Teacher Leadership Development
Developing the Talent Within Us—
Developing the Talent Around Us

Throughout the years, I have had the opportunity to spend time with individuals in many walks of life that I would define as leaders. They may or may not have been the governor of a state, president of a corporation, the head of a department, the head of the school, or agricultural education instructor, but the qualities those individuals exhibited left me saying to myself, “I have been in the presence of greatness, this is a leader.” Many of us have experienced these feelings, but often times it is difficult to ask ourselves the question as why do we feel this way, what were the talents of these individuals, and how can we develop our leadership skills and the skills of others?

Leadership theorists have identified several common characteristics of leaders, but one that I believe is fundamental is that leaders are people who build relationships. For agricultural education instructors, this means they take an incredible interest in their students. Agricultural education instructors should define as leaders those individuals who have the opportunity make a difference in the lives of others. To them, students are people with whom they have the privilege of spending time, not people with whom they “have” to spend time. Their relationships with students have a strong undercurrent of trust. Because of this trust, the student values the opinion of the instructor and will consider his/her suggestions. This suggestion may be the encouragement needed by the student to take the next step in developing his leadership skills, and could be the beginning of a success (Bennis, 1993). Interpersonal skill and leadership research tell us that the more growth facilitating skills we gain, the more personal power we gain. This personal power translates into more risk taking, more success, and, along the way, the leadership development of the student.

Embodied in several articles in this issue, are discussions about building relationships between instructor and student (middle school, secondary) and adults (first-year, instructor, instructor and community members, to name a few). Several years ago, I had the opportunity to visit a formal leadership class in another state. During one of the visits, I spent time with a secondary instructor who reflected on the relationship of the agricultural education department to other departments in the school. The instructor pointed out the classroom door and asked, “do you see those double doors in the hallway?” I nodded my head. “Those doors separate me from another world. I don’t go through those doors unless I have to go to the principal’s office for something. I like being down here and the less interaction with other teachers, the better.” I have often wondered if I were to visit that program again would I see some of the ways why we feel this way, what were the talents of these individuals, and how can we develop our leadership skills and the skills of others?

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THE AGRICULTURAL EDUCATION MAGAZINE

FEBRUARY, 1996
Teaching Leadership—Designing the Best Class

R
ead the newspaper, watch television, or observe and work in institutions, govern-
mental units, departments, or organizations, and it becomes clear that good leaders are
needed. Business, industry, and education have recognized the demand for good leaders
and as a result, leadership experts are offering options and advice on understanding leader-
ship and developing leadership skills. Bookstore shelves are lined with "how to" and "self-help"
books of all kinds and "how to be a leader" publications are as plentiful as ever.

For agriculture teachers, teaching leadership is nothing new and for many years agricultural
educators have agreed that leadership is something that can be taught. Through the FFA,
classroom instruction, SAEs, and other components of agricultural education, leadership
development is a continued priority. Agriculture students have developed into commu-

nity, business, and civic leaders. Their experiences in agriculture programs have given
them a head start into comprehending and practicing leadership. The intense interest in
leadership development has been a cornerstone and a highly successful component of agricul-
tural education throughout the United States.

Based on the history of leadership in agri-
cultural education, agriculture teachers are automatically members of the growing cadre of
leadership educators. The fact that there are so many resources available and so much money
being spent by corporations annually to teach leadership attests to the fact that numerous
institutions support the notion that leadership can and should be taught. Agriculture teachers
are in a prime position to continue and enhance the leadership education and leadership oppor-
tunities for current students and future executive

Officers.

The debate is not if we should teach leader-
ship—following the current upward and inter-
est in the subject, it appears that agriculture
teachers are doing the right thing. The real
issues in leadership education for agriculture
teachers, then, concern HOW we teach leader-
ship. How can we be sure that our leadership
programs are outstanding? How can we be
sure we are using the best methods to teach

leadership to the students in our classrooms?

It may be that as leadership educators, we
need to answer some questions to understand
how best to teach leadership to our students.

Question 1: What is leadership? In order
to teach effective leadership, leadership should be
as clearly defined as possible. Hersey, Blanchard, and Nuemeyer (1979) offered a
definition that encompasses leadership needs of the future. They wrote, "leadership is the
process of influencing the activities of an indi-
vidual or group in order to accomplish
plishment." Other scholars have defined lead-
ership to include components of goals and
visions, influencing or motivating others to fol-
low the goals, and getting something done.

Question 2: What characteristics or traits
should a good leader possess? Teachers need to
know their goals or products in order to
develop a plan for their classrooms. Numerous
studies have been conducted to try to identify leadership traits or qualities. Lundby (1986)
identified leadership traits that are echoed throughout leadership literature. These leader-
ship traits were communication, integrity, interest in others, objectivity, ability to dele-
gate, trustworthiness, knowledge, availability,
enthusiasm, courage, and docility.

As a leadership educator, the pieces are in
place. Leadership is defined and the traits of
successful leaders are known. The leadership
classroom should be filled with methodologies
to help students learn how to:

1. influence a group toward accomplishing a
task
2. develop a vision and goals,
3. motivate a group to get something done,
4. communicate, delegate, and maintain
approachability,
5. maintain integrity, trustworthiness, and

courage,
6. generate interest and enthusiasm,
7. sustain knowledge about the situation and
maintain decisiveness.

If you read much about leadership develop-
ment, this list is not complete. In fact, it supports the goals of the FFA and a variety of mission
statements found in numerous agriculture pro-

Letter to Editor

Dear Editor Rosenberg:

I especially enjoyed the December 1995 issue of The Magazine. Such pioneers as
Carrie Hammonds, H. M. Hamlin, and Sid Sutherland would appreciate building this issue
on some of the foundations they developed. The writers of the articles introduced new
and exciting applications of some time
tested principles.

Best wishes,

Dr. Ralph J. Woodin
1383 Fishinger Road
Columbus, OH 43221

BY: BRADLEY W. DOEDON AND CHRISTINE D. TOWNSEND

Mr. Doedon is a consultant in the agricultural education area in the California Department of Education and Ms. Townsend is an
assistant professor of the department of vocational education at Texas A & M University, College Station.

references


Vanderwerken, Mark Zimmerman, and Tim Askfeld, instructors, provide insights to the development, implementation and success of
this program (PALS is in 1,200 FFA chapters across the nation!).

It comes as no surprise to those "pioneers" in agricultural education that leadership develop-
ment was an indirect outcome of much of
the learning in the early years. This leadership
development, paired with the technical knowl-
edge in agricultural education, was the key
ingredient in helping "ordinary people accom-
plish extraordinary things." Not until recent years
has agriculture education claimed the
area of leadership development as "something
we do" and, as evidenced by the contribut-
ing authors and their articles, we do it well. This
direct focus on leadership development by
instructors, and middle, secondary and adult
students, is taking agricultural education to
higher highs.

THEME ARTICLE
The “Priceless People Program” in Nebraska: A Model Curriculum for Youth Leadership Development

In July 1991, the staff of the Nebraska Human Resources Institute (NHRI) at the University of Nebraska-Lincoln (UN-L) were invited to conduct a workshop on leadership, team building, and communication for the statewide annual convention of secondary agricultural education instructors. When the convention was over, the telephone began to ring with requests from instructors wanting additional leadership material they could use in their classrooms. Galen W. Dodge, Ed.D., NHRI’s director and associate professor of Agricultural Education at the time, recognized the instructors’ strong interest in providing their students with relationship-building skills. For years, Dodge had been teaching classes in interpersonal skills and communication to undergraduates in UN-L through the Department of Agricultural Education. His curriculum was based on concepts, principles, and techniques developed and used at the Nebraska Human Resources Institute since 1949 to encourage the growth of outstanding college and public school student leaders.

Under Dodge’s direction, NHRI’s staff rewrote the college curriculum so that it would be appropriate for high school students. It was named the “Priceless People Program”. Later that fall, Dodge began discussions with the W.K. Kellogg Foundation; and by September 1992, a grant proposal was submitted to the Foundation and subsequently approved. Under the terms of the grant, the Nebraska Human Resources Institute placed a “Priceless People Program” in the agricultural education department of 50 secondary schools in the state of Nebraska. Collaboration between NHRI and the Nebraska State Department of Education resulted in NHRI conducting training in the program for instructors during statewide and regional workshops and conferences. The proposal for a second year extended the “Priceless People Program” to additional 50 schools, with training again being provided. The “Priceless People Program” is currently being used.

The primary focus of the third year has been on visiting instructors, providing additional information and training, and on evaluation. An NHRI staff member has visited over 75% of the instructors using the “Priceless People Program” and conducted informal evaluation through discussion of the curriculum.

A two part “paper and pencil” evaluation is provided for each instructor (pre-test and post-test), to be given to their students at the beginning of the term and again at the end. The 33 item instrument uses statements developed by NHRI staff based on the concepts presented in the lessons and on the objectives to be accomplished with each lesson. Students are asked to respond to each statement with a Likert-type scale rating (Strongly agree, Agree, No opinion, Disagree, Strongly disagree).

Of the 17 schools and 156 students participating in the initial evaluation process, students posted mean score gains on all 33 items. Statistically significant gains (Alpha = 0.05) were posted on the eight items listed in the box below. The evaluation process is on-going, with noe schools participating each year.

With the support of the W.K. Kellogg Foundation, the “Priceless People Program” has made a positive impact on students throughout the state of Nebraska. Students are now challenged to apply what they have gained from the program and have a positive influence on their peers. For more information about the “Priceless People Program”, contact Valerie Koncicky at vkoncicky@unlinfo.unl.edu.
Theme Article

Instructor and Student Reactions to the
"Priceless People Program" 

Harrington High School, Duane J. Hoising

The "Priceless People Program" was added to the agricultural education curricu-

lum at Harrington Public Schools in 1992. One of our student teachers taught two of the units to an agricultural science class while he was at Harrington. That summer I attended a workshop concerning the "Priceless People Program" and decided to purchase the program for our department.

During the first year I pilot-tested a few of the strategies in junior and senior agricultural science classes and asked students to evaluate the units. Based on their evaluations and the desire to add another class to the department (instead of supervising a study hall), I added a one-semester class using the "Priceless People Program". I called the class "Leadership and Human Resources Development" and made it available to any junior or senior student who was not already enrolled in a regular agricultural science class. In addition, I divided the units into three "Priceless People Program" for the four-year agricultural science curriculum so that the regular agricultural science students would receive the instruction in these units as well.

We had 18 senior students enrolled in that first semester class. The title of the class and the "recruiting" efforts of the agricultural science students attracted many of the rest of the high achieving students in our school. (We already had many of the high achieving students in the agricultural science classes.) In addition, because we still have a higher percent of male to female students in the agricultural science classes the "Leadership (as it has been labeled by the students) has had a very high ratio of female to male students. (Of the 50 students who have taken the class so far, 80% have been female.) So, a benefit of offering the class is that it has attracted not only the non-traditional agriculture student, but since these students are eligible for FFA membership, it has added some of them to the FFA roster, providing them with opportunities that they normally would not have been able to experience.

Even though the class is designed for "non-ag" students, I recently had four senior agriculture students take the Leadership class. They had been through most of the units during their regular agricultural science classes over the past years, but they wanted the Leadership class as well. As one of them said, "it is much better to receive the instruction in the units in the Leadership class and get this information all at once." "However," he added, "if it is not possible to add a special class in the agriculture department, "Priceless People Program" should be delivered by dividing the units over the four year agriculture curriculum. It is far better to receive the information that way than not at all. After all, this is information that all students can use now and everyday of their life, no matter what career area they may choose. "Thinking about what he had said, I asked myself, can we say that about any of the units in the agricultural science curriculum? He also added that the "Priceless People Program" was unique in that you could not receive this instruction in any other class in our school.

How valuable has the addition of this program been to our agriculture department? To answer that I would like to offer evidence from what the students have said.

The most frequent comments I hear from the students are: "I wish that my parents could take this class." "All teachers should be required to take this class." "All students in high school should be required to take this class." Comments like these underscore the importance of the instructional program. Also, in twenty years of teaching, I've never heard all those statements about any of the units that we've studied in the agricultural science curriculum.

I asked the students in that first year class for their written evaluation of the class. Eleven of the eighteen students stated that it was the most important class that they had taken in high school. I also asked for, and received, their permission to publish their evaluations, if needed, to promote the class. Here are a few of the evaluations:

"I learned a great deal of self-confidence from this class. This class taught me to have a good self-image of myself. It also taught me that before you can believe in others you have to believe in yourself. This class has had a great influence on my communication and listening skills with others. Also, I have learned that before you think about judging others, you might want to stop and look at yourself. No one is perfect, we are all unique, and that's why we should have strong values, and have a good self-concept of ourselves. I really believe this class is very useful in everyday life. It is very positive and healthy for anyone and, in my opinion, the most useful and helpful class I've taken." - Jennifer Koucha

"I have taken many classes throughout my high school career, but no class has provided so much valuable information as this class. The reason I value this class is because the information allowed me to build on my strong points, my ability to understand others, and to understand myself as a difference maker. Those are things I won't forget and have only begun to use. My leadership skills and relationships in the future will be the true reaction to what I have learned here." - Rebecca Hanemann

"As a high school senior, one of the best classes I have taken in all four years has been the Leadership and Human Resources Development class. This class is much different from any of the others I have taken. It doesn't teach you to just be a leader, but helps you understand who you are, as well as others. This class can really help you bring out your feelings and let others know the real you. I think this class should be a requirement for at least one semester during high school. It is very effective and can be useful throughout your life. I am happy to be a part of it." - Kristi Heise

"I have learned so much from the Leadership and Human Resources Development class. It is definitely worth taking and I would recommend it to anyone interested in improving themselves by learning about themselves and others. Every piece of information gained in this class can be put to great use in practical everyday life." - Leslie Jueden

"The Leadership and Human Resources Development class has been a very fulfilling and satisfactory class for me. It has given me a fuller understanding of my peers, elders, society, and most importantly, myself. It has taught me how to face the world with a complete new perspective. I can apply the things I learned in this class to my everyday use and use them for my benefit. I will never find hard to do with most of my other classes in school. It has been a wonderful experience." - Carla Thoone

I think the Leadership and Human Resources Development class was the most useful and constructive class I have ever had. Every day something happens to me that I can relate to the material we studied. I will never forget the many things that will help me during the rest of my life, and I will always be thankful for taking the class." - Kyle Steffen

These evaluations 'speak volumes' about the importance of this class. In closing, I would encourage any agriculture instructor to seriously consider the implementation of the "Priceless People Program" into their agricultural education curriculum, either as a separate one-year class, or divide the units over the four year curriculum, or both. I am convinced that you would never be sorry of the decision to do so and you would be helping your students more than you can imagine.

Blair High School, Donelle Johnson

The "Priceless People Program" was added to the agricultural education curriculum at Blair High School as part of a one semester Human Relations class in the fall of 1994.

The students were taken through a modified version of the "Priceless People Program" during the first few days of the class. This was a new class offered in what had previously been a "students' choice" agriculture education curriculum. The intent of the Human Relations class was to meet the needs not only of students in agricultural education and FFA.
SIMULATION ACTIVITY #2—The Number Activity

OBJECTIVE: To depict the value of effective communication in a group and to simulate the communication model.

TIME: 45-50 minutes

MATERIALS NEEDED: Clean blindfold for each participant

PROCESS:
1. Break the class into groups of 8-12 per group. Each group will participate in the activity independent of each other.
2. Each student is blindfolded (if a student does not want to be blindfolded, they can be an observer).
3. The activity is introduced by making the following remarks:
   a. Once the activity begins, there is no talking.
   b. Each participant will be given a number. (The teacher whispers the assigned number in the participant's ear so that the other participants do not hear it either)’s ear.
   c. The object of the exercise is to align yourselves from 1- last number without talking.
4. The teacher will then proceed by whispering the numbers and moving the participants around the areas to mix them up.
5. Make sure they are safe while mingle.
6. Keep the instructions brief but allow them to ask questions prior to beginning of the exercise.

DISCUSSION:
1. How were you feeling prior to the activity (confused, helpless, lost, frustrated)?
2. How did you feel during the activity? Why?
3. At what solution did you arrive? What was the solution effective? What needs to happen for communication to occur?
4. Follow the activity with a more in-depth discussion of the communication model and effective communication.

REFERENCES:
instructor and Student Reactions (Continued from page 9)

but also those students not normally enrolled in an
eradic agriculture education course.

Blair Fjeld-Senior High School had a 1994-
95 enrollment of 1,030 students. With this large
student base, the Human Relations class was
also designed to attract new students into the
agricultural education program. There were 20
students enrolled in the class, with two sections
offered.

The "Priceless People Program" was used as
the core curriculum for the course. The flexibili-
ty of the materials leaned itself well to addition-
al activities and topics that were infused into the
class. It would also fit well into any agriculture
class, and not be restricted to a "leadership"
class.

The framework of Human Relations was built
around the simple concepts of the "Priceless
People Program", with topics included: commu-
nications (including gender), hot buttons, listen-
ing skills, proximity, self-fulfilling prophecy,
good setting, empathy, synergistics, and time
management. Other topics covered in the course
include multiple-cultural communication, leader-
ship styles, conflict resolution, and stress man-
agement.

The class structure included emphasis on ex-
erimental activities, class discussion, and jour-
nalizing. Students were required to keep a jour-
nal and record how class concepts were used in
their personal lives. Students also participated in
a volunteer project within the community in
order to apply class concepts in a new, but also
real life setting. This proved to be a valuable learning
experience for many.

The impact that this class and the "Priceless
People Program" curriculum had on the stu-
dents and school is still being measured. This
fall the second time the class will be offered
and there are 46 already pre-registered for
the two sections offered. I believe this class will
have a continuous and long term effect on students
as more individuals participate in the class.

The class was very positive for students.
Many saw themselves grow and learn in ways
they did not know possible. Frequent comments
on evaluations included:

As an instructor, the true evaluation came in
observing students actually using the concepts
from class in their everyday lives at school.
Learning to talk about hot buttons and pro-
blems among non-class mates showed their inter-
est and their willingness to apply the things they
learned.

One of the biggest rewards as an instructor
of this type of class is having such a diverse group
of students in one classroom and watching as the
"walls" were let down. Students who would not
normally interact with each other found similari-
ties and may have found themselves working

on a class project or during small group discussion.

Utilizing the "Priceless People Program" and
teaching strategies, such as "the chair" an idea
on me as a teacher and I found the motivation
I received from teaching this type of a class car-
ried over into my other agriculture classes, as
well as me personally. I believe this type of
leadership/personal growth instruction and the
"Priceless People Program" curriculum has a
place in every agricultural education program.

Leadership Development (Continued from page 12)

class members to see our programs as a viable
part of education, in and about agriculture, in
our public schools.

LIA really stands for professional growth.
To name a few, sessions include: dressing for
success, dealing with diversity, participating in
electronically assisted meetings, education in
the 21st century, and current issues affecting
agriculture and the environment. Most of these
topics were not a part of my undergraduate
education, but are very timely and applica-
tible for anyone who associates with people on

a day-to-day basis. Yes, LIA has provided me
the opportunity for professional development
through current topics that have impor-
tance to me as a teacher of agriculture and,
hopefully, will benefit the students in my classes
whom I teach on a day-to-day basis.

Teaching leadership development to high
school students can be challenging. LIA pro-
vides participants with ideas, teaching strate-
gies and ideas for additions to my curriculum
for both the classrooms and the FFA components
of the program. As the field of agriculture be-
comes broader and more specialized, agriculture
teachers will need to solicit outside help to cover
the subject. A network like LIA provides

a vast and virtually untapped resource of industry
leaders which we can draw upon as guest speak-
er and advisory committee members.

(Continued on page 13)
PALS (Partners in Active Learning Support)

From a National Perspective, Greg Egan

Programs at the national level are developed from perceived needs from the field, through corporate foresight, and interactions among the agriculture education community. A little over four years ago a plan was put together to match high school students (mentors) with elementary students (mentees) in a one-to-one relationship. These two individuals work together on agricultural activities, and enjoy outdoor recreation, or take part in local FFA chapter activities. This program, known as Project PALS, completed a three-year pilot study in 1994 with nearly 200 schools participating.

One and one-half years have past since the pilot study was completed and Project PALS has become PALS (Partners In Active Learning Support), over 1,400 schools across the country have added this program to their chapter activities. Why have we seen such a significant jump from 200 schools to over 1,400 today? I suspect the first key is a chapter advisor who has the FFA mission statement in mind when he or she wants to make a positive difference in the lives of young people by preparing them in leadership, personal growth, and personal success. A second key aspect is the local community committed to serving youth. The results you see in the development of the mentor and mentee are phenomemal, such as:

- improved school performance and school attendance (mentors/mentees);
- better understanding of human development (mentor);
- improved self-esteem and self-confidence (mentee).

Program activities, craft projects, and hands-on exercises are valuable cooperative tools in building strong PALS bonds. (Photo courtesy of Vern Vanderwerken.)

The above are results from a final evaluation of the pilot program. Can you imagine the impact this program can have on your community? Hundreds of thousands of young people could in part credit their success in life to this program alone. The ideal situation would be to have a student begin as a mentee in elementary school and then be guided all the way through high school. The vision is clear, agricultural education instructors believe in this program, administrators believe in this program, and the community benefits. We accomplish our goal by providing a better home and community in which to live.

PALS—A Positive Experience, Tim Arkfeld

Of the PALS Project is a little different than most. When we were in the planning stages of PALS our school was working on ways that the Vocational Student Organizations could work together on more projects. The plan was to create more of a team attitude in our school system.

This pumpkin carving activity was used at a large group gathering activity. Pumpkins were donated by local businesses. (Photo courtesy of Mark Zimmerman.)

With this in mind, we asked the YPF (Youth For Tomorrow Chapter of FFA) if they would be interested in working on this project with us. As we expected, it has been a very positive experience for our school. The idea of creating more team work has started to create a very hard working team of students that serve as the mentors of our PALS. This team is having a positive impact on the school. It has eliminated a great deal of the stereotype and negative competitiveness that previously existed between organizations in our school. We are even having a very pleasant problem with other high school students wanting to be a part of the project; they are impatiently waiting for the next school year when we select the mentors for the next year.

The results of the PALS Project (to date) have been outstanding. By working with the two different student organizations’ members, we have truly learned the meaning of cooperation and team work. The experiences of working out the plan of the project, delegation of responsibility, and financial budgeting between the two different organizations have all been beneficial. The actual hands-on leadership activities that PALS has offered the FFA and YPF members has been very valuable.

When I asked the mentors what they have learned from the PALS Project, their responses amazed me. They have matured from the time we interviewed them for the position of mentor last spring. The mentors listed such benefits as responsibility, patience, respect, kindness, understanding of other people and their ideas and thoughts. The students are quickly learning that there are many different culture and value systems even in our small rural community.

When you start making a list of people who are positive leaders you can come up with an endless list of individuals and positions; I feel that the most important role models of our students are the responsible adults that are parents. Many people fail to see parents as leaders but they are the backbone of our society. In FFA we pride ourselves on developing leadership and I feel that PALS is a way that the FFA can truly give its members the opportunity for hands on leadership training and create responsible adults that will develop better human relations and parenting skills.

I would recommend to anyone that has a PALS Project within their school is to think about implementing the PALS Project, attend the PALS workshop at National FFA Convention. It was a great activity for my students this year. PALS is a great way to educate students about multi-cultural differences and equity issues.

The Plattsburg PALS Project, Vance Vanderwerken

The following statements are thoughts about, and perspectives of the Plattsburg PALS Project. Our PALS program involves 2nd, 3rd, and 4th grade students. Interested FFA members have to apply for the PALS program. There are 16 PALS spots available. FFA members’ attendance and participation are monitored throughout and are evaluated. Members from the previous year are automatically given a spot for the next year if they have had positive evaluation. Students are matched with the same PAL that they had the previous year in order that a strong bond can continue to develop between the two students.→
Once organized, PALS has run rather smoothly. Financing the project has been done by using "Youth At-Risk" money from our school district. We are able to do activities every month, including kite flying, hay rides, pumpkin carving, cookie decorating, reading, and other activities and field trips that allow the students to bond and get to know each other very well. Volunteers from the community bake fresh cookies and desserts or offer their businesses and facilities to tour. With help like this, it makes the program a wealth of enrichment activities that are fun and educational for the big pals, as well as the little pals.

I have seen my students that are involved with PALS nature, grow, and develop a sincere interest in student's self worth. Student, Ashley Hernandez, stated in a brainstorming session, "PALS gives us something to be good for. It makes us think about what we are doing. Adults always tell us that we have to set a good example. My Pal gives me a reason to do the right thing."

Another student, Jamie Faulkner, said, "It helps me get good grades and keeps me in a good mood because I have to be a role model and set a good example."

When the Pals were asked individually what they liked most about the Pals program their first common was, "I like being with my Pal." The second answer was associated with all of the different activities in which they participate.

Elementary Principal, Milke Miller commented, "Watching our elementary children's faces light up when they see their Pal is a wonderful experience. It adds value to the older Pals' lives and increases the self esteem of all the individuals involved.

PALS has also been a good recruitment tool. I have had students continue in the program because of the role they were playing in a small person's life. I have also had school students come ask me how they could get involved in the PALS program and the following year around them enrolled in my classes. Small Pals often talk about their interests in the agriculture program and I am anxious to see how many Pals will be agriculture students and PALS members in the upcoming years.

I believe the PALS program has brought our agriculture department one step closer to being a complete program. The leadership and people skills students are learning through workshops at the National FFA Convention and local mentor workshops presented by professionals in our community, will prove to be valuable assets for our students during the rest of their lives.

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Within our school, the faculty and staff are very supportive; faculty members seem to try to help out by offering support for the program. I think that having the PALS program often reminds teachers, and students, that there are special students out there that really need a warm smile or kind word.

Project Pals committee chair Bonnie Vanderue adds, "PALS provides opportunities for our younger kids that are "At-Risk" to enjoy much needed attention from older students as well as do some things they might not otherwise get to experience. Having an older student provide an example for them is valuable. Daily, in the hall, a little Pal will ask me, "How many more days till our next PALS get-together. My daughter, Beth, was a big Pal for two years. Throughout those two years she formed a very close bond. Throughout the 2 years Beth's Pal experienced some very tragic experiences at home. (Beth's Pal was able to trust her which allowed her to open up and work out her problems at home.) Beth commented, 'I'll never forget the experiences that I had in Project PALS. I'll have a friend forever'"

Features of PALS - Spencer FFA, Mark Zimmerman

Scope
1993-94, Pilot - 17 PALS pairings - all seniors
1994-95, 25 PALS pairings - all seniors
1995-96, 44 PALS pairings - 22 seniors, 18 juniors, 5 sophomores

PALS team
Mark L. Zimmerman, FFA Advisor & PALS Coordinator

Mark L. McGuire, Elementary Principal
Barb McGuire, Guidance Counselor
Note: Since original pilot training, other team members have left the school district.

Requirements for being a PALS - high school students
Senior or junior, sophomores attended mentoring conference, given chance to join PALS at semester time

PALS program
Impact on community
Gives additional credibility to school; we are trying to help children
Parents see it as an outstanding program; parents want their children in the program
Impact on school
Teachers and counselors, high school and elementary, working together to meet needs of students
Elementary students bring a better attitude about school to high school
Impact on students
Self-esteem builder for mentors and mentees
Responsibility building
Parent skill development
Improvement in school work with PAL tutoring
Impact on FFA chapter
Increased membership
Helped leadership development; another opportunity to become involved
Impact on FFA advisor
Additional time with elementary students
New view of helping of students
Professional development opportunity; presented day workshop to group of school states interested in PALS program
Additional work; but, then, anything good is, isn't it!

Other thoughts
This is my seventh year teaching at Spencer Public Schools. I have been able to accomplish and do many things. The top 3 are: 1) placed in top 10 in the nation in BOAC, 2) built a 24' x 48' greenhouse, and 3) started and coordinated PALS program. I feel that PALS is possibly the best thing that I have accomplished in getting started. I am very proud of what has gotten done. It has been a good deal of work, but the rewards are worth the work and trial. PALS provides the opportunity for ordinary high school students to do something really extraordinary.

Leadership Development
(Continued from page 15)

Additionally, these individuals can provide us with curriculum resources and other program support.

In order to remain on the cutting edge and viable, it is imperative that we continue to seek opportunities for personal growth which are outside our comfort zone. Complacency and mediocrity are normally the result of a lack of personal growth. We are the sum of our experiences. Programs such as LIA help us to become more effective leaders in our own schools, communities, states, and our nation. Personal growth is the building of confidence and when our confidence rises, so does our competence. Too many times we think we are too busy to get involved in a leadership development program like LIA when in fact we should find the time. I am thankful I had the opportunity to be a participant, and I encourage agricultural educators across this nation to participate in similar programs which might be available in your state. Leadership Idaho Agriculture provides individuals an opportunity to be a part of a network of leaders who are promoting agriculture as a powerful and dynamic profession.

Summary
The 240 graduates in the program have established an excellent network of communication and information related to agricultural issues in Idaho. A leadership development session is held annually for all alumni of the program. As a result, participants in the program will not only be connected and involved with their class of 25 members, but upon graduation they will be linked with the greater network of LIA alumni and those who will participate in the future. We and others who are a part of this joint venture feel the participation of the farm agriculture teacher is only the start for a bright future linking teachers of agriculture with the Leadership Idaho Agriculture program in Idaho.
Professional Development of Agriculture Teachers Involved in Teaching Leadership

Agricultural education instructors have been in the business of leadership training from the time our discipline was first organized into formal instruction. The early teachers recognized the need for students to develop their character and personal skills along with the development of occupational skills. Using vehicles such as the FFA, Palms, and YP, agricultural education instructors are able to motivate and recognize the students for their accomplishments in leadership development.

Offering human resource development (HRD) classes is a broadening of this original commitment to developing the whole person through agricultural education. As instructors have implemented this class, their total agricultural education program has changed. It has brought about a shift from an emphasis on the teaching of technical skills to a greater emphasis being placed on learning and the learning process. In particular, the teachers have increased their emphasis on the development of higher order thinking skills.

The addition of the human resource development classes has helped to elevate the level of character and personal skill development that has been infused throughout the program. The FFA shifts from simply being a variety of activities and career development events to a working laboratory testing leadership and HRD theory. Teachers have become more aware of the leadership potential of all students and have added their FFA program to meet their needs.

Teachers offering leadership classes spend more time researching human resource development information along with the technical agriculture skills that needed to be taught. As their HRD knowledge and experience base increases, it improves the quality of instruction in all agricultural education classes. The teachers have been more focused on the individual needs of the students and helping to improve the quality of the agricultural experience for all students.

The HRD classes have also helped to break down the old stereotype of agricultural education programs. The teachers have contact with a more diverse group of students and have increased enrollment in agricultural education because of this exposure. The class has helped to create a better image for both the teacher and agricultural education/FFA.

The addition of HRD classes has positioned the teachers in a new "light" within the school curriculum. Administrators and guidance counselors have increased their respect for these teachers as "professional educators," providing instruction which compliments the mission of the school. These teachers are being asked to provide training to other faculty and staff on leadership development. The students enrolled in the HRD classes have taken this leadership and personal skill training to school organizations, improving the quality of education throughout the school.

By: Richard Katt
Mr. Katt is the director of the Nebraska Department of Education and executive secretary of the Nebraska FFA, Lincoln.

Professional Development Through Teaching Leadership Education

I have become a very different person just dealing with this program. I want to do a whole lot of things that I probably never dreamed about before, because I wasn’t exposed to them.” This is a comment made by Dr. Lorraine Manua (1989) regarding her involvement with the Kellogg National Fellowship Program. Dr. Matanak, presently a Leader Scholar in the W.K. Kellogg Foundation, was then director of the Fellowship Program.

As this example indicates, interest is a powerful motivator. People who are interested in their work are typically committed to doing it well. Accordingly, a common reflection shared by students competing for a student teaching experience is that during the experience (usually a semester), they learned more personal and professional information regarding their profession than they did in two or more years of undergraduate education purifying them for the experience. This phenomenon is well acknowledged by those who experience it; the specific reason(s) it occurs is usually not understood.

Why is it not surprising that a teacher would experience professional development from the assignment of teaching leadership? One possible explanation rests in the degree of interest an individual brings to an assignment. As was stated earlier, interest is a powerful motivator. In adults, the motivational propensity of "interest" is often mixed with other motivational forces such as evaluation apprehension, ego-involvement, social comparison, and habit. Historically, the instruction of agricultural education has integrated leadership education within the FFA. Therefore, by the very nature of the FFA component in a secondary program, professional development in leadership has occurred. As the degree of development, however, may have been limited by the teacher’s interest in this dramatic component, and viewed primarily as a source of leadership development for adolescent members.

During the last decade of curriculum enhancement in agricultural education, leadership education has expanded its base beyond primarily applied leadership, and has begun to explore the interpersonal foundations of leadership development. Manua (1989) suggests that an essential characteristic of individual leadership development includes knowledge of oneself. More completely stated, this is knowing what makes individuals relate interpersonally as they do. From this genetic curriculum standpoint, the chances of personal interest from effective preparation by the teacher is enhanced.

Thus far, interest has been referred to as a powerful motivator contributing to professional development. Where does interest originate? Can it be provided from outside sources, or does it originate from within the individual? Deci (1992) would suggest the self-determination theory as one possible explanation. The self-determination theory assumes an individual engages in an activity (leadership development) from a sense of wanting, choosing, and personal endorsement. It suggests interest is primarily linked to intrinsically motivated activities. Intrinsic motivation is associated with behaviors done for the personal reward of enjoying the activity and operating in the affective domain of learning. Interest, however, can also be associated with extrinsically motivated activities, but only to the extent that they’ve been integrated into one’s intrinsic self.

Research done by Berk and Deci (1984) provides evidence for the self-determination theory. In their research, they asked a group of college students to read and learn selected complex text material. Half of the students were told they would be tested (extrinsic motivation) on what they learned, and the other half were told they would have the opportunity to teach what they learned to other students (intrinsic motivation). All students were given an exam to assess their rote memorization of the facts and their conceptual understanding of the material. In addition, the students were administered a questionnaire to report how interesting and enjoyable they found learning the text material. The results of the study showed that those who learned on the premise of teaching possessed significantly greater concep-
When the Teacher Becomes the Student

Most agricultural education instructors will tell you that in the process of preparing lessons, demonstrations, etc., they tend to learn more that their students. This is especially true if you are venturing into a new area of instruction. That is why the old saying, "If you want to learn something well, teach it to someone else." has merit.

About six years ago, I started seeking a need for organized instruction in personal leadership enhancement of the students I taught. There were a number of reasons for this. It seemed that many students were not acquiring some basic personal leadership skills needed to be successful. Perhaps it is due to the deterioration of the family unit, the loss of integrity in many sectors of our society, or a host of other reasons. Whatever the cause, I encountered many students needing help in this area.

As I began researching materials and designing a course for my students, I realized it was I who had become the student. New priorities began to emerge, my family, my faith, my financial situation. I suddenly realized that dedication to work is a good thing, but extreme dedication can be disastrous to one or more areas of your life. One of these areas was my family life. Like many young agriculture instructors, I wanted to do a good job of teaching. I felt that I had to do it all, have well prepared lesson plans, train context teams, be active in teachers organizations, start a Young Farmer program, have an FFA Alumni, and on and on. The first six or seven years I taught, I'm not sure why my wife and children stuck with me. I was never home. Other commitments used to good me about having an apartment at school since I was always there. Does this sound familiar to any of you readers?

Much has happened to me since I began work on the leadership program. I have implemented a new course into our curriculum titled "Interpersonal Skills" which is designed to help students develop some basic personal success skills. I am in my third year of teaching it as a semester course and find it to be my favorite class due to the interest level of the students and because of what I learn. Contacts I have made in the planning of this program have provided the opportunity to train with the Denis Waitley Organization (author of Psychology of Winning) and with the Covey Leadership Center (Stephen Covey is the author of The Seven Habits of Highly Effective People). These programs have been rewarding experiences for both my students and myself. I am more focused on priorities such as family, faith, and future and I feel that I am a better teacher because of it.

There is an old proverb that states "When the student is ready, the teacher will appear." I have found this to be true along my journey of discovery where I have had to seek out my teachers in various forms. As I teach personal leadership, I continue to be the student.

The AVA Convention for Agricultural Education: Is it Worth the Investment?

After participating in this past year's AVA convention in Denver, CO, I asked myself was it worth it? Did my participation in AVA provide an acceptable return on my investment of time and money? The answer for me was NO! After visiting with a number of colleagues who were in attendance, it appears this opinion is shared by more than just myself. I write this column not with the intention of pointing blame. However, if we as a profession are frustrated with the return on time and money expended, then we collectively as a profession must take responsibility to make the AVA annual convention a positive experience for those who attend.

What Was the Investment?

A conservative estimate of the number of agricultural educators in attendance, including agriculture teachers, state supervisors, and teacher educators is approximately 550. It could be estimated each of us in attendance spent an average of $1000 to attend the conference. This approximation of cost includes: transportation, meals, lodging, registration, and other miscellaneous expenses. This does not include the time spent, or the salary we were all paid while we were in attendance.

The time, I am sure, we all could have put to good use - doing the jobs we were hired to do, such as teach classes, provide service, research, administer and so on. If on an average, we were each paid $1500 dollars per day and each of us spent an average of three and one-half working days in attendance, an additional $50 which can be added to the expense of attending AVA. So an estimated realistic total per individual in attendance is $1550. With 550 attendees, a total expenditure of $852,500 dollars was diverted from other uses.

The estimate is probably conservative, but at any rate, it is an investment of a considerable sum of money and time. Was the investment worth it? Probably not!

What Is the Purpose of a National Meeting?

Certainly, in this short space, I shall not attempt to cover every expected outcome of attending a national meeting. Some given outcomes include: carrying on the business of the association(s), participating in a lively exchange of ideas, visioning for the future, participating in scholarly meetings like NAERM, participating in professional development activities, giving peer recognition through awards programs, and participating in informal sessions and discussions with our colleagues from around the country. We have at least three important entities which comprise the Agriculture Division of the AVA, the teachers (NAEM), the researchers (NARES), and the teacher educators (AAAE). We all meet together in the same city and often (although not this year) in the same hotel. But how often do we really meet together to discuss the very issues which affect our programs, our livelihood, our future? Not very often. This past year the most important segment of our programs, the teachers, chose to not meet with us at all. All the teachers met in the same city, at a different hotel, and at a different time. I am sure that the teachers chose to do something different for what they perceived to be very good reasons. Those reasons are immaterial at this point. The point is, they did it. The teachers I talked with indicated that they had participated in one of the best national meetings ever. They took charge and changed some things for the better and for that I commend them. However, if we are to progress, grow, and be part of the future we must be working together. We cannot allow ourselves to become more fragmented than we already are.

The AVA Agriculture Division

The AVA Agriculture Division, as a constituted part of AVA, is layered, bureaucratic and cumbersome. It has never worked well. We have attempted to increase our participation by enticements like door prize drawings, arm-twisting and by other means, but meetings of the Agriculture Division have been sparsely attended.

In recent years, the pace of change has increased to the point that we can't keep up. When attending a summer conference or a national meeting, invariably a statement is made that goes something like this: This is the most exciting time in the history of vocational and/or agricultural education. I ask myself...
Animal Science Biology & Technology: Physiology, Application, Evaluation, and Industry


Annual science is an area of agricultural education which generates much excitement for students. Many agricultural science projects, SAE activities, and FFA events for high school agriculture student involve animal science, providing students with an introduction to the industry and future career opportunities.

Animal Science Biology & Technology: Physiology, Application, Evaluation, and Industry is an excellent animal science text for both post-secondary or advanced high school programs. As the title indicates, the book has a four-fold focus.

Baker and Mikesell divide the text into four sections as indicated in the title: physiology, application, evaluation, and industry. The four sections are further divided into very systematically arranged chapters. Each chapter begins with a brief introduction to the topic, a listing of the chapter objectives, and a listing of chapter terms.

Baker and Mikesell also add stimulating and informative animal science facts in shaded boxes throughout the chapter, heightening the reader's interest. Each chapter ends with a summary highlighting the major points. In addition, questions and activities for deeper understanding are included, ranging from basic recall to higher order processing. A real strength of the text is the laboratory activities in which students are expected to investigate situations and critically solve problems, applying the concepts presented in the text and often integrating basic mathematical or communications skills. In fact, I would like to see more laboratory activities included that provide opportunities for students’ active learning and problems solving development. I would also like to have seen more emphasis on occupations in animal science or the inclusion of activities to actively engage students to investigate career options in animal science while offering more direction for students with an interest in the animal science field.

Baker and Mikesell are to be commended for their up-to-date information on the five animal industries included in the text: swine, beef, dairy, sheep, and horses. Detailed information on the physiology of each large animal is contained, as well as practical and applied concepts of the various breeds, including considerations for breeding, management, housing, diseases, parasites, and marketing. The evaluation section is very practical, encompassing content formats for various competitions, performance data for analysis, and lists of reasons for each area of evaluation or judging.

Without reservation, I would recommend this text for teachers of animal science with a focus on swine, beef, dairy, sheep, and horse at the secondary, post-secondary, or adult levels.

Coming Issues:

April: Teaching Physical Science Applications In Agriculture
May: Agricultural Education and Distance Education
June: Young Farmers Education
July: Tech Prep: A Catalyst for Change
August: Student Experiences in International Agriculture
September: Annual Focus on Teaching
October: Mentoring Beginning Teachers
November: Teacher Recruitment and Retention
December: Agricultural Mechanics and Agricultural Education
CALL FOR APPLICATIONS

A committee has been appointed to solicit and review applications for Editor-Elect of The Agricultural Education Magazine. Individuals interested in applying for the position of Editor-Elect should submit:

1. five copies of their resume;
2. five copies of a letter of application telling why the applicant is interested in becoming Editor-Elect and describing any changes or innovations the applicant believes would improve The Magazine; and
3. five copies of a letter of support from the applicant’s immediate supervisor indicating the applicant has the administrator’s support in undertaking this professional responsibility and that the administrator will provide necessary secretarial and financial support, time and other assistance necessary to produce a high quality professional publication.

Applications are due June 1, 1996 and should be submitted to:

Dr. Joe W. Kotrlik, Chair
Editor-Elect Selection Committee
School of Vocational Education
Louisiana State University
Baton Rouge, LA 70803-5477

Potential applicants are encouraged to contact any member of the selection committee to discuss the Editor-Elect position and to obtain more detailed information on the support needed. The selection committee members are:

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