This is the first issue of a publication intended for those interested in public school programs for the improvement of agriculture and country life.

Its continuance for one year, without financial embarrassment, is assured. It is hoped and expected that this, or some similar publication, will be maintained permanently by workers in the field of agricultural education.

THE AGRICULTURAL EDUCATION MAGAZINE

January, 1996

Volume 68

Number 7

MANAGING EDITORS

LOUISE R. REISenberg

AGRICULTURAL AND EXTENSION EDUCATION

D24 North Building

University of Idaho

Moscow, ID 83844-2640

Consulting Editors

ED W. OBERNAGEL

Agricultural Education, 228 Mead Hall

University of Illinois

Urbana, IL 61801

Business Manager

ALAN A. ANDERSON

1871 Swanston Rd.

Mecosta, MI 49332

ED \n

REGIONAL EDITORS

Eastern Region

GEORGE W. MILLER

Agricultural and Extension Education

413 Agriculture Administrative Building

Purdue University

West Lafayette, IN 47907

Central Region

MICHAEL M. RICHARDSON

Agricultural and Extension Education

155 Holmes-Brown Building

North Texas State University

Denton, TX 76203

Western Region

LARRY E. BReWELL

Agricultural Education Program, North Carolina State University

Raleigh, NC 27695-7702

SPECIAL EDITORS

Electronics Technology

MICHELLE J. BENTON

Agricultural Education and Extension Education

Purdue University

West Lafayette, IN 47907

Innovative Instruction

ROBERT MARTIN

Agricultural Education and Extension Education

151 Martin Hall

Texas A & M University

College Station, TX 77843

Success Stories

J. KEVIN HAWKINS

Agricultural Education, P.O. Box 9357

University of Wisconsin

Madison, WI 53706-9357

EDITING-MANAGING BOARD

Chair

Robert Snowman, Ohio Department of Education

Vice Chair

Sue L. Beedle, The Ohio State University

Secretary

Ted Elsholm, University of Hawaii

Editor

Lou E. Reisenberg, University of Idaho

Members

Glora A. Anderson, Virginia Department of Agriculture

Morrie Baker, NWSSA, Missoula, MT

Randi J. Bank, Hocking College (Ret. Ed. Officer)

Larry Car, U.S. Department of Education (Ret. Officer)

Jim Shaffer, NWSSA, Prague, CT

Larry J. Johnson, North Carolina State University (Ed Officer)

Larry Powers, North Carolina A&T State University

Brenda Sanders, New Mexico State University (Ed Officer)

Drew Shigley, Oregon Department of Education

Marshall Swartout, NWSSA, Alexandria, VA

Michael T. Swan, North Dakota State University (Ed Officer)

M. Janet Whitaker, Penn State University (Ed Officer)

Table of Contents

Table of Contents

Editor’s Comments

Page

New Directions for The Magazine

LOUISE R. REISENBERG

3

Assistant Editor’s Comments

The Importance of The Agricultural Education Magazine

Allison J. L. Touchstone

3

Theme Articles

Our “Field of Dreams”

Thomas J. Dornnday

4

Fostering Our Professional Identity

David C. Whaley

5

The Agricultural Education Magazine is Important...

William G. Camp

7

So Stop Complaining and Start Writing!

John Hillsum, Stanley R. Burke, & Darla L. Miller

The Agricultural Education Magazine Eitals Isolation

Jaquelyn P. Deeds

8

Value in the Eyes of the Beholder

Joe W. Konklin

9

The Magazine: A Valued Publication

Vernon D. Left & George C. Hill

10

Study The Past If You Would Divine the Future

Gary L. Moore

12

The Value of The Agricultural Education Magazine: An Indiana Perspective

R. Allen Talbert

15

Arizona Agriculture Teachers Said...

Jack F. Elliot

17

The Magazine: Its Value

C. Van Shelhammer

18

The Agricultural Education Magazine - Is It a Classic or a Relic?

Glen C. Shian

20

The Value of The Agricultural Education Magazine

H. Dean Shearin

23

Editor’s Comments

LOUISE R. REISENBERG

3

Theme Articles

Our “Field of Dreams”

Thomas J. Dornnday

4

Fostering Our Professional Identity

David C. Whaley

5

The Agricultural Education Magazine is Important...

William G. Camp

7

So Stop Complaining and Start Writing!

John Hillsum, Stanley R. Burke, & Darla L. Miller

The Agricultural Education Magazine Eitals Isolation

Jaquelyn P. Deeds

8

Value in the Eyes of the Beholder

Joe W. Konklin

9

The Magazine: A Valued Publication

Vernon D. Left & George C. Hill

10

Study The Past If You Would Divine the Future

Gary L. Moore

12

The Value of The Agricultural Education Magazine: An Indiana Perspective

R. Allen Talbert

15

Arizona Agriculture Teachers Said...

Jack F. Elliot

17

The Magazine: Its Value

C. Van Shelhammer

18

The Agricultural Education Magazine - Is It a Classic or a Relic?

Glen C. Shian

20

The Value of The Agricultural Education Magazine

H. Dean Shearin

23

The Magazine does not require any ‘paper work’; just a good story and some good pictures. CAN WE DO THIS???

BY LOUIE E. REISENBERG

Dr. Reisenberg is professor of agricultural and extension education at the University of Idaho, Moscow.

The Theme world would have to qualify for 10 semester credits of internship in teeth-pulling if he had been studying dentistry.

As one of our favorite aggies likes to say; GO FIGURE!!!

The Theme world would have to qualify for 10 semester credits of internship in teeth-pulling if he had been studying dentistry.

As one of our favorite aggies likes to say; GO FIGURE!!!
The Importance of The Agricultural Education Magazine

W. Webster's New Collegiate Dictionary defines a magazine as "a periodical containing various pieces such as articles, stories, or poems", agriculture as "the science or art of cultivating the soil, producing crops, and raising livestock and the varying degrees of preparation of these products for man's use and their disposal as in marketing", and education as "the action or process of being educated, the knowledge and development resulting from the educational process or the field of study which deals mainly with methods of teaching and learning in schools".

Three definitions directly apply to the importance of The Agricultural Education Magazine. This publication fits the definition of a magazine, having published a variety of articles, stories, and poems alike over the past 60 plus years on a variety of topics, areas of interest, and applications in the agricultural industry. The definition of agriculture as preparing and marketing agricultural products and the agricultural industry is also a vital role of The Agricultural Education Magazine.

Finally, the definition of education describes the real purpose of the publication, "the field of study which deals mainly with methods of teaching and learning in schools".

As Dr. Jacqueline Deeds points out in this issue, many of the agricultural education professionals in the United States today are separated by miles, which can make communication and collaboration difficult. Many times, programs in the same state or area are in vastly different communities and climates, and what works at one school will not necessarily be applicable at another. This separation necessitates a publication like The Agricultural Education Magazine. Similar situations may occur in different states more often than in the same county. Without a publication like The Agricultural Education Magazine, professionals in our field would be unlikely to share ideas and teaching strategies.

Tom Dornsey and other teacher educators emphasize the fact that one role of The Agricultural Education Magazine is to disseminate information. This concept should come as no surprise to those of us who read The Magazine every month when the new issue is delivered to our door. What about the enormous population of agricultural educators who never see a copy of The Magazine? Are they keeping up to date with the new trends in agricultural education? To a certain extent, yes they are. They can read the local papers, talk to professionals in the agricultural industry, and communicate with community members in the local areas. This allows for them to stay somewhat current, however, societally is not always the best way for them to keep up with the latest in research and developments. The Agricultural Education Magazine is a vital resource specific to the profession of agricultural education. Information is meant to be shared, and if one teacher has tried a new curriculum or teaching method, why should someone else reinvent the wheel?

For example, in the November, 1995 issue of The Agricultural Education Magazine, Dr. Roland Peterson of the University of Minnesota related the efforts of Arthur F. Young to work with the students of Chiron Middle School in downtown Minneapolis. The program allows students of agricultural education to work with the urban students on agriculturally related projects. If one was in a similar area and attempting to involve the local students, this program would be an ideal example. However, if you did not read The Agricultural Education Magazine you may never know of the program's existence.

The importance of this Magazine is not solely for secondary agriculture instructors. It can, and should be utilized by any professional of agricultural education. The use of The Agricultural Education Magazine reaches teachers, future teachers, teacher educators, community members, and students of agriculture. As an undergraduate student, I was exposed to The Agricultural Education Magazine on a relatively regular basis. I had to read it in my Introduction to Agricultural Education class, in my Principles of Vocational Education class, and in just about every class I took during my professional (student) teaching semester. Why is it that these professors encouraged us, as future teachers, to read this publication? It is imperative that agricultural education professionals read The Agricultural Education Magazine

Our “Field of Dreams”

In the movie Field of Dreams (Gordon, Gordon, and Robinson, 1989), an Iowa farmer played by Kevin Costner hears a mysterious voice telling him to build a baseball diamond in his corn field. When the diamond is complete, the uniformed ghost of Shoeless Joe Jackson arrives. Baseball fans may recall Jackson, a Chicago White Sox superstar outfielder, was banned from baseball for life by Baseball High Commissioner Kenesaw Mountain Landis when it was suspected he helped "fix" the 1919 World Series. Jackson's appearance is later followed by the appearance of the ghosts of his teammates, other famous baseball players, and umpires to play ball on the field. The film suggests that the field gives Jackson and the others a chance to fulfill their dream of playing again in the major leagues.

When the mysterious voice speaks to the farmer a second time, he embarks on a cross-country trip and ends up partnering with a farmer, but disillusioned, writer to find an old doctor who hadn't achieved his potential as a baseball player. Although the farmer and writer find the doctor is deceased, they end up picking up his hitch-hiking, youthful ghost on their way back to Iowa. On the baseball field, the doctor realizes his unfulfilled dream of batting in the major leagues. The experience will pay to watch the game will allow the farmer and his family to save their farm from foreclosure.

How the dreams of a Iowa farmer and his family, Shoeless Joe Jackson and his friends, the writer, the doctor and the fans all fulfill on the magical baseball field is unforgotten. As I think about The Agricultural Education Magazine, I can't help but think about the movie and the message it held for us. Over the years, this magazine has been the "field of dreams" for agricultural educators. Now, as we go to consider the value of The Magazine to the profession, the same voice and messages that came to the Iowa farmer should be coming to us.

If You Build It, They Will Come

This is the first issue in a publication intended for those interested in public school programs for the improvement of agriculture and country life. Its continuance for one year, without financial embarrassment, is assured. It is hoped and expected that this, or some similar publication, will be maintained permanently by workers in the field of agricultural education. (Hamilin, 1929, p.2)

The experience includes the writer’s desire to write again.

The third time the farmer hears the voice, the ghost of his father arrives at the field. Further, the son play catch, symbolic of completing the unfinished business of mending the rift between them when the father passed away. Mysteriously, "he brings a glimpse of the famous player, is symbolic of all of our unfulfilled dreams which are still within our grasp. The revenue they
treated to those phases of agricultural education carried on in connection with public schools of less than secondary grade, excepting only material relating to the preparation of teachers for such situations." The Magazine has continued to emphasize the importance of Vocational agriculture. Its Vocational Education Journal approached The Agricultural Education Magazine as a tool for educational and vocational educators. Our faculty use a number of The Magazine's articles to stimulate in-class discussion. For example, in Introduction to Agricultural Education (ACE), the students read and discuss eight articles in the public school half of the course alone. We use articles about outstanding teachers and programs to encourage the students to aim high with their professional dreams.

Textbooks and other curriculum resources do not always cover important needs or problem areas in teacher education. This is especially true when a problem is limited to a small region. The Magazine has filled this void. In fact, a number of the articles I have authored or co-authored were written to provide a source of information for my courses. By being published in The Agricultural Education Magazine, the material has more credibility. Our students take pride in learning from publications by their teachers and university faculty. They are encouraged to consider publishing themselves.

In the past five years, five Agricultural Education Magazine articles have been co-authored by New Mexico teachers and New Mexico State University faculty. Writing partnerships between teachers and university faculty ensure articles are completed on time and edited by a professional editor, thus improving their overall quality.

Unfortunately, some universities do not value The Agricultural Education Magazine articles for promotion and tenure. At New Mexico State University, we have been accustomed to writing articles and have a high value with the college promotion and tenure committee and administration. One way to market The Magazine is to use our contributions to highlight our strengths as a tool for disseminating research results to the agricultural educators who are encountering the problems we have researched.

We wrote in 1929, "Results for agriculture, investigation will be regarded as particularly choice news." Another way is to market the review and ranking system used by the editors of The Magazine to ensure only the best articles are published each month.

Go the Distance

As I leave the Chair of the Editorial Managing Board of The Agricultural Education Magazine, I wish to pass along to my professional colleagues a report of the final voice heard by the Iowa farmer in Field of Dreams: "Go the distance." The Magazine is not perfect, and board members are committed to improving its quality and relative value. In my four years on the board, the Editors have made a conscious effort to solicit more articles from teachers, state supervisors, and university representatives. The form and appearance of The Magazine have been improved and we have piloted a four-color cover and advertising. Other improvements are on the horizon.

The Magazine needs the widespread support of the profession to ensure its continued success. The Magazine can be as good as the hands that write it. I ask all subscribers to renew their efforts to market The Magazine to other professionals in agricultural education. Teachers of agriculture can market The Magazine locally and to their peers. State supervisors can review the way their state collects subscriptions and promotes The Magazine at professional meetings.

Teacher educators can market The Magazine by providing class sets to students, using selected articles in class, and exposing a broader audience to The Magazine. H. M. Hamlin said it in a way that still applies today:

"Our readers are our only subscription agents. We hope that they will bring The Magazine to the attention of workers in our field, school executives, librarians, students training for the teaching of agriculture and others. The more subscribers you secure, the more we can give you for your money. God help us if The Magazine is not enough to just subscribe. As professionals, we must read and contribute articles and leadership to The Magazine. Certainly we can identify the articles and read those that pertain most to our situation. When we have a dream or a realized dream to share with the profession, we need to submit an article or partner with a team of writers to submit an article. We can exercise leadership by marketing The Magazine, contacting board members to contribute meaningful suggestions, or even by seeking to serve on the Editorial-Management Board.

Agricultural educators, go the distance with The Agricultural Education Magazine. We have published a very useful publication with an impressive history. The Magazine is improving all the time. Let's renew our commitment to The Agricultural Education Magazine and ensure that it remains a field of dreams forever.

Richard S. Clark

Greeley, L., Gordon, C. (Proctor), and Robbins, P.A. "Agricultural education and teaching evaluation as a means of improving educational programs. (1989), Field of dreams. (Motion picture on video). American Film Institute, Music Video, 99 Universal City Plaza, Universal City, CA 91608.


The Importance of The Magazine

The theme for this issue has been named "The Value of The Agricultural Education Magazine." Perhaps a more appropriate title would have been "The Importance of The Agricultural Education Magazine." I find it impossible to put my finger on a single aspect of the publication that adequately describes its importance. Like the realization of agricultural education, the uses and applications of the information disseminated in The Magazine are varied and are continuing to change every day.

Perhaps The Magazine contributes to the changing educational, agricultural, and cultural landscape. It is something to be cherished because it is an institution that has been a part of our lives for many years. The Magazine is a part of our history and will continue to be a part of our future. It is a resource that we can turn to for information and ideas that will help us in our work as agricultural educators. It is a place where we can share experiences and ideas with others who are in the same field. It is a way for us to be connected to a larger community of agricultural educators who are committed to improving our profession. The Magazine is a tool that we can use to stay informed and to stay connected to others in the field. It is a resource that we can turn to for inspiration and ideas. The Magazine is a part of our history and will continue to be a part of our future. It is a resource that we can turn to for information and ideas that will help us in our work as agricultural educators. It is a place where we can share experiences and ideas with others who are in the same field. It is a way for us to be connected to a larger community of agricultural educators who are committed to improving our profession. The Magazine is a tool that we can use to stay informed and to stay connected to others in the field. It is a resource that we can turn to for inspiration and ideas.
Fostering Our Professional Identity

Who is a wise man? He who learns from all men.
The TALMUD (from Davis, 1988, p. 333)

The Editor of this periodical has asked for my opinion on the value or worth of The Agricultural Education Magazine. This is a topic that, when first approached, appears to be quite innocuous. Granted, these are transitional times for all of us in vocational education, whether secondary, post-secondary, or higher education. And, in times of change, we generally question the essence of who we are and the ends to which we serve. Yet, The Agricultural Education Magazine? Lou, why do you ask? Could it be that next we’ll be asked to reflect on motherhood, apple pie, or the National Anthem? Yet… maybe… perhaps, the Editor has a valid concern. Why do we have The Magazine? Why do we need it? Who should use it? These were a few of the reflective questions which, in response to the Editor’s inquiry, have recently occupied my musings. My reflections, much like the FFA Creed, begin with the phrase, “I believe…”

I believe The Agricultural Education Magazine has value because it contributes to our knowledge base.

Agricultural Education at Colorado State University has a rich history, dating back to 1919 and the appointment of G.A. Schmidt as the first head of the Department of Agronomy and Horticulture. The program has grown and evolved over the years, reflecting the changing needs of the agricultural industry and society. Today, the Department of Agricultural Education and Communication is home to a diverse group of faculty, researchers, and students who are committed to advancing the field of agricultural education.

The Agricultural Education Magazine has been a valuable resource for educators, researchers, and professionals in the field. It provides a platform for sharing innovative teaching strategies, research findings, and best practices. The magazine’s content is relevant and timely, addressing issues and trends that are shaping the future of agriculture and agricultural education.

I believe The Agricultural Education Magazine has value because it promotes a professional identity.

One of the most challenging, yet important, topics which teacher educators face with preservice students is the establishment of a professional identity. Many of our preservice students are former FFA and 4-H members. And, they’ve invariably belonged as members to other student, civic, or parachurch organizations. Yet, we expect our collegiate students, as promising agricultural educators, to evoke the demeanor of “a professional”. Although “professional” is a phrase which today pervades our culture, the belief in our teaching occupation, as a professional occupation, is paramount. Further, the belief that those teachers engaged in this occupation are professional educators, is equally as important.

Professional identity is derived from many sources; it may be an outcome of formal instruction; it may be a result of a successful mentoring relationship; or, it could manifest (Continued on page 14)
Beyond the sharing of contemporary ideas, our magazine also serves as a vehicle for preserving our profession's history. Obviously, contemporary agricultural educators are interested in emerging ideas, issues, and changes in the profession. All of the members of the agricultural education community need a mechanism to provide a forum for discussion and debate as well as a means of information dissemination. These things are vital if we are to maintain a coherent profession. The only effective mechanism we have, as a profession, to provide that forum and to disseminate such information is through the medium of The Agricultural Education Magazine. If it is not already there, someone would have to create The Magazine. Beyond the sharing of contemporary ideas, our magazine also serves as a vehicle for preserving our profession's history. With The Magazine approaching its 70th year, a great deal of history is already preserved in early issues. Older articles indicate the thinking of early leaders and describe the problems of bygone eras. They also let today's agricultural educators know that many of our current issues and controversies have occurred and re-occurred over the years. True, history repeats itself, and we have a record of those events as they are preserved in our profession's magazine. Just as importantly, current issues will probably resurface again someday, and today's issues of The Magazine will someday document the history we are living right now.

As this article is being prepared, there are lingering concerns about the number of individuals in the agricultural education profession that will never read the issues expressed here about The Magazine. Those responsible for the publication must share some responsibility for the lack of circulation and readership. Obviously, contemporary agricultural educators need to presently view The Agricultural Education Magazine as an important resource in keeping themselves informed of developing trends, new technology, and what is happening in the profession. Here are some ideas on how readers interpret and use of The Magazine may be improved. Recent research has shown that satellite communications will be a cutting-edge technology in future farming and agribusiness systems; perhaps The Magazine should have invited articles from specialists familiar with the capabilities of this system and share it with members of the agricultural educator's profession. Further, many teachers subscribe to the idea of magazine articles being easily translated into their instruction, yet there are few articles in The Magazine which deal with technical material in ways that can easily be used by teachers.

Beyond the sharing of contemporary ideas, our magazine also serves as a vehicle for preserving our profession's history. Everything that we as educators do impacts students in some way. It's important for us to remember that these students will be the leaders of tomorrow. It's important that we teach them the skills they'll need to succeed. It's important that we inspire them to be the best they can be. It's important that we help them find their passion and pursue it with all their heart. This is why we do what we do. This is why The Agricultural Education Magazine exists. This is why we must continue to share our ideas and experiences with each other. This is why we must continue to grow and learn from one another. This is why we must continue to strive for excellence in education. This is why we must continue to fight for the future of agriculture and its educators. This is why we must continue to work together to build a better world. This is why we must continue to believe in the power of education and the potential it holds for shaping the future. This is why we must continue to support The Agricultural Education Magazine. This is why we must continue to support our profession.
The Agricultural Education Magazine

Ends Isolation

Professional Isolation

Teaching agricultural education is often a profession of isolation. You might ask, how? I can say that about individuals that are surrounded by students all the time—class time, preparation period, lunch period, and even after school several times a week. What I am referring to is professional isolation.

The majority of agriculture teachers in the United States are in single teacher departments. Those that are lucky may have one or more other agriculture teachers in their county, but in some areas that may be miles away. Thus, agriculture teachers are isolated from others within their field. Often due to the nature of our mechanics laboratories, greenhouses and other outdoor facilities, agriculture teachers are also geographically isolated from other teachers in the same school.

Teachers in most other disciplines, no matter how small the school, have someone else who teaches in their subject area. As an agriculture teacher, on those rare opportunities I had to spend in the faculty room, it was not unusual to hear math or social studies teachers share concerns, questions and teaching tricks.

These teachers learned from each other and found new ways to teach and help their students succeed.

Agriculture Teachers Learn From Each Other

When I was asked to prepare an article on the "The Value of The Agricultural Education Magazine to Teachers" the first thing I decided to do was to ask teachers. I asked experienced teachers in Mississippi, who have received

Kebler Luter, Northeast Jones High School, said, "I always get something out of The Magazine, it might be a new way to do something or just an idea I can incorporate in to my program." John Overby, Jackson Career Development Center, compare The Magazine to a really good meeting. He said, "It’s informational, motivational and inspirational. The articles make me feel good about the profession."

The Magazine Provides a Challenge

Charles Howell, George County High School, told me that some of the best learning experiences he had participated in as a teacher were on-site visits to other programs. He said, "The Agricultural Education Magazine allows me to visit other programs without leaving home. That provides me with a challenge, I can see what other people are doing and compare my program to theirs. It’s good for me to see examples of where I think we are doing well by comparison. I can also identify areas where we might improve or make changes."

Lee Jones, Weir Attendance Center and Larry Carr, Water Valley High School gave similar answers to the value of The Magazine to them. Both said they like seeing what other teachers were doing and being challenged to include new ideas and activities in their local program.

The other thing that James, Carr and the others agreed on was that subscribing to The Agricultural Education Magazine was the professional thing to do.

The Magazine is a valuable resource for all agricultural educators. Where have we all gone astray? Why isn’t The Magazine valued by most of our professional family?

What Are We Doing Right?

First, we must recognize the strengths of The Agricultural Education Magazine. As the primary professional publication for all secondary and post-secondary agricultural educators, it does an excellent job of reporting the state of the art in agricultural education programs. The Magazine is a valuable information source for graduate students as they study agricultural education philosophy and programming. It also serves as a forum for political, philosophical, governance, and other issues impacting our field. Teaching ideas, curriculum concerns, and professional needs addressed in The Magazine have resulted in positive programming changes.

What Needs to be Changed?

What will it take to attract teachers, state supervisors, professors, and yes, other agricultural educators to subscribe to this magazine and to cause those who are already subscribers to The Magazine more favorably? What will it take to persuade busy agricultural educators to pick up this magazine and read it? Sometimes it is needed that cause agricultural educators to look forward to receiving their issue of The Magazine — something that will cause them to pick it up and read it on assignment — to find those things they know they can use and to also “accidentally” find an article or other feature that will stimulate them. This will happen only if they know it is there.

The content of The Agricultural Education Magazine should be expanded to include a number of new sections that would be of immediate value to agricultural educators. A few suggestions are provided below.

Sources of Curriculum Materials There are so many materials on the market today, it is difficult to keep track of them. Current and back issues could serve as a valuable curriculum materials information source.

Student Activities Several education —
What Needs to be Changed?

could range from technical transparency masters to cartoons and other graphics. Games, role playing, field trip and other instructional aids could be highlighted.

Professional Activities This would include professional and technical meetings, conferences, workshops and other activities of interest to agricultural educators.

Technical Articles Although the emphasis on professional articles should continue, additional space could be allocated to technical articles. Agricultural educators find it difficult to stay up-to-date, given the diverse technical content of the agriscience education program.

Important Dates/People This would include dates for NVATA or NAAVRA meetings, NFAA Convention housing or other deadlines. It could include addresses and phone numbers for key leaders in our field.

Innovative Activities This section would contain reports on truly innovative instructional, FFA or other projects and activities would serve as a catalyst for program improvement and expansion. Information needed to contact key organizations and individuals could also be provided.

New Books A list of professional and technical books on the market would make it easier for teachers to identify and select new reference and classroom texts.

Classroom Programs A listing and brief description of new, high quality computer programs would be invaluable. This section would include both applications programs (technical agriscience as well as utility programs (grade books, certificates, etc.). As electronic technology progresses, this section could diversify to include electronic resources available via cable TV or other service providers.

WWW and Gopher Sites Although many agricultural educators are not on the World Wide Web or Gopher, many are. This would be beneficial to those who are on the cutting edge of technology and would serve as a motivator for those contemplating "surfing the net."

Research Practical "chumboat" summaries of research in progress at universities and elsewhere would provide an "entrée" for those who would like to know more.

Job Listings A listing by state of available teacher, supervisor, faculty, and other agricultural education positions would be a valuable service to the profession.

Letters to the Editor And finally, a "Letters to the Editor" section. This would provide a regular invitation to subscribers to speak out and say what they liked or disliked about The Magazine, occurrences in the profession, or any other topic of their choosing. It could serve as an excellent forum for debate of current issues.

If all of these ideas were incorporated, the number of pages in The Magazine would have to be substantially increased, which would result in a major increase in subscription costs. These costs could be partially or totally offset by the additional subscriptions that would be generated. Additional revenue could be generated by selling advertising space to commercial curriculums developers, book publishers, software companies, and others who would like to get their product noticed by 12,000+ agricultural educators. Everyone in our professional family could find several useful ideas or pieces of information in every issue.

However, the benefits, both additional subscriptions and otherwise, would fail to outweigh the costs because The Agricultural Education Magazine would truly be an indispensable key tool for all agricultural educators. It would be valuable in the eyes of the beholder — the agriscience educator.

Fostering Our Professional Identity

(Continued from page 8)

merely through expectations of others. Regardless, a professional identity is formed through one’s commitment, honesty, responsibility, sincerity, and conscience. It is also framed through one’s willingness to explore issues relevant to the profession, and if necessary, to change or adjust. The Agricultural Education Magazine provides our professional identity.

I believe The Agricultural Education Magazine has value because it promotes a professional identity.

The Magazine: A Valued Publication

The very nature of this issue of The Agricultural Education Magazine exemplifies that its value is questionable. The value of anything is usually in the eyes of those who view its usefulness, whether it be this magazine or a car. If one drives a car that is eight years old and desires one that is newer and better, the value of the vehicle would be low. However, if someone is in the market for an older used car, higher value would be placed on that same car. Thus, the value of The Agricultural Education Magazine is dependent upon its usefulness to its readers.

Previous editors of The Magazine have always been concerned about producing a quality and valued product. A former editor of The Agricultural Education Magazine, Osborne (1993), conducted a survey to gather information on methods of improving the quality and readership of the publication. His findings were similar to those we found when visiting with some teachers in preparation for writing this article, which will be discussed later.

We take this opportunity to share several ideas related to the value of the publication and offer several suggestions to increase its value to the field.

Magazine Value

Of what value is The Agricultural Education Magazine? While it depends on what the expectations are, there are several key values we view as noteworthy.

The Magazine serves as an outlet for the exchange of ideas and practices among members of the agricultural education profession. Issues in the past have revolved around contemporary themes which are relevant to professionals in the field. They have contained practical, theoretical, philosophical, historical, and research-based articles, all of which offer an opportunity for exchange among leaders in the profession. In fact, there is no better method or mode too soon for distributing creative ideas or practices on a wide-scale basis within the profession.

The Magazine provides members of the professional organization with a publication in return for their dues. Most organizations have a major publication such as a journal or magazine which professionals receive as a result of membership. The Agricultural Education Magazine is by far the most widely read professional publication among agriculture teachers. We feel The Magazine should be a part of the dues package for NVATA, as is the case in Nevada, to ensure members receive the publication that represents their profession.

Members of the FFA receive New Horizons and A&AU members receive The Journal of Agricultural Education upon paying their dues. Why not make The Agricultural Education Magazine part of the dues for NVATA? From our perspective, The Magazine is the principal professional publication for practitioners in agricultural education who are primarily secondary and post-secondary teachers.

The Magazine serves as an outlet for the publication of articles by agricultural educators. One of the major responsibilities of university faculty is scholarly activity. The Magazine serves as a medium in which university faculty can publish new ideas. Agriculture teachers and state supervision may also want to share ideas on a national basis, and The Magazine serves as an appropriate outlet for them.

The Magazine functions as a resource for pre-service and in-service agriculture teacher education. The Magazine is an excellent source of appropriate ideas and strategies for use in pre-service agriculture education classes. The Magazine can be purchased in bulk and distributed to pre-service students. Required readings in The Magazine for pre-service teacher education students help set a precedent for their own use of the publication once they become teachers.

Improving the Value

In preparation for this article, we surveyed several secondary agriculture teachers in Nevada, asking them if they were reading The Magazine, and if so, which type of articles do they read regularly, and lastly, what did they perceive as helping to improve its value? Each teacher surveyed receives and reads The Agricultural Education Magazine. Each of the teachers surveyed indicated that they focus on articles of practical value, such as those which —
The Ag Ed Mag Ends Isolation
(Continued from page 11)

that they stay up-to-date on what others in the profession are thinking and doing.

What Would Increase the Value of The Magazine?
The experienced teachers were asked what would improve the value of The Magazine to them and their programs. The unanimous response was give us more of the teacher sharing that occurs when we get together. They wanted the faculty lounge, agriculture teacher get-together conversation in print.

Monroe Clark, Newton Municipal Vocational Center, indicated he would like to see more hands-on, how-to-do-it types of articles. Several indicated they would like to see more one-page type of shared materials such as agriculture science experiments and other laboratory learning activities.

Overly also indicated he thought more teacher sharing on program management such as recruiting students for vocational center programs, and working with counselors and administration would be of value. Teachers wanted more articles that provide success stories from other programs that they could transfer and adapt for use in their local situation.

Summary
The Agricultural Education Magazine is the best way teachers have of ending their professional isolation. The Magazine allows them to visit other programs and learn from other agricultural educators without leaving home. Most importantly, The Magazine helps teachers to grow in their profession and improve their local program.

By Gary E. Moore
Dr. Moore is professor of agricultural and extension education at North Carolina State University, Raleigh.

THEME ARTICLE

Study The Past If You Would Divine The Future

Did you know that many of the hot topics in agricultural education today are decades old? If you were to search for information on these current topics, you could consult these references:

<table>
<thead>
<tr>
<th>Current Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture in the Classroom</td>
<td>Extension work in rural elementary schools. (1929). The Agricultural Education Magazine; 1(9), 8.</td>
</tr>
<tr>
<td>Agriscience</td>
<td>Massachusetts Chapter Holds Science Exposition (1937). The Agricultural Education Magazine; 2(9), 135.</td>
</tr>
</tbody>
</table>

Are you surprised that these hot topics were discussed way back then? These examples illustrate that the greatest value of The Agricultural Education Magazine may be its historical or reference value. The Agricultural Education Magazine is our professional encyclopedia. It contains a wealth of information, solving approach to teaching. This is thoroughly discussed in the pages of The Magazine. Many of the other practices we use in agricultural education are also documented in the pages of The Magazine.
THE VALUE OF THE AGRICULTURAL EDUCATION MAGAZINE: AN INDIANA PERSPECTIVE

BY B. ALLEN TALBERT

The Agricultural Education Magazine encourages a cooperative forum for articulation by all professional educators, whether secondary, post-secondary, or higher education. This forum is not intended for “one group” administering “down” (or “up”) to another group. Although, there may appear to be a persistence of authorship promoting higher education faculty, substantive contributions are published from all sectors — the secondary and post-secondary teaching in The Agricultural Education Magazine ensures a shared authority for the professional partners engaged in this profession.

It appears to me that The Agricultural Education Magazine is intended to serve as a solid foundation for conversations that need to take place in the profession of agricultural education. The value of the magazine lies in the quality of the dialogue and changes that it effects. Without question, agricultural education faculty and preserve students at Colorado State University have benefited from content and curricula gleaned from The Agricultural Education Magazine.

I believe The Agricultural Education Magazine has value because it promises a shared authority in agricultural education.

Education Magazine. With the impending holiday season and accompanying good cheer, I find myself overwhelmed with the effects of our colleagues in bringing us this publication. Le, thanks for asking.

Reference


THEME ARTICLE

WHAT VALUE DOES THE AGRICULTURAL EDUCATION MAGAZINE HAVE FOR INDIANA AGRICULTURAL SCIENCE AND BUSINESS TEACHERS, UNDERGRADUATE AND GRADUATE AGRICULTURAL EDUCATION STUDENTS, AND UNIVERSITY TEACHER EDUCATORS? THE ANSWER IS ALMOST AS VOTED IN THE GROUPS AND THE INDIVIDUALS WITHIN EACH GROUP.

Indiana is a united states (Indiana Vocational Agriculture Teachers Association, National Vocational Agriculture Teachers Association, Indiana Vocational Association, and American Vocational Association) which means that a person belongs to all of the professional organizations or none of them. However, subscription to The Agricultural Education Magazine is a separate item. For the 1994-1995 school year more than 70 percent of Indiana's agricultural science and business teachers paid their organization dues while approximately one-third subscribed to The Agricultural Education Magazine. Does this mean that The Magazine is not important? That its cost is too high relative to perceived benefit? Some teachers have voiced concern that the past The Magazine was boring and geared too much toward university teacher educators than toward practitioners. They reflected that The Magazine has gotten better in the past two to three years; however, the word has not gotten out among teachers that The Magazine has changed. Another concern is whether beginning teachers are encouraged to subscribe to and read The Magazine.

An informal survey of agricultural science and business teachers who subscribe to The Magazine yielded the following responses and frequencies:

7 I get The Magazine, skim the articles, and see if anything interests me.
7 I use The Magazine based on the theme; some are good and some are not useful to me.
7 I like the teaching tips.
7 I don't have time to read it.
7 None of the articles ever interest me.

The overall feeling from the teachers was that articles that had an application in the day-to-day operation of the agriculture classroom were helpful; other articles were either not useful and designed to have an immediate impact upon the teacher and the agriculture program. If this is so, then what is the purpose of The

(Continued on page 24)
Arizona Secondary Agriculture Teachers Said ...

Seventy-nine percent (69/87) of the Arizona Secondary School Agriculture Teachers responded to a survey by the author addressing the value of The Agricultural Education Magazine. Forty-eight percent of the responding Teachers were currently receiving The Magazine. Of the 52 percent that did not have a subscription, 36 percent had never subscribed and 64 percent had, at some time, not renewed their subscription.

Arizona Secondary School Agriculture Teachers agreed The Agricultural Education Magazine was valuable to them. The number preceding the comment indicates the frequency of that comment.

15 There are some good (useful) ideas for teaching (I can incorporate ideas into my coursework.)
15 Keeps teachers up-to-date with what's (trends) going on (insight to other programs/views).
4 Do not have time to read it.
3 It is very useful for professional research (i.e. provide information for administrators).
3 It talks about the philosophy of agriculture education programs (theoretical).
3 It is too theoretical (does not fit my needs).
3 Do not subscribe anymore.
2 Do not read it often.
2 Would like to subscribe.
1 In ten years of receiving it, there has been nothing practical (usable) provided for lesson planning (just talking about it).
1 There are interesting ideas for SEB.
1 I like it when I take time to read it.

The Arizona Teachers felt that The Magazine was not too costly. They agreed that more secondary teachers of agriculture should prepare articles and they were undecided as to having too many articles by university personnel. The following comments are recommendations for improvement of The Agricultural Education Magazine. Again, the number preceding the comment indicates the frequency of that comment.

20 It needs more practical ideas (hands-on application) for use in the classroom (more stuff helpful hints for people cut in the trenches). (e.g., include lesson plans, tests, not just how good something is, make articles complete and usable for secondary school teachers by secondary school teachers.) (What works and what doesn't work. (Best practices/innovations in the classroom.) (Specifics.)
9 Include more relevant articles by secondary school teachers.
4 Simplify articles (it's currently bland and boring) with more pictures, color, diagrams, etc (make it readable).
2 Keep doing what you're doing (up-to-date articles).
1 Include more industry and student related articles.
1 It would help if it came already 3-hole punched.
1 Don't use The Magazine as an outlet for publication experience.

The Magazine: Its Value

A magazine for those interested in public school programs for the improvement of agriculture and country life is the inscription that appeared on the cover of the first agricultural education magazine published in January, 1929. The Editor, H. M. Hamlin and the Board of Editors "haded and expected that this publication will be maintained permanently by the workers in the field of agriculture education." The Board of Editors consisting of state supervisors, teacher educators, and state directors who had assembled a 16-page magazine addressing such topics as "Part-time Classes," "Evening Classes," "Professional News," "Future Farmers of America" and "A Class Project in Feeding Baby Bees." The annual subscription was $1.00.

Sixty-eight years later, The Agricultural Education Magazine continues to be published and maintained by professionals in the field of agriculture education for an annual subscription of $10.00. It is interesting that the inscription on the page 24, January, 1995 issue read "We've Come a Long Way - Or Have We?" The articles in these issues were written by 7 teacher educators and 2 industry representatives covering such topics as: "Agriculture is Taught? In High School?" "Let's Tell Our Story," "Agricultural Education Under the Bright Lights" and "A Hat is Amended: A Parliamentary Procedure Demonstration." There is an interesting parallel between the two issues when one considers the nature of the topics and the authors. In the latest issue, the Editor, Lon E. Ruesenberg, stated "In order for The Magazine to be successful, members of the agricultural education profession must read The Magazine and the membership must be willing to invest time and energy into articles for others to read." In analyzing 9 of the 1995 issues, it was found that 55 percent of the articles were authored by teacher educators, 14 percent by secondary teachers, 12 percent by industry related personnel and 6 percent by agriculture education supervisors. The profession of teacher educators has consistently utilized The Magazine for publication needed for professorship. While it has served that purpose, one wonders if The Magazine has made a difference in "agriculture and country life." Why is it that only about 6,000 agricultural education professionals subscribe? In Montana, only about one third of the teachers subscribe. Using electronic technolgy, I posed several questions about The Magazine to Montana agriculture teachers.

Pete Rising, MVTA treasurer, captured the feelings of most teachers when he stated, "I subscribe to stay informed of the current issues facing agriculture education in the nation, to gather new innovative ideas for my program and to develop a new and continued awareness of items that face public education." Other reasons offered were; "it is important as a professional to subscribe to the professional association magazine," "it causes one to think professionally on occasion," "it is written by agricultural educators for agriculture educators," "the articles are short and to the point and focus on a specific topic; "some issues are motivational," and, "some issues are cheaper than corn cobs."

The Magazine paints a picture for the direction agricultural education is moving to meet the demands of the industry and is supportive of ideas that teachers have thoughts about trying. It is a professional magazine for the teacher, not for high school students. It does not find its way into the instructional process as an instructional aid at the high school. Yet teacher educators find it a valuable tool in preparing teachers of agriculture. For example, a recent class activity required students to review and determine the important issues addressed in the issues since the start of The Magazine. While the objective was to help students learn about the philosophy, historical and federal involvement in the development of agricultural education; the students learned more about instructional techniques and ideas. The resultant student-produced video continues to serve as an instructional aid in preparing teachers.

The Department purchases ten subscriptions which are placed in the student lounge. In a matter of several days, all the copies have been taken by students. Students and teachers com...
The Agricultural Education Magazine - Is It A Classic or A Relic?

By Glen C. Shinn

Our son, Russ, and I share a 1965 Ford Mustang Coupe. You bet, it’s original with 290 - 290 hp engine and an A-290 automatic transmission. The Mustang sports original chrome wheels and Firestone tires plus factory dual exhaust. Perhaps the reason the Pony Car has established itself as a classic can be reduced to 4 criteria: (1) design principles, (2) functionality, (3) customer appeal, and (4) value. Stick with me for a couple of minutes while I contrast Ford’s Pony Car and The Agricultural Education Magazine. Then you draw your own conclusions as to whether The Magazine is a classic or a relic.

Design Principles

Lee Iacocca’s design team created a new model based on design principles and stuck to it! While Ford lost the focus for a time in the ‘80s, the ’95 Mustang recaptured the spirit of the original Pony Car.

In his first issue as Editor of The Agricultural Education Magazine, Cayce Scarborough cited H. M. Hamlin’s 1959 publication as “intended for those interested in public school programs for the improvement of agriculture and country life” (1965). Scarborough then set out with the goal to connect “theory and practice.” Frankly, none of the articles were boring, but in retrospect contained good advice. In the January 1965 issue, Educator’s Notebook asked the rhetorical question: “What’s the Cane You’ll Have To Walk (Or Have We)?” Both the ’65 and ’95 issues struck at the issues of the day and generally based recommendations on principles of sound teaching and learning.

Functionality

The ’65 Pony Car emphasized practical utility and incorporated a form that enhanced materials, strong design, and result was widely accepted by the customer and sales soared.

As a comparable test, does The Agricultural Education Magazine emphasize practical utility and form “adapted to” materials, structure, and use? The ’65 magazine examined critical issues of the day: the Vocational Education Act of 1963, philosophy and objectives, the new occupational skills, using resources, and planning local programs. The ’95 magazine focused on the collective views of agricultural education, the information highway, business and industry partnerships, promoting integrity, and rural education. Again, the modularity was tough, very tough.

Customer Appeal

You only have to roll the windows down and cruise across campus you will find a crowd of enthusiasts swapping ideas and parts. You may want to visit their Home Page on the Web: http://www.t bomb.org/mb/mb/bombophi/rammington.html

Cayce Scarborough reported “...there were 1,500 paid subscribers in advance of publication of the first issue [1965]. This was almost one-third of the total number of magazines in Agricultural Education at this time” (1965). In 1995, Bill Camp reported 10,199 teachers and Glenn Anderson reported the average total circulation of the magazine was 4,015. Sure, it’s not Car and Driver. You only have to thumb through the pages to find that you have to be committed reader! The four looks as if it was designed by Johannsen-Glenbeg and the majority of photos look like mug shots from Who’s Who and nobody is smiling.

Value

Today, the ’65 Pony Car will bring three times its original list price. However, if it has been parked under the cherry tree and ignored, it is likely only junk. The subscription rate for the 1965 year of The Agricultural Education Magazine was $3.00. Today’s subscription is $10.00. The average salary for a 12-month teacher in ’65 was about $5,000. Go figure!!

Well, nobody said it would be easy; but they promised it would be fun! In The Road Ahead Bill Gates lamented, “I’ve worked long hours on this book. I work hard because I love my work.” He observed that “the greatest benefits will come from the application of education, formal and informal” (1995). I’ll bet Editors Scarborough and Rieszner felt the same way, and earned a lot less money.

This is the best time to be alive and to be engaged in agricultural education. Sure, we need to improve our tools. The Agricultural Education Magazine can be a tool for program improvement, but only if we read and reconnect with practice. As the reader, it’s your call.

The Value of The Agricultural Education Magazine

By H. Dean Stump

My association with The Agricultural Education Magazine began as a student in high school and continued during the 6 years that I taught agricultural education in the public school system in Virginia until the present time. I have read The Magazine through various perspectives, and most recently as Associate Dean and Director of Academic Programs at Cornell University.

During each of these roles in my life I found The Magazine of value. It represents a professional view and a description of our current interest, the content of our subject matter and the views of those of us who are working in the profession typically from the perspective of state supervisors, teacher educators and teachers. It defines who we are, often describing where we have been and unfortunately doesn’t portray where we are going as often as it should.

As a graduate student of The Ohio State, I had the opportunity to complete a thesis on issues in agricultural education. To complete the thesis I reviewed The Agricultural Education Magazine from the first issue until 1981. And, of course, I have followed The Magazine since that time. As a result I think I have a collective view of the progression of articles and progression of the issues over the various time periods. For those who may have had the fortune of conducting a similar review, I suspect your feelings are like mine. The issues during the early years of the 1930s were more rich with philosophical and conceptual articles outlining where the profession should go and why. For our profession those articles are almost landmarks. They represent a time period of growth, maturation, deep commitment and deep thinking regarding not only what the profession was engaged in, but why we were moving in this direction, and why it should continue to do so in the future.

As years passed, The Magazine became more of a practice oriented magazine that described what was happening in various schools around the country, a type of show and tell. Of course, these articles made significant contributions, because they represented key innovation and practice, provided a model for others, generated new ideas and stimulated development of practice in our profession.

It appears that in our most recent issues of The Agricultural Education Magazine, we have turned our attention again to an examination of who are we as a profession. Actually, there is a blend of both practice and theoretical and conceptual oriented articles. For those who are highly practice oriented, the philosophical, conceptual and theoretical articles may not rate a ten. However, if we fail to address this line of inquiry, the critical issues of the day may escape us and we may meander across a critical time period steeped only in our history.

While significant changes in the rest of education carry us into a new area, should it not be the purpose of The Agricultural Education Magazine to raise the critical issues? It causes us to think more deeply about what we do and not cheer us on to continue just as we have for many years. I recall speaking to a high school principal this past year whom I had not seen for about five years. He commented that agricultural education was the only curriculum in the school that had continued just as it had been, oblivious to all the changes that were going on around. It stayed the same and was never changing. He was amazed that we were able to survive.

In the 1950s the writings in The Magazine were very thoughtful. Creative individuals dominated The Agricultural Education Magazine. They have little to say about practice but much to say about the underlying philosophies and characterizations of agricultural education. In addition to the principles, they addressed purpose, the clientele whom we serve, the current state wise should be adopted, the procedures that should be used to evaluate our programs and the resources that were needed to carry out effective programs well connected to the entire school system. In my view, this was of great value, almost a mandate for an emerging profession.

What value should be derived from The Agricultural Education Magazine today? For one thing, it appears that it serves to make us feel good about what we are doing. But, in doing so, there is an absence of discussion about the major challenges that confront the...
profession. We highlight our excellence in programs that are high achievers from throughout the country. We espouse high ideals to generate enthusiasm for what we do. For most of us this generates loyalty, unity, and a cohesive organization built on pride, citizenship, innocence of accomplishment. We espouse high ideals, lofty goals and are very mission oriented, an important message.

Yet, we obscure or ignore critical events that threaten our very existence. While we may write about the roles of state supervision, the reality in many states is there is hardly any state supervision left and what do we do in the absence of this valuable service upon which we have relied? In addition, we, in the past ten years, have seen a major redefinition of funding patterns for state programs throughout the country with the absence of federal dollars that have traditionally served as enticements for matching state and local funds. Yet, Our Magazine has not addressed alternative funding models or the utilization of Perkins funds through creative programming.

We have encountered significant decline in the number of students interested in traditional teacher education programs. Yet we do not write about these declines in meaningful ways that would help us analyze the root cause or sort out the alternatives for future programming as had the founders of the agricultural education profession, the leaders of the late 20s and early 30s, when writing for The Magazine. These articles were not for the faint-hearted, for they engaged in debate, wrestled with critical issues, looked at the alternatives and argued them in discourse that was rich in meaning and apparently motivating to read.

From my analysis of the current situation in many of our states and nationally, the value of The Agricultural Education Magazine is critical to our renewal and vigor. The Magazine should again engage us in renewal by asking the hard questions, by discussing the difficult and by engaging us in an analysis of our principles.

What is the value of The Agricultural Education Magazine? Past articles and issues defined where we have been. Current issues define where we are. I pray future issues will increasingly help us look to the future. That will be a challenge because we must deal with difficult issues and some are not pleasant. Many are ill defined problems with invasive solutions, but together we can move in a very positive direction. Someone must set the course. Someone must engage us in an examination of our philosophy, of the content of our curriculum and of our relationship to the public school system and the national education agenda. We must deal with scarce resources and a continuing declining funding base through traditional sources. Thus the value of The Agricultural Education Magazine is at a premium. If we would only think and write and rise to the occasion, we have the intellect within our profession to do so. But, do we have the will?

This has not been an argument to ignore practice but rather to create a balance in practice and theory.

---

**Classic or Relic?**
(Continued from page 21)

ment that it is nice to see articles written by someone they know and makes them feel like they belong to a profession.

Yes, The Magazine does make a difference in the lives of Montanans involved in agricultural education. Unfortunately, it doesn’t reach enough people and is exclusive of the school administrators and school and community leaders that need to be aware of the importance and role of agricultural education.

The vision of Hamlin and others have served the professional well; yet there is always a need to reflect and evaluate ourselves as educators, our profession and our future. The words of wisdom the from the 1929 issue of The Magazine still apply today.

Reference

---

**Indiana Perspective**
(Continued from page 19)

Agricultural Education Magazine?
Whether through tradition or actual value, The Agricultural Education Magazine is used by practicing teachers, university students in agricultural education, and university teacher educators in Indiana. The extent to which it is used varies with the individual over time. Teachers view it as a way to see what someone else in the country has done in a particular situation. They want teaching tips, themes that are related to classroom instruction, and interesting articles. Students want articles written by practicing teachers describing what is going on in their programs. Finally, university teacher educators want a magazine that is widely read, has practical articles, and allows us to share our research findings with the broad agricultural education profession.