in the community may advise the FFA Alumni? Does the school conduct a farm Related occupations and agri-business?

BOOK REVIEWS

The treatise of the book is that world hunger and poverty result in many countries and nations. World hunger and poverty: Specific plans, strategies, and case studies are presented by the author to address these pressing issues. The author is the former U.S. Coordinator of Food for Peace and has headed two U.S. State Department Delegations to the Inter-governmental Food Committee of the United Nations Food and Agricultural Organization. These experiences make him well qualified to author a book on this subject.


Animal Reproduction is designed for advanced college students in agriculture interested in animal reproduction in regards to practical problems on the farm, potential applications of newly developed technology, and basic research. It shows the detailed yet com- prehensive research done by the author and contributed during the symposium. The papers are divided into an abstract, introduction, main body, conclusion, some papers include a section on research applications. Al- so included are a wide variety of black and white photos, charts, and tables pertaining to animal reproduction.

Laura Kay Olmehack, Popleb Grove, Illinois

The five sections are made up of twenty-five key topics. The papers are divided into an abstract, introduction, main body, conclusion, some papers include a section on research applications. Also included are a wide variety of black and white photos, charts, and tables pertaining to animal reproduction.
Stories in Pictures

1982-83 NVATA Recognition

IDEAS UNLIMITED

Accepting the Ruritan National Award on behalf of their state winner were: (Left to Right) J.D. Melton, President, North Carolina Association, Creswell, North Carolina; Roy Walls, Jr., President, Maryland Association, Union Bridge, Maryland; Alan Redfield, President, Montana Association, Pray, Montana; N.F. Pohlman, Illinois Association, Quincy, Illinois; Elmo Castle, Secretary, Oklahoma Association (National Winner), Garber, Oklahoma; Layton G. Peters, NVATA Past President, New Ulm, Minnesota (Presenter).

HONORARY LIFE MEMBERSHIP

Persons who have made outstanding contributions to the NVATA and the vocational program in Agricultural Education are: (Left to Right) Butch Haugland, Past President, North Dakota VATA, Crosby, ND accepted the award for Don Erickson, State Supervisor (Retired), Agricultural Education, Mankato, North Dakota; Curtis R. Weston, Agricultural Education, University of Missouri, Columbia, Missouri; Kenneth Lent, President, Idaho VATA, Newdale, ID accepted the award for Leslie G. Jackson, Agricultural Education (Retired), University of Idaho, Lava Hot Springs, Idaho; Art Nelson, State Supervisor (Retired), Agricultural Education, Olympia, Washington; Dale Butcher, NVATA President, West Lafayette, Indiana (Presenter).

SERVICE AND COOPERATION

The 1982 NVATA Outstanding Service and Cooperation Award was presented to John Deere, Moline, Illinois. Layton G. Peters (right), NVATA Past President, presented the award to John Coy, John Deere.

TEACHER RECOGNITION

The NVATA Agriculture Teacher Recognition Award is sponsored by the Pfizer Agriculture Division and presented to the vocational agriculture teachers who served as advisors to the national winners of the FFA Agricultural Proficiency Awards in Poultry, Beef, Diversified Livestock, Dairy and Swine Production Awards present to accept their awards during the NVATA National Convention. (Left to Right) Donna L. Regal, Pfizer Agriculture Division, New York City, New York (Presenter); John Shelestad, Diversified Livestock Production Kenyan, Minnesota; Dennis Swenson, Swine Production Madelia, Minnesota; Bruce Russell, Poultry Production Mt. Pleasant, Utah.