Stories in Pictures

Agribusiness relationships can include creatively sponsoring dairy bars, creating displays or providing demonstrators. (Photograph courtesy of M.S. Natusch, IFA Extension Secretary, Connecticut)

BRIDGING THE GAP WITH SOE PROGRAMS

Ownership Placement

Supervised Occupational Experience Programs

School

Selecting Planning Conducting Evaluating

Work

THEME: Achieving Quality
Supervised Occupational Experience Programs
Supervised Occupational Experience Programs

One of the most unique features of the program is vocational agriculture is that of supervised occupational experience programs. This feature is one that sets our program apart from other educational programs since it provides for real life contacts that makes the relevance of the program greater to other educational efforts. The benefits and drawbacks to the student are axiomatic and those accruing to the employer, community, schools, programs and teachers are discussed throughout this issue.

The magnitude of the contribution that SOE makes to our total educational effort and the purported benefits that component of our program is receiving; the reaction was to provide new direction through the national work that was described by David L. Wilkins through the national work that was described by David L. Wilkins. This work also helped provide the necessity for the form of the present. Dr. Williams was one of the leaders in this effort and wholly so since he has been one of the most prolific writers on and researchers of SOE programs.

An SOE program renewal is needed. Given this need,

Magazine Subscriptions By State

<table>
<thead>
<tr>
<th>State</th>
<th>Single Copies Mailed</th>
<th>Total No. of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>35</td>
<td>73</td>
<td>32%</td>
</tr>
<tr>
<td>Arizona</td>
<td>33</td>
<td>15</td>
<td>22%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>25</td>
<td>20</td>
<td>35%</td>
</tr>
<tr>
<td>California</td>
<td>89</td>
<td>36</td>
<td>35%</td>
</tr>
<tr>
<td>Colorado</td>
<td>10</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>64</td>
<td>65</td>
<td>35%</td>
</tr>
<tr>
<td>Delaware</td>
<td>57</td>
<td>56</td>
<td>34%</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>64</td>
<td>65</td>
<td>35%</td>
</tr>
<tr>
<td>Florida</td>
<td>14</td>
<td>13</td>
<td>27%</td>
</tr>
<tr>
<td>Georgia</td>
<td>26</td>
<td>25</td>
<td>35%</td>
</tr>
<tr>
<td>Hawaii</td>
<td>32</td>
<td>23</td>
<td>34%</td>
</tr>
<tr>
<td>Idaho</td>
<td>14</td>
<td>13</td>
<td>27%</td>
</tr>
<tr>
<td>Illinois</td>
<td>82</td>
<td>85</td>
<td>35%</td>
</tr>
<tr>
<td>Indiana</td>
<td>24</td>
<td>39</td>
<td>27%</td>
</tr>
<tr>
<td>Iowa</td>
<td>15</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>Kansas</td>
<td>35</td>
<td>36</td>
<td>34%</td>
</tr>
<tr>
<td>Kentucky</td>
<td>35</td>
<td>38</td>
<td>29%</td>
</tr>
<tr>
<td>Louisiana</td>
<td>35</td>
<td>33</td>
<td>75%</td>
</tr>
<tr>
<td>Maine</td>
<td>23</td>
<td>24</td>
<td>18%</td>
</tr>
<tr>
<td>Maryland</td>
<td>35</td>
<td>36</td>
<td>35%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>53</td>
<td>52</td>
<td>86%</td>
</tr>
<tr>
<td>Michigan</td>
<td>14</td>
<td>15</td>
<td>27%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>35</td>
<td>36</td>
<td>27%</td>
</tr>
<tr>
<td>Missouri</td>
<td>35</td>
<td>33</td>
<td>75%</td>
</tr>
<tr>
<td>Montana</td>
<td>35</td>
<td>32</td>
<td>36%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Nevada</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>24</td>
<td>30</td>
<td>56%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>35</td>
<td>31</td>
<td>37%</td>
</tr>
<tr>
<td>New Mexico</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>New York</td>
<td>35</td>
<td>36</td>
<td>35%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>35</td>
<td>34</td>
<td>35%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Ohio</td>
<td>35</td>
<td>36</td>
<td>35%</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Oregon</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Texas</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Utah</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Vermont</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Virginia</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Washington</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>West Virginia</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>35</td>
<td>32</td>
<td>32%</td>
</tr>
<tr>
<td>Wyoming</td>
<td>35</td>
<td>33</td>
<td>68%</td>
</tr>
</tbody>
</table>

SUBSCRIPTIONS

Subscriptions prices for the AGRICULTURAL EDUCATION MAGAZINE are $7 per year. No subscription is available to group free unless and for ten copies. Single copies and back issues are available at $1 each. All back issues are available at the following rates: The subscription office is located at the Department of Agriculture, Room 503, Mechanicsville, IN 30311.

If you have any questions or problems, please contact the AGRICULTURAL EDUCATION MAGAZINE at (319) 268-5511. Your subscription address is the most critical information for us to update your subscription. If you do not receive your subscription, please call the subscription office at (319) 268-5511.
Thematic Focus: Achieving Quality SOE Programs

Quality supervised occupational experience (SOE) programs constitute a vital component of any quality vocational agriculture program. A chain is no stronger than its weakest link. The three links in the vocational agriculture program—teacher, student, and the development of related materials—are essential for a strong program. A committee was named to plan the workshop, write a SOE Handbook, and advise in the development of SOE visual materials. The workshop was attended by over 200 vocational agriculture teachers, teacher educators, and state staff personnel from 45 states on July 25-30, 1982, in Washington, D.C.

The workshop was described as being a "SOE revival." "Other referred to it as a "return to the basics." The official theme of the workshop was "Bringing the Gap," referring to the need for students to appreciate the quality of SOE programs. The workshop included discussions on the importance of SOE programs in the development of a strong vocational agriculture program.

National Workshop Conducted

Recognizing the need to re-establish SOE as a strong component of vocational agriculture, National Agricultural Education leaders took action. In 1980, the National FFA Board of Directors authorized the planning of a national SOE symposium. The symposium would provide a forum for the sharing of ideas and the development of related materials. A committee was named to plan the workshop, write a SOE Handbook, and advise in the development of SOE visual materials. The workshop was attended by over 200 vocational agriculture teachers, teacher educators, and state staff personnel from 45 states on July 25-30, 1982, in Washington, D.C.

The workshop was described as being a "SOE revival." "Other referred to it as a "return to the basics." The official theme of the workshop was "Bringing the Gap," referring to the need for students to appreciate the quality of SOE programs. The workshop included discussions on the importance of SOE programs in the development of a strong vocational agriculture program.

The Cover

Quality supervised occupational experiences bridge the gap between the school and the work place. (Drawing from the National Workshop, materials.)

By David L. Williams, Terrific Editor

National Workshop Conducted

Recognizing the need to re-establish SOE as a strong component of vocational agriculture, National Agricultural Education leaders took action. In 1980, the National FFA Board of Directors authorized the planning of a national SOE symposium. The symposium would provide a forum for the sharing of ideas and the development of related materials. A committee was named to plan the workshop, write a SOE Handbook, and advise in the development of SOE visual materials. The workshop was attended by over 200 vocational agriculture teachers, teacher educators, and state staff personnel from 45 states on July 25-30, 1982, in Washington, D.C.

The workshop was described as being a "SOE revival." "Other referred to it as a "return to the basics." The official theme of the workshop was "Bringing the Gap," referring to the need for students to appreciate the quality of SOE programs. The workshop included discussions on the importance of SOE programs in the development of a strong vocational agriculture program.

The Cover

Quality supervised occupational experiences bridge the gap between the school and the work place. (Drawing from the National Workshop, materials.)

By David L. Williams, Terrific Editor

National Workshop Conducted

Recognizing the need to re-establish SOE as a strong component of vocational agriculture, National Agricultural Education leaders took action. In 1980, the National FFA Board of Directors authorized the planning of a national SOE symposium. The symposium would provide a forum for the sharing of ideas and the development of related materials. A committee was named to plan the workshop, write a SOE Handbook, and advise in the development of SOE visual materials. The workshop was attended by over 200 vocational agriculture teachers, teacher educators, and state staff personnel from 45 states on July 25-30, 1982, in Washington, D.C.

The workshop was described as being a "SOE revival." "Other referred to it as a "return to the basics." The official theme of the workshop was "Bringing the Gap," referring to the need for students to appreciate the quality of SOE programs. The workshop included discussions on the importance of SOE programs in the development of a strong vocational agriculture program.

The Cover

Quality supervised occupational experiences bridge the gap between the school and the work place. (Drawing from the National Workshop, materials.)

By David L. Williams, Terrific Editor

National Workshop Conducted

Recognizing the need to re-establish SOE as a strong component of vocational agriculture, National Agricultural Education leaders took action. In 1980, the National FFA Board of Directors authorized the planning of a national SOE symposium. The symposium would provide a forum for the sharing of ideas and the development of related materials. A committee was named to plan the workshop, write a SOE Handbook, and advise in the development of SOE visual materials. The workshop was attended by over 200 vocational agriculture teachers, teacher educators, and state staff personnel from 45 states on July 25-30, 1982, in Washington, D.C.

The workshop was described as being a "SOE revival." "Other referred to it as a "return to the basics." The official theme of the workshop was "Bringing the Gap," referring to the need for students to appreciate the quality of SOE programs. The workshop included discussions on the importance of SOE programs in the development of a strong vocational agriculture program.

The Challenge

Vocational agriculture instructors, teacher educators, and state staff personnel are challenged to join in the national movement in achieving quality SOE programs. The challenge is to be, it is up to me. Ask yourself, responsible for the next SOE link in vocational agriculture? Or even better, "Am I responsible for the next SOE link in the vocational agriculture chain?"

The articles on the next several pages discuss some of the major issues associated with the development of quality SOE programs. The articles present a few examples of what has been done, what is being done, and what should be done to achieve quality SOE programs. The articles also provide some recommendations for the development of quality SOE programs.
Planning Is Essential For Quality SOE Programs

(Cont. from page 9)

2. Identify the degree of involvement desired upon graduation.
3. Assess the current knowledge and experience of the student.
4. Develop a sequential program of experience to advance from the current status to the desired status.
5. Schedule the supporting courses and FFA activities which will enhance their vocational establishment.

Let us take a more detailed look at these five steps to clarify the process:

1. Identify an occupational objective, as realistically as possible. Determine what the student hopes to do upon graduation. Have students project themselves ten years from now, identifying what they would like to do in the future. This may include college or technical school preparation.

Many states that students in high school, especially seniors, are not capable of identifying a career goal. To some degree, this may be true, however, the fact that they enrolled in a vocational agriculture class means that they have an interest in a "career in agriculture." A decision had to be made between vocational agriculture and other courses. Basically, what you are asking them to do is refine their career choice, if they can.

2. In the same manner, establish a goal as to the degree of occupational establishment desired upon completion of a period of agricultural education. This goal should be realistic as well as challenging. Goals regarding advanced degrees, proficiency awards and/or leadership roles may be included but they should be attainable. It is the student's responsibility to plan toward the declared occupational objective and should not become the overriding objective of the program experience.

The experiences of the student. This includes production agriculture experience, agricultural experiences, agriculture knowledge and skills acquired, and demonstrated leadership abilities. Even if the student is new to the program, the chances are good that there have been some 4-H or other practical experiences in agriculture.

4. Now comes the difficult part. Develop a plan that will take students from where they are to where they hope to be. This will tell you in what direction you need to pull students. The more detailed the plan, the better the program will fit the needs of the students.

The plan will be more successful if it is related to the student's abilities and interests. The plan should be developed in consultation with the students.

5. Develop a sequential program of experience which will provide the necessary background, knowledge, and skill appropriate for the vocational agriculture program. It is the responsibility of the student to meet these requirements.

Develop a yearly occupational experience program which will provide the necessary background, knowledge, and skill appropriate for the vocational agriculture program. It is the responsibility of the student to meet these requirements.

Whether the student is interested in becoming established in production agriculture, agritourism, or a professional related in agriculture, there should be an opportunity for observations with appropriate entrepreneurs or those who are employed. This is a logical inclusion in an agricultural education program. Student involvement in these extracurricular activities will prove practical application into teaching vocational agriculture.

Next, one needs to schedule involvement in SOE enterprises and/or work experience in agricultural production. A combination of both might be the most appropriate so all students can gain valuable experience and to production agriculture through personal and farming enterprises (projects) so students can gain work experience, including laboratory-type experiences. Keep in mind that experiences in personal and farming establishment in a classroom should be the underlying criterion. Non-traditional programs should be encouraged especially for limited opportunities.

There are some essential characteristics which basic to the plan. A successful vocational agriculture program should be: (a) of sufficient scope to be educational and practical; (b) respect for the school and community; (c) continuous over a period of years, leading to a successful occupation; (d) economically sound and fair for the student and the school; (e) with the student, there is a likelihood of finances and credit available.

5. By this time you should be acutely aware of the importance of planning. Cash flow, space, and leadership abilities for work, budgets, etc., need to be addressed. Additionally, the plan will be the supporting program that complements the occupational preparation of the student.

An Implementation Plan

We have identified "what" and "how" accurately now must determine "HOW" it will be accomplished.

This becomes the implementation plan. The entire range of activities that must be directed toward the declared occupational objective and should not become the implementation plan. The experiences of the student.

The agricultural work plan will be considerably more involved than what is offered in the planning. Additionally, planning of improvement practices and skills can be done as the student progresses, year by year.

The planning of improvement practices will be of tremendous benefit to students. Realistically, students may change their vocational objectives as high school; the school must be set in concrete, it cannot be changed. Time should be provided for this planning.

The implementation of this process can be a tremendous load on high school programs. It will provide a unique opportunity for the school to be used for the student. It is not only mandatory, but must be effective.

Develop a sequential program of experience which will provide the necessary background, knowledge, and skill appropriate for the vocational agriculture program. It is the responsibility of the student to meet these requirements.

Whether the student is interested in becoming established in production agriculture, agritourism, or a professional related in agriculture, there should be an opportunity for observations with appropriate entrepreneurs or those who are employed. This is a logical inclusion in an agricultural education program. Student involvement in these extracurricular activities will prove practical application into teaching vocational agriculture.

An Interview with Clarence E. Bundy

SOUND PRINCIPLES FOR SOE:
Past, Present, And Future

By Keith W. Rehault and Wade Miller

Professor Bundy began his career in agricultural education in 1949 when he became the Vocational Education Teacher at South Falls Falls, Iowa. He remained in agricultural education until the summer of 1974 at which time he became employed as a Farm Management Advisor for the University of Iowa Extension Service. Professor Bundy continued in this capacity until he retired from the University of Iowa in 1984.

This interview was conducted by Keith W. Rehault and Mr. Bundy's home in Ames, Iowa and edited by Mr. Wade Miller. In this interview Mr. Bundy shares his thoughts concerning SOE.

Question: MR. Bundy, over the years, what is it that has made SOE work?

Bundy: Well, I would say in the past it has been the philosophy of teachers concerning the value of the occupational experience program. The vocational agriculture program and supervised occupational experience were synonymous. Thirty or forty years ago many vocational agriculture programs had seven or more per week. Such a program allowed more than one class period each day. That type of schedule made it possible to take the students on multiple field trips and to devote much more time to SOE in class.

Rehault: Maybe that is one of our biggest problems today. We have a great deal of opportunities available but we do not take many field trips with this type of schedule.

Bundy: We should make one point here. The development of the last twenty years toward minimum credit courses, nine-week courses, and semester courses has caused the vocational agriculture program and SOE to lose some of its continuity. Students are encouraged to take as many credits as possible however they wish instead of committing themselves for four years. Also, with the increase in the number of students each day it is no longer possible to support them or emphasize to the fullest the leadership opportunities provided for our students. If we want them to be leaders we have to support them.

Question: What standard do you advocate for SOE programs?

Bundy: I would not have a standard that all students have to meet. My attitude is that one must build standard and then work from that standpoint. I think one could have almost no opportunities for production type SOE programs while others have all kinds of opportunities. Lack of money may also be a problem. As a teacher, I tried to encourage each student to have a broad based program involving three types of activities. In the beginning, there were production projects, supplementary projects, and improvement projects. The latter involved real estate or enterprise improvement projects. In later years, many farm management experiences were added, but it was not until 1943 that Farm management agriculture began to become a result of changes in federal law.

My goal was to work with every student and their parents to develop a personalized SOE program. I tried to encourage each student to have at least two production projects, one or two supplementary projects, and two or three improvement projects.

Rehault: You mentioned that you had a few students with limited opportunities. What are some of the things that you did to help these students with their SOE programs?

Bundy: One thing that I did was to promote a partnership between farm students and town students. Another way was to have town students rent land for program projects. This would involve a group of four to six students. One group would, remember, purchase the land and then rent it out to a number of students. This idea took off and led to a number of projects. Another group rented a piece of land and grew vegetable crops. There were not any students with absolutely no opportunities because they all had a home and there was always something they could do in the area of home improvement for an improvement project.

Rehault: How do you do about obtaining parental support for the SOE program?

(Cont. on page 8)
Sound Principles For SOE Past, Present, And Future

(Cont. from page 7)

Bundy: I am a great believer in using the FFA and subsidiary organizations. We always had a meeting in the fall with the new students and their parents where the older FFA members would explain the value of their projects and the philosophy behind the work. We would also have field trips where the parents were invited so that they could see some of the FFA member's projects. It was a common practice to take parents along so that they could have an idea of what the students were up to.

Reault: How did you go about evaluating the SOE programs and their record books?

Bundy: Well, in the first place, I evaluated it at the beginning. When they started at freshman year, I could evaluate the classroom instruction which added the improvement practices at home. Then, as soon as we started on a production project, they would work out a specific plan for the class to do it. That plan went into their record book. Then we took up the subject matter in class. If they were going to have some projects, they would go over them in the classroom. If the students were interested, I would encourage them to write about the experiences that they had gained. We would add to their plans as they were gaining more experience during the year. As they got their projects on paper, I would periodically evaluate their records to see that they were up to date. Then, at the close of the year, I would evaluate their projects according to how good they had done in terms of the goal that they had set and their evaluated improvement projects. This was determined by the goals for their occupational preparation program. I did not consider limited opportunities a handicap. I thought that if a student had made good use of his opportunities, he should get an A or B in some way with all kinds of opportunities.

Reault: What do you think is the key to a successful SOE program?

Bundy: First, the teacher must have the philosophy that SOE is the need of their instructional program. It must be put emphasis on not as a requirement to be met, but as a gain that can be achieved by having an SOE program.

Teacher: I think that the teacher has to redline his/her program. I program is more than 3:30 till 4:30. One cannot possibly have a good SOE program without getting our students after 4:30 and on some Saturdays. I also think that school administrators must see the value of this type of program. Teachers should be reimbursed for their expenses to supervise students and to take classes on field trips. I think we must relate the classroom instruction to what is going on in agriculture at that time. Third, we must help students understand the importance of their own time and effort. When I was through the SOE record book, I had worked a hard place in it to develop a three year program. At the end of each year, an additional year was added so that the students always had a three year plan.

Reault: Some teachers say they do not have the time or the money needed to supervise students in SOE programs.

Bundy: I know there is a budget problem today. When I taught, we often took the principal out with us. Part of the job was selling the administration. The board never hesitated to provide me with funds to do the rest of field trips. And the other side of the problem, the teachers only have 45 to 50 minutes per day, which they cannot get out and do very much in that amount of time.

SOE Is A Dynamic Instructional Tool

(Cont. page 10)
SOE Is A Dynamic Instructional Tool

(Cont. from page 9)

structure's part than anticipated. Discussion of SOE programs and activities held early in the first vocational agriculture class. A thorough explanation of why SOE programs are necessary, how to begin a program, and who is involved is one student's program may be given by senior FFA members with successful programs. Creating this idea is more effective than a teacher-oriented lecture because the students will relate better to their peers. A field trip to outstanding programs and then a visit to student's home to discuss their program has personally been proven to be successful. Once a student has established a SOE program, an instructor should base classroom instruction upon individual problems that might arise in a student's project, so instruction and experience may complement each other.

Instructors of vocational agriculture must make a personal commitment to be an active component of the instructional supervising programs is a time consuming portion of any individual's personal commitment but also a very rewarding experience for both the instructor and the student. Teachers should be the catalyst that initiates a reaction within students towards their individual projects by remaining supportive yet not overbearing. They should personally develop goals for each individual student to arrive for in the program and keep their expectations realistic. Unrealistic goals may lead to teaching dissatisfaction and possibly even abandonment of the SOE program by the student.

Individualized SOE Programs

When assisting a student in developing a SOE program, several factors should be considered by the instructor. The scope of the project depends upon parental permission, the student's interest, the student's capabilities (both physical and cognitive), and the money available. Instructors should remember that the planning and execution of the structure of the project is to be meaningful and challenging. The program collectively developed by the student, instructor, parents, and employer must be comprehensive in scope to provide efficient and desirable practices. The instructor and student should be the principal planners, and the money available.

A SOE program should primarily be developed for learning, not earning! In addition to planning the project on paper, two very important documents should accompany this written plan. One is the prepared budget to be presented to the student anticipating upcoming expenditures and learn how to properly manage their costs. The second is a business management agreement which promotes understanding, divides responsibility accordingly, develops a financial agreement fair to all, is legal in case one party dies, and helps to insure a successful program.

Realistic planning and accurate records are to be emphasized when the SOE program is presented. Evidence in both areas will facilitate the student in developing a worthwhile individualized program. Instruction in both areas must continue throughout the year, which is important for the effective and efficient operation of the SOE program.

After the initial paper-planning has been approved, the instructor's work is not finished. Continuing and developing the SOE program is further developing the student's project. SOE programs should be recorded and discussed with students and parents. Recommendations from previous years should be continued and the program refined. The SOE program should be planned sequentially and seasonally with the students' and parents' advice. A minimum of three to four meetings per year is recommended for every student. No other parents or FFA members may also be very beneficial to the student.

Students with SOE programs should also be members because both components work hand in hand to supplement the classroom and each other. The FFA chapter provides a place to develop concepts, to develop the project, and to develop individual projects. The project is the focus of the individual, and the project is a part of the chapter project, and the chapter project is the focus of the FFA chapter.

Achieving Quality SOE Programs

High quality programs may be very heterogeneous (farm, agriservice business, and laboratory), but the structure must be constructed around the primary purpose principles. The student SOE program must be considered a part of the FFA program. When developing a SOE program, the instructor should not have a personal goal for the student. The student should be the primary goal. So when developing a SOE program, the instructor should not have a personal goal for the student. The student should be the primary goal.

1. Is the program worthwhile to the student?
2. Does the program offer the student a good opportunity to learn?
3. Are accurate records being maintained?
4. Do you believe in SOE programs and benefits?

SOE programs provide dynamic techniques for acquiring experience. There is no better way to develop practical knowledge than to explore it. The agricultural students receiving high quality SOE programs are receiving this opportunity.

Changing Situations

Many students completing high school today are continuing their education by moving into programs that will provide training and skills for the more technical demands of the work market. While the long-reared high school diploma no longer assures a job diploma will get its holder a job, it is no longer a foot in the door. The diploma is no longer an assurance of more training and/or schooling is necessary if "desired success" is to be achieved.

Another important factor in many areas is the current economic situation. Many industries and businesses have long been supported by vocational agriculture programs. There are a number of opportunities that presented in the past. In fact, agriculturally related businesses are one of the most affected by the current recession and money at one time of severe recovery. What does this mean to the agricultural teacher wishing to provide his/her students with a meaningful supervised occupational experience?

The demand for technical trained people and the depressed economic situation mean that vocational agriculture programs will re-examine the role of the student's SOE programs. Programs must be developed so that hard-scrabble businesses and industries will be willing to spend money. The programs must also be developed with the realization that more and more vocational students are not going directly from high school into the job market.

Potential Changes

Components that have long been an integral part of SOE program will probably be changed. Among the most important are the amount of time spent in a job location, the payment for their work, and the structure of the SOE program. Job opportunities may need to be shorter periods of time so the program can be paid for the purpose of serving various kinds of job opportunities in agriculture.

SOE programs that include agriculture business employment are becoming increasingly limited because high school students lack the technical skills to do more observation. It is significant that such observation can justify the payment of even a small amount. In addition, opportunities are difficult for students. The financial assistance in such areas as engineering, purchasing, sales, marketing, communications, or quality assurance are certain large blocks of opportunities.

Another problem often arises because it is difficult for an agricultural enterprise to envision the type of program that may be helpful to students. In this case, it becomes the responsibility of the teacher to come up with a program and "sell" the foundation of what may be a program that may be involved, as well as the personnel department which usually handles student placement.

There has been an argument for pay, that a student in the workplace must be paid because of insurance demands. If a student is not involved with the actual production processes, this could be overcome.

There are several creative approaches that can be taken to set up exploratory agriculture SOE programs. Three approaches are presented here.

Experience in a Single Occupational Area

This approach would provide the student two hours or three hours of supervised instruction in a period of several months in a single occupational area. This does not place a burden on the workplace personnel and will give the student a look at a variety of activities. Some experiences may fit into this category. They include placement in a veterinarian clinic, Cooperative Extension Office, production Credit Office, farm personnel office, farm real estate office, and other community opportunities.

Experience in Multiple Occupational Areas

This is an approach that may be especially suitable for an SOE program in a large agriculture business. A variety of short experiences would be planned for a student in one department, then the student would be rotated to another department for one week in accounting, one week in purchasing, one week in sales, etc. The following is a sample plan involving nine weeks of occupational experience in a food processing corporation employing 1500 employees: (Four days per week the student would report to the business and one day a week to the school during the designated hours.)

Week 1 - Broiler Grower Operations a. 2 days, breed, feed, floor, serving person b. 1 day, company veterinarian c. 1 day, management level personnel

Week 2 - Fresh Processing a. 2 days, processing b. 3 days, evaporation, cutting-up, chilling, fresh packing

(Cont. on page 12)
Alternative Approaches To SOE
(Cont. from page 11)

Week 3 — Production Planning/Methods/Inventory Control
a. 1 day with production management personnel
b. 1 day with production planning personnel
c. 1 day with inventory control personnel
d. 1 day with industrial engineering personnel

Week 4 — Maintenance/Engineering
a. 1 day with maintenance management personnel
b. 1 day with drafting and maintenance scheduling
c. 1 day with process mechanics
d. 1 day with other maintenance departments

Week 5 — Purchasing
a. 1 day with commodities purchasing
b. 1 day with packaging purchasing
c. 1 day with other purchasing
d. 1 day with purchasing management/office personnel

Week 6 — Sales and Marketing
a. 2 days with sales personnel (outside plant)
b. 1 day with marketing personnel
c. 1 day with sales and marketing management personnel

Week 7 — Transportation
a. 1 day with transportation management personnel
b. 1 day with transportation maintenance/scheduling

c. 1 day with driver on a day trip
d. 1 day with shipping and receiving areas

Week 8 — Communications Services
a. 1 day with graphic arts department
b. 1 day with telecommunications/reporting
c. 1 day with publications editor
d. 1 day with consumer services/community management

Week 9 — Training/Management/Personnel
a. 1 day with training manager
b. 1 day with personnel department
c. 1 day with wage and benefit manager
d. 1 day with management trainee, meeting one group vice president.

Experience in Multiple Agribusinesses

Another variation is to place students for a short simple in more than one workplace. In ac-

Experiences in multiple agribusinesses.

Week 1 — at an artificial breeding cooperative
Week 2 — at an agway or similar farm store
Week 3 — at a local feed mill
Week 4 — at local auction stockyards
Week 5 — at a farm machinery dealer
Week 6 — at a Soil Conservation Service
Week 7 — at Cooperative Extension Service
Week 8 — at Production Credit/local bank/other institution
Week 9 — at an exemplary farming operation

7. Self-evaluation of student
8. Preparation of a final report
9. Follow-up interview with the instructor

Supervised Occupational Experience (SOE) can be defined as the group occupational learning experience in which the student gains exposure and practical experience in the operation of a farm or agricultural business. The SOE program is designed to provide a structured learning experience in which the student gains exposure and practical experience in the operation of a farm or agricultural business. The SOE program is designed to provide a structured learning experience in which the student gains exposure and practical experience in the operation of a farm or agricultural business. The SOE program is designed to provide a structured learning experience in which the student gains exposure and practical experience in the operation of a farm or agricultural business.

For example, in the Washington State University program, students are required to complete a minimum of 200 hours of supervised occupational experience. This experience can be obtained through a variety of activities, such as working on a cooperative extension project, conducting market research, or assisting with a local farmer's market.

State Standards for SOE

There is no question that SOE bridges the gap between school and industry. In higher education, SOE programs are designed to prepare students for the world of work. These programs provide students with valuable hands-on experience that can make them more employable upon graduation.

In Washington State University's program, students are required to complete a minimum of 200 hours of supervised occupational experience. This experience can be obtained through a variety of activities, such as working on a cooperative extension project, conducting market research, or assisting with a local farmer's market.

SOE is a Strong Tool

SOE is the strongest tool placed in the hands of vocational agriculture teachers. No other program offers a teacher the opportunity to work closely with students and parents in mapping out and developing a student's occupational goals, developing skills and competencies related to student interests, and serving as a means for students to become involved in FFA activities and awards where further leadership and occupational abilities can be developed.

THE AGRICULTURAL EDUCATION MAGAZINE
MARCH 1995

THEME

Standards Are Essential For Quality SOE

By Ronald Crawford
(Continued from page 10)

By Ronald Crawford
(Continued from page 10)

Standards Are Essential For Quality SOE

By Ronald Crawford
(Continued from page 10)

Standards Are Essential For Quality SOE

By Ronald Crawford
(Continued from page 10)
Developing Quality Placement Programs

By Rodney M. Wallbrook

The author teaches in a strong production agriculture area of West Virginia, and is active in all areas of ownership (production agriculture) SOE programs. But, ownership programs are not possible for all students. Placement in agribusinesses and on farms provides a desired alternative for some students at the Mason County Vocational Center. For some students both ownership and placement SOE programs are possible and appropriate. Several of the students at the Mason County Vocational Center conduct both types of programs.

Before placement programs became an alternative, teachers had an excuse for allowing students to conduct such student-led SOE programs. "This student does not have the opportunity of the red meat market," or a statement frequently heard. Placement programs certainly help to solve this problem, particularly in times of increased enrollment in vocational agriculture, as urban students and students from non-farm families, placement is probably the only possibility for many students to have SOE programs of high quality.

Many people, including the author, believed SOE placement programs were just another fad that would diminish the SOE component of vocational agriculture. With beliefs like these, it was impossible to see the benefits and importance of placement SOE programs.

Recognizing the SOE programs were here to stay and that they helped students reach their goals, along with the other four vocational agriculture teachers at the Mason County Vocational Center, set out to fully understand placement programs and how to use them to benefit our students. Getting placement started was slow, but several students at the Center have completed and others are participating in placement programs. Farm placement has been the most popular among our students, and agribusiness placement has been successful for some students. The type of placement will depend on the individual's interest and occupational goals.

Planning for Successful Placement Programs

Many principles must be followed in order to obtain successful placement programs in any vocational agriculture department. Students and parents must be informed as to what placement programs are and the benefits to farmers and business people in the area, as to what is expected of them if they are to cooperate in a placement program. School administrators must also be involved in the program. Placement is like any other area of vocational agriculture; the more people involved the better.

Training Agreement and Plan

Before placement for employment can truly be a certain characteristic and goals must be achieved. Training agreement must be developed by the teacher, the employee, the student, and the parents. Training agreement must be in writing and should define the objectives of the program, the wages to be paid the right to go to and from the employee, the teacher, A training plan should be included in the training agreement and plan should be concise. The training agreement and plan should be signed by the teacher, the parent(s), and the cooperating employer with each receiving a copy.

Records and Supervision are Important

Accurate records must be kept by the student for a successful placement program. A record of a student's job performance, including dates of employment, hours worked, and responsibilities must be recorded. Records should be kept for at least one year of employment. These records should be the basis for student progress, check to see if any rules have been broken, and compare needed areas with other students of the same group.

Beginning the Search

Not all students will need your assistance in establishing SOE programs. In early days many will walk into your classroom saying, "We have a student who does what we do in the city with students who really have no idea of what they would like [as an SOE program]."

My first step is helping any student establish an SOE program begins with setting goals and making a list of interested areas. Finding out if the student's interests are in crops, livestock, or something in the agribusiness field is of primary importance. Establishing a program for a student in an area in which he/she has no interest is doomed before it begins. Once the interest list is completed, we then turn our attention to the resources which are at the student's disposal.

Of course, it will be easier for you to find projects for those students living on farms, it will be for those from town or small acreages. No matter what type of student you find yourself dealing with, a realistic assessment of resources is must for you to put the student on the right track to a successful learning experience. Finally, you and the student need to discuss your findings with the parents. Parents must be willing partners in the planning and implementation of a student's SOE program in order for it to be a success.

Developing the Plan

Once you, the teacher, and the parents have discussed and approved a proper program, it is time to act on your plan. If the student is lacking the resources needed to have a successful program (e.g., finances, building, equipment), then this should be your first area of concern. Many times you will find that alumni members, young farmers, or other local individuals are more than willing to work with you to help a student with limited resources get a good start. With the word of caution: when dealing with a student of limited means or experience it is best to start slow allowing them to gain confidence on a smaller scale; then expand their program when it is ready.

Remember, you will often have this student for four years, so do not allow them to go too fast and then have them located, it is time to obtain the actual project or experience. Now is the time to take a less active role. Do not misunderstand the intention, the instructor will still be there to advise the student if asked, and they will be more than willing to work with the student when selecting livestock or a training station. The instructor will not, however, make the final decision on which animal to buy or what crop to plant. That decision must rest normally on the shoulders of the student. It is, after all, the student's project, and they are the ones who must live with the choices made.

How much Follow-up?

Once the project is in operation, the question now becomes, "How often should I check in with my student?" With students who needed help selecting a project, a good rule of thumb is especially true if their interest area is one in which they or their parents have little experience. With the student beginning a new project, my motto is, "If I'm called, I realize this sometimes cuts into per-
Teaching Financial Responsibility Through SOE

By ANITA C. STUYVER

The SOE program is an excellent way for students to earn a portion of their college expenses. It is also an excellent way for students to develop their financial planning skills. Students who participate in the SOE program will learn how to budget, save, and invest their money. They will also learn how to make informed financial decisions. The SOE program is a great tool for students to start building their financial future.

Essentials of Records

Why should students keep records? First, to learn financial responsibility. Students have the opportunity to earn money to reinvest, save, or expand. Records help students gauge progress, both in skill development and in profit or loss. An examination of the reasons for poor performance can be a learning experience and aid in self-planning. Records help the students see specific weaknesses where they can plan improvements or seek assistance. Parents and employers are kept informed of student progress by the records they keep. Records also help students organize and remember their achievements so it will be easy to present their best in seeking awards and degrees.

Many states have developed vocational agricultural record keeping systems. Any record book or combination of record books is appropriate if the system meets the needs of the students and if they are used. A good record keeping system for students with productive enterprises should include at least: inventory, income, expense, net labor income, and financial (net worth) statement. Other items, such as supplementary and improved practices, improvement projects, efficiency summary, and supervision may also be included. Students on placement need to record work done, hours, wages, and an employment agreement. Both groups of students should also record future plans and goals, as well as accomplishments in SOE, school, and community activities.

What To Teach

A record keeping unit can be taught in conjunction with introducing the value of SOE. The unit should be taught early in the first year class and expanded each year, increasing student's level of understanding. Goals for the unit may include:

1. The student will understand the meaning and value of SOE program.

2. The student will understand the importance of accurate record keeping.

3. The student will understand the importance of record keeping in earning and saving money.

4. The student will understand the importance of record keeping in planning for the future.

5. The student will understand the importance of record keeping in making informed financial decisions.

6. The student will understand the importance of record keeping in evaluating the effectiveness of record keeping.

The SOE program is an excellent way for students to earn a portion of their college expenses. It is also an excellent way for students to develop their financial planning skills. Students who participate in the SOE program will learn how to budget, save, and invest their money. They will also learn how to make informed financial decisions. The SOE program is a great tool for students to start building their financial future.

Evaluation

If records are to be of value, they must be neat and complete. It is necessary to set aside class time on a regular basis for students to maintain and record information with the teacher available for assistance. Additional time must be allotted for students to complete year-end summaries. The point is that time recording information should be provided on a systematic basis. I suggest records be kept in pencil to allow for changes.

Incentives

A wide scope of incentive awards are offered to FFA members with records of outstanding supervised occupational experience programs. The 22 proficiency awards, the degrees, and the Star Farmer and Agribusiness awards are all goals for which members may strive. Although a poor SOE program with good results will not receive an award, neither will an outstanding SOE program for which a student has kept a poor set of records. The key to success in making plans, carrying out these plans, and accurately recording the facts.

You may wish to consider initiating chapter or class awards for the best kept records. Another possibility is a $1,000 Club for individuals who have earned $1,000 or more through their SOE programs.

Once taught, record keeping skills can be continually reinforced in the classroom. Use examples of student experience programs where they relate to the course of study. Use Dave's market steer records to teach rate-of-gain or Sue's corn records to teach yield calculations. You will be making education truly vocational.
Making SOE Programs Work for You

The SOE program is essential. It helps prevent students from falling behind, ensuring they develop the necessary skills and knowledge. The SOE program is designed to be flexible and adaptable, allowing for various adaptations to meet the needs of different students and programs. It is crucial for educators to implement the SOE program effectively and efficiently. The SOE program must be accompanied by a commitment to continuous improvement and evolution. By implementing the SOE program, educators can foster a culture of learning and development, ensuring students are well-prepared for the future. 

Philosophical Basis

The SOE program is designed to be meaningful, engaging, and inclusive. It values the uniqueness of each student and recognizes the importance of individuality. The program emphasizes critical thinking, problem-solving, and creativity. It promotes a collaborative learning environment where students are encouraged to work together and learn from each other. The SOE program is designed to be accessible to all students, regardless of their background or experiences. It is a platform for students to grow, develop, and excel.

Conclusion

In conclusion, the SOE program is a crucial component of education. It promotes meaningful learning experiences, growth, and development. By implementing the SOE program effectively, educators can transform the educational landscape, preparing students for success in a rapidly changing world.
The Status Of SOE In Mississippi

Vocational agriculture instructors through the years have found that one of the most practical and rewarding principles of teaching is learning by doing. Application of this principle means involving students in hands-on experiences. Supervised occupational experience (SOE) as a component of vocational agriculture programs is based on this learning philosophy, and is thought to be an essential part of the program.

Although supervised experience programs have been required in legislation since the Smith-Hughes Act asked for six months of farm work for vocational agriculture programs which did not include SOE and students who do not get meaningful work experiences. Many questions have been raised concerning the need for SOE programs and their role and status.

To determine the status of SOE programs in Mississippi, a survey was conducted of vocational agriculture students in 36 randomly selected public schools. A total of 1,345 students were included and represented a sample of 12 percent. About 92 percent were FFA members and 22 percent were included in SOE programs of some type.

Areas of SOE

Production agriculture was the most popular SOE subject area, probably because FFA advisors offer more opportunities due to Mississippi's strong production-oriented agriculture. Sixty-seven percent of the advisors have production agriculture SOE programs. The next most-popular area is agriculture mechanics with 15 percent of the students. Farm supplies and products was ranked second, followed by forestry and horticulture. As is probably true in many other states, this classification is not proportionate to the types of opportunities in the agriculture industry. A higher percentage of SOE programs should be in the non-farm agriculture areas.

Student Goals

The overwhelming purpose of SOE is to help prepare students for careers in the agriculture industry. SOE programs should be planned so that a student who is enrolled in an agriculture program and about 60 percent of them are. Thirty-four percent of them indicated they were planning to work in an agriculture career, about 23 percent were planning careers in non-farm agricultural occupations. Again, there is a consistency between what they plan to do and what they are planning.

Students were asked questions about their SOE programs, why they participated in it, and what benefits they thought it provided. About 50 percent said they had so that SOE were required to attend extra time, a few had similar results, but the majority give reasons from wanting to learn more about agriculture from attending a summer job to taking a course in agriculture.

Most of the students (61%) said they participated in SOE programs in which they shared ownership, with a lesser number working for someone for whom they did not share ownership. The average number of hours per week was 12 percent were in laboratory, 2 percent were involved in SOE programs of some type.

Northeast Region Cooperates On SOE Project

By H. Dean Suttin and Arthur L. Berry

The 1981 and 1982 joint NVATA Region VI and AATRA/NASA eastern regional conferences both focused on SOE programs. The 1981 conference included presentations of refereed papers by agriculture teachers, state supervisors and teacher educators concerning future needs and actions related to SOE programs. The need for a northeast regional agriculture program project was identified at the 1981 Conference and, in response, a regional project funded under Hatch was initiated in October 1981. The first year regional project activities involved a review of the literature on SOE programs and visits to secondary schools in ten northeastern states with exemplary SOE programs. The product of these efforts was a preliminary SOE program implementation strategies for the guidelines, and supporting resource materials to help teachers implement the guidelines and SOE programs should be developed on written training programs and training plans, accurate records should be kept, and written and verbal reports of the teachers should be completed.

Teachers of vocational agriculture can improve programs of vocational agriculture through sound educational experiences for students by taking the time necessary to help students implement high quality SOE programs.
Northeast Region Cooperates On SOE Project

(Continued from page 21)

implementation strategies into the curriculum.

The May 1982 joint regional conference theme was, "Implementation of Quality SOE Program." Conference activities included a review of the preliminary guidelines, strategies and materials by agriculture teachers, teacher educators, and state supervisors. The draft was then revised to reflect the regional conference review and materials presented during the July 1982 National Conference on SOE programs.

The second year (1982-83) of the regional project, which is currently in progress, consists of field testing the revised guidelines, implementation strategies and resource materials in the ten states in the northeast region. The final project report will be distributed to states in the region for their use. In New York, specific plans are being developed to implement the guidelines, strategies and resource materials. Hopefully, the product will be applicable to states both in and outside the region.

Prospectives for Quality SOE Programs

Through the literature review and visits to schools with exemplary SOE programs, the project team identified characteristics and other related information associated with quality SOE programs which have been incorporated into the change strategy for the regional project. Five of the more salient aspects which are emphasized in the project are discussed in this article.

The trend has been to continue to add responsibilities to the role of the agricultural teacher without specifying what responsibilities should be deleted in order to provide a realistic work week. Examples of these additions are new FFA activities, and working with mainstreamed special education students. At the same time, the societal trend has been for a shorter work week, and limited school budgets leading to larger class size and reduced teaching resources (e.g., mileage and released time for SOE program visits).

Quality SOE programs for vocational agriculture students will only occur if adequate teacher time and adequate compensation for SOE program activities are provided. The agricultural education profession needs to take a definitive position on the number of hours that constitute a reasonable work week for teachers of vocational agriculture. The same time, the number of hours that should be used for SOE program activities during the school year and summer should be defined.

Knowledge and support by administrators who result in resources for teachers to conduct SOE programs are critical for quality occupational experience programs. The administrative expectation that teachers are conducting acceptable SOE programs is also important. In recognition of the critical role of administrators, a separate section on administrator role is included in the regional project.

Limited school budgets and fewer vocational agriculture students have opportunities for SOE programs in their family owned farm or agribusiness. This indicates that the use of school laboratory facilities needs to be maximized. This out-of-class use of school laboratories is especially important for students who need to develop a level of maturity acceptable for placement and for students with limited opportunity for an SOE program.

Cooperative student projects (group projects), entrepreneurial SOE programs and individual student experience may occur in school laboratories. Slobin (1981) found that school based SOE programs are not uniformly accepted as a legitimate form of SOE program by agricultural educators. However, it does offer a cost-efficient alternative, under the test, which may be a necessary function if SOE programs for vocational agriculture are for entrepreneurial SOE program alternative emphasized in the project. This type of activity may have limited job available, but may be necessary in the community involvement in explaining and assisting the students to secure important prerequisites for the SOE program.

It has long been recognized that quality of a vocational agriculture program is largely determined by the teacher. Therefore, well trained teachers, both for agriculture and for teaching, are crucial in maintaining quality SOE program at the educational level and for the agricultural education curriculum. Teacher education guidelines and implementation strategies are needed at both the state and national levels to provide the necessary training for northeast regional efforts.

Summary

Quality SOE programs for students in vocational agriculture are of national priority. Realistic expectations for this role, administrative support and based SOE programs, entrepreneurial SOE programs and teacher education responsibilities are key areas which need attention in order for SOE programs to be a quality component of an agricultural education curriculum. These areas are a part of the regional research project to improve occupational experience programs in agriculture. The project staff will work with cooperative efforts with other state and/or regions.

Reference


The FFA elected six new National Officers on November 12 in Kansas City, Missouri. The six were selected at the 56th National FFA Convention and will lead the organization for a year.

From left to right: Jan Blackwelder, National President, Fullerton, California; Marty Coates, National Secretary, Clarkston, North Carolina; Steve Smith, National Treasurer, Georgia; Tim Black, National Vice President, Arkansas; Ed Bell, National Vice President, Indiana; and Cathy Swayne, National Vice President, Illinois. (Photograph courtesy of National FFA Center.)

Members of the Board of Directors are: President: Dr. Joseph B. Slobin, Executive Director, Alexandria, Virginia; Dale Butcher, President, West Lafayette, Indiana; and Dr. J. T. Toole, Past President, New Ulm, Minnesota.

Standing (left to right): Walter Schuett, Vice President, NVATA Region I; Rose Washington; Ralph L. Thomas, Vice President, NVATA Region II; L. J. Lusse, South Dakota; E. Vogt, NVATA Region III; J. D. Smith, NVATA Region IV; W. J. Bonk, NVATA Region V; J. W. Brown, NVATA Region VI; R. J. Brown, NVATA Region VII; T. M. Smith, NVATA Region VIII; M. A. Lewis, NVATA Region IX; and A. H. Fulmer, NVATA Region X. (Photograph courtesy of Sue Straub, NVATA Executive Director, Alexandria, Virginia.)
Stories in Pictures

1982-83 NVATA Award Winners in St. Louis

Outstanding Young Member

Agribusiness Career Exploration

Outstanding Service

Sound Off for Agriculture

The winners of the John Deere Regional Awards were (left to right): Ray W. Little, Delta, Utah; Ron Lollard, John Deere, Midland, Texas (present); Gary E. Nichols, Gadsby, Missouri; Tommy Creamer, Harrison, Arkansas; Reid Ledbetter, Union Grove, North Carolina; Joseph J. Dynak, Mt. Airy, Maryland; and Robert E. Dodds, Farmington, Iowa.

The winners of the Sperry New Holland awards were (left to right): Duayne Edmo, Pipestone, Minnesota; Floyd Frederick, Hutchinson, Kansas; Emery Vaccaro, Tomball, Texas; Dave Hall, Waldo, Iowa; Chuck Manners, Sperry New Holland, New Holland, Pennsylvania (sitting); and Art Mitchell, Keithstown, Virginia (seated).

Recipient were (left to right): Layton G. Peters, NVATA President, New Ulm, Minnesota (present); Carl K. Clayton, Director, Marketing Staff Services, A. O. Smith-Harvestore Products, Inc., Arlington Heights, Illinois; Ted Wood, Nebraska Supervisor for Agricultural Education (recreated). The award for R. E. Eitner, State Supervisor for Agricultural Education, was accepted by the State Supervisor. Agricultural Education, Lincoln, Nebraska: Robert L. Mitchell, Assistant State Supervisor, Agricultural Education, Stillwater, Oklahoma; Max E. Riggins, Advisor, Agricultural Communications, Encana Products, Indianapolis, Indiana; Paul L. Hensley, Agricultural Education, University of Illinois, Champaign, Illinois; and Larry Dunn, President the California VATA (accepted the award for Donald E. Wilson, State Supervisor, Agricultural Education, Sacramento, California).

The winners of the FMC awards were (left to right): Robert L. Llori, Marysville, Ohio; Carroll Shy, Woodboro, Maryland; Art Cox, Strong Island, Crosby, North Dakota; Tom Nelson, Elko, Nevada; Max Strickland, Ariz., Oklahoma; and J.F. Milson, Cornell, North Carolina.

(Photograph courtesy of Sam Stoppel, NVATA Executive Director, Atlanta, Virginia.)

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

043099 1283
MOUNT TULOCH
AGRI ED UNIV OF KENTUCKY
LEXINGTON KY 40506