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Dr. Jean Woloshuk Honored with the 2007 National Association of Extension 4-H Agents Meritorious Service Award

Each year, the National Association of Extension 4-H Agents (NAE4-HA) evaluates over 1,000 award applications at three levels, including the state, regional, and national level to identify and recognize the outstanding accomplishments and programs of its members. Awards are given in the areas of communication, specialty, and service. Communicator award recipients are recognized for such outstanding efforts as communicating opportunities to youth and volunteers; sharing impact with stakeholders, and promoting new programs. Specialty award recipients are honored for their outstanding accomplishments in program development and delivery in communities across the country ranging from community club support to natural resource education, to excellence in residential or day camping experiences. Years of service, contributions to the association and the profession, and early career success are recognized through the service awards, which includes the meritorious service award.

Dr. Jean Woloshuk was honored with the 2007 National Association of Extension 4-H Agents Meritorious Service Award for her 30 year career in 4-H Youth Development. Her career has included roles as 4-H Agent, Agricultural Events Coordinator, and Extension Specialist. She provides the leadership for all statewide agriculture opportunities including judging contests, Dairy Show, Livestock Roundup, State Fair Junior events, 4-H Shooting Sports, and Livestock Ethics programming.

Dr. Woloshuk currently serves as Extension Specialist, 4-H Youth Agriculture and Extension Professor with the Agriculture and Natural Resources Program Unit. She is also an Adjunct Professor in the Di-

vision of Resource Management, WVU Davis College of Agriculture, Forestry and Consumer Sciences. In this role she serves as the designated liaison for agricultural content between the 4-H Youth Development and Agriculture and Natural Resources Program Units and the WVU Davis College of Agriculture, Forestry, and Consumer Sciences. She coordinates with subject matter specialists and agents to insure the implementation of statewide 4-H agriculture events, i.e. livestock, dairy, poultry, horticulture, horse, forestry, land and home site judging; Dairy Show; State Fair Jr. Horse and Pony Show; State 4-H/FFA Livestock Roundup; and State Fair Dept. F events. She also coordinates the registration of participants in national competitions and pursues private funds and prepares and maintains budgets to support agriculture-related programs and events.

Dr. Wolshuk served as Extension Agent and Extension Associate Professor in Monongalia County between 1980 and 1989. During this time she wrote a weekly news column, produced a weekly radio show, developed curriculum in a number of areas, coordinated 4-H exhibits at four fairs, and assisted with numerous 4-H events. She also served as Extension Agent, 4-H and Home Economics in Wetzel County between 1977 and 1980.

Over her illustrious career, Dr. Woloshuk has earned numerous awards for her service and dedication to the profession. The awards/honors include: inducted in the West Virginia 4-H All Stars; NAE4-HA Points of Light Recognition Program "Enhancing the State Association Category" Phoenix, Arizona; Gamma Sigma Delta Extension Faculty Award of Merit; West Vir-



ginia Honorary State FFA Degree; Sigma Alpha Professional Agricultural Sorority Chi Chapter Emerald and Maize Award; West Virginia Dairy Cattle Show Catalog Honoree; West Virginia 4-H Hall of Fame; West Virginia University Extension Service 2003-2004 Outstanding Resource Development Recipient; and the West Virginia Association of Extension 4-H Agents Association Excellence in Teamwork-Volunteer Team Award.

In addition to her career of service to 4-H and the West Virginia University Extension Service, Dr. Woloshuk has conducted an extensive research program. The quality of her research is evident in the number of publications and presentation she has authored/co-authored.

Congratulations on the 2007 National Association of Extension 4-H Agents Meritorious Service Award. Thanks for your years of service to 4-H, the West Virginia University Extension Service, and West Virginia agriculture.

Editorial: Who is Going to Fill Your Shoes?

by Harry N. Boone, Jr.

In 1985 George Jones had a popular song in the field of country music titled “who’s going to fill their shoes.” The song; written about pioneers in country music such as Hank Williams, Marty Robbins, Willie Nelson, Conway Twitty, and Roy Acuff; asked who was going to assume the leadership roles among 1985’s group of country music artists. **Agricultural education teachers and Extension agents, I’m asking you: “who’s going to fill your shoes?”**

You cannot assume that there are individuals prepared and willing to assume the roles of high school teachers and Extension agents. In 2006 there were 785 individuals newly qualified to teach agricultural education. Only 69.8 percent of these newly qualified teachers entered the teaching profession leaving 78 teaching positions unfilled (Kantrovich, 2007). While the numbers have fluctuated, unfilled teaching positions in agricultural education have been an annual phenomenon.

The shortage will become more pronounced if the National Council for Agricultural Education’s 10 X 15 goal is fully implemented. To meet this goal, it is estimated that the agricultural education profession will have to generate over 2,500 additional certified agricultural education teachers in the next ten years, a 33 percent increase above the average of 760 qualified teachers generated each year (Kantrovich, 2007).

What can you as agricultural education teachers and Extension agents do to help alleviate this problem? I am going to set a goal and challenge every program in West Virginia to meet it. The goal: **Every high school agricultural education program and county Extension program in West Virginia will send at least one student to major in agricultural and extension education every two years.** If the goal is met, an average of over fifty-five new students would enter an agricultural and extension education program each year.

What can you do to meet this goal? First and foremost you should encourage every student to continue their education beyond high school. Post-secondary education and training has become an essential requirement for a steadily increasing percentage of jobs. According to the Bureau of Labor Statistics 80% of the fastest-growing

jobs in the United States require some sort of higher education after high school. Regardless of their career goal, most of your students/youth will require additional training.

Second, select your best students/youth and **recruit** them into agricultural and extension education. Start by explaining the advantages (and disadvantages) of a career as a high school teacher or Extension agent to the youth. Show them how they can have an impact on countless individuals through this career option. Talk about the personal satisfaction you receive from your profession. The key word in this statement is “best.” Recruit your top students into the profession.

Third, show the students that if they decide that education (formal or community) is not their forte, there are many options available with a degree in agricultural and extension education. The undergraduate agricultural and extension education curriculum at West Virginia University provides a comprehensive and balanced education in agriculture. The curriculum is balanced in animal science, plant science, agronomy, agribusiness, and agricultural mechanics. Add leadership, group organization, teaching methods, and principles of adult education to the mix and you have an individual capable of succeeding in a number of careers. Because students have a well-rounded education, they are recruited into and succeed in many agribusiness and government positions.

Fourth, explain to the students that we live in a mobile society and that we must look beyond county and state borders for employment. I have had a number of students who wanted to teach but would only consider a position within driving distance of home. I understand that there are family commitments and spouses’ occupations to consider, but we must work on getting our students to understand that we live in a mobile society and distance is not the issue it once was.

Fifth, teachers and agents must maintain communication with the agricultural education department. Give us a chance to work with you and your students/youth to “educate” them on the benefits of a career in education. They can meet current students and talk about the program. Tell us what we can do to better attract your best students into our program.

As you “recruit” your students into the profession, you must be honest with them about the negative aspects of the profession. First, if the student is looking for an 8 to 3 job with summers off, agricultural education is not the answer. Agricultural education teachers’ responsibilities do not end with the traditional school day. There are teams to train, chapter meetings to plan and conduct, students SAEs to supervise, banquets to plan, and other agricultural organization meetings to attend. During the summer, the agricultural education teacher is supervising SAEs, attending State FFA Convention, getting ready for fairs and festival, and repairing facilities to get ready for another year.

Secondly, you perform many of the roles of a “counselor.” You visit the students at home, take them to camp, and help them with problems at school. Because of this personal relationship, they look to you for advice. Students want advice about classes to take, colleges to attend, careers to pursue, and in some situations how to deal with personal problems. The role of “counselor” is not a bad thing, however, it can be overwhelming to a new teacher just out of college.

As the high school agricultural education teacher or Extension agent, you become a specialist in the area of agriculture. Students, as well as members of the local community, will ask your advice on anything from the identification of a pest to financial situations that could cost thousands of dollars. The thing to remember is that you are not expected to know everything. You only need to know where to look for the solutions to their problems and help them search for the answers.

Agricultural education teachers and Extension agents, are you up to the challenge? Can you send us at least one individual from your program every two years? The future of agricultural and extension education is in your hands.

Kantrovich, A. J. (2007). *A national study of the supply and demand for teachers of agricultural education from 2004-2006*. Morehead, KY: American Association for Agricultural Education.

The opinions expressed are those of the editor and do not necessarily represent official positions and/or opinions of the Agricultural and Extension Education program, the Davis College of Agriculture, Forestry, and Consumer Sciences, or West Virginia University.

WVU Agricultural Mechanics Labs Updates

by Dan Shockey

Remember when gasoline could be bought for under a dollar a gallon? I know that it was within that range in 1968...because of old gas receipts I found in the Agricultural Mechanics laboratories. In July of 2004, when I started as a Visiting Instructor at WVU, I walked into what looked like an antique shop or a vintage collection of machinery. A Tung-Sol clock (that runs backwards) from the 1960's and a band saw, power hacksaws, bench grinders, and torque wrenches that were World War II surplus, painted army green surrounded me. Among these historical artifacts, was a very large amount of "stuff," ranging from miscellaneous paperwork to old refrigerators, wiring, and scrap lumber. I knew that there was much work to be done.

In all fairness, I knew this was the case before I accepted my position. I am an alumnus of WVU and served as a teaching assistant in the Agricultural Mechanics courses as an undergraduate. This gave me the advantage of knowing what had been and also allowed me to work under Dr. Layle Lawrence—who was a good mentor and gave me many good ideas for teaching methods that I have in turn incorporated into my classes. He demonstrated to me and his students the importance of being able to use and understand math in Agricultural Education. I still use his "Math Attack" exercises on a regular basis.

I have been in my position now for almost four years and we have made many changes and hopefully, improvements. I say "we" because the updates and changes for these labs have been a cooperative effort. Dr. Peter Schaffer, former Division Director of the Division of Resource Management, provided a lot of funding to update equipment. Dr. Tim Phipps, the current Division Director, also provided funding for new equipment, as well as \$17,000 for a new welding ventilation system. Mr. Keith Burdette at the WV Department of Education helped with the purchase of a new metal shear. Dr. Russ Dean, Associate Provost West Virginia University, provided \$15,000 to install new wiring for the welders and the ventilation system. Dr. Stacy Gartin, Chair of the Agriculture and Extension Education department, has facilitated a lot of changes, financially and even physically—running the floor stripping machine in his old dirty t-shirt, and living on Slim Jims, M&M's and peanuts into the late hours of the night.

We also heavily involved students in the labor of this project. Student volunteers

who wanted to better the shops were recruited and approximately twelve "regulars" painted the entire interior of both shops. They sifted, sorted and discarded all of the "stuff;" and recycled what they could. Scrap metal was redeemed for cash, and those funds were in turn put back into the shop equipment. While I helped, you see I clearly cannot take full credit for the laboratory "makeover" that has resulted from this group effort.



New equipment that has been purchased and is now being used in the lab since 2004 includes: Grizzly wood band saw, Grizzly metal band saw, DeWalt sliding miter saw, MIG welders, oxygen and acetylene outfits, Lincoln ventilation system (permanent and mobile flex unit), welding curtains, 50-ton metal shear, numerous tool kits, bench grinders, and router table.

Aesthetic improvements that have been made since 2004 include: all cabinets sorted through and organized, non-functional cabinetry discarded/recycled, painted the interior walls and doors of both shops, stripped the floors of both shops, floor sealant and wax applied to the floors of both shops, new rugs for high traffic areas, tool room completely sorted and reorganized, all miscellaneous "junk" items (remember the old fridge?) removed and disposed, new blinds for all windows, and new lighting fixtures

The atmosphere in the labs is now quite different than it was when I first arrived to teach. Students take pride in their environment, and I actually have students who come to the shop in their leisure time because they actually enjoy being there and working on their various projects. An Agricultural Mechanics Club is in the beginning stages. To ignite this kind of enthusiasm in my students has been very rewarding. I believe this kind of an environment fosters greater learning as well. Because of this, it was easy to get student volunteers to invest in the shops, and in turn in their education and WVU overall.

Another project that has sparked much enthusiasm among the students is the tractor restoration class (AGEE 493). Funding from Dr. Gerald Lang, Provost and Vice President for Academic Affairs and Research, enabled us to implement this class and re-

store our first tractor, a 1951 Farmall Cub. This tractor was restored with not only an educational objective, but also as a recruiting tool. It was completed in time to travel to the 2007 FFA National Convention in Indianapolis, IN held in October. It was prominently displayed as an example of what potential students might be able to do if they attended WVU. While there, the tractor garnered much attention and received many compliments. Again, students taking the tractor restoration class volunteered many hours, and worked hard to get this completed in time for the convention. They all took pride in accomplishing not only the restoration, but doing so in a very short period of about 65 days time.

Prior to this, a 1968 John Deere 112 lawn tractor was restored using funding provided by Dr. Kerry Odell Provost of Potomac State College. It was not restored using factory paint, but instead exemplified WVU in its blue and gold paint job. The front grill displayed a West Virginia state outline and the state quarter. Finally, a stainless steel exhaust was added for show. This too travelled to the National FFA Convention in 2006.

Upon completion of the new wiring and installation of the new ventilation system, I feel that our Agricultural Mechanics laboratories are reflective of the high standard of education that WVU holds. We are now able to better educate future high school Agricultural Education teachers on the newest equipment and demonstrate to them industry standards that exist today. I am excited about all the changes that have taken place, and will strive to make more in the future. Most importantly, my students are excited about these changes as well and I know this environment is impacting them in positive ways. While all of this change is nice, there is one thing I wish hadn't changed—the price of gas.

Creative SAEs: A Technological SAE for the Technology Generation

by Joshua E. Rice

In the world that surrounds us today, the human population is growing at a steady pace, but the amount of available farm land is not, in fact it is headed in the opposite direction. With the current increase in costs throughout the industry, agriculturalists have to work longer hours and may even be forced to decrease the amount of employees that they have working for them, leaving the owner and operator with more responsibilities. In order for agriculturalists to maintain or increase their production output by maximizing their available resources, they are starting to see a need to turn towards new and unfamiliar technologies to help them meet their goals in order to retain their way of life. In today's educational system, however, we see technology everywhere including our agricultural education classrooms. Students in high schools have become synonymous with the word technology because they are exposed to it in their everyday lives. Just by walking down the sidewalk or riding a bus we can see various forms of technology being used by sec-

ondary education age people whether it is an *iPod* or a very sophisticated cellular phone. After thinking about the knowledge that high school students have surrounding computers, I have thought of a new creative SAE, *Electronic Farm Record Updating*.

Electronic Farm Record Updating is an example of an Agripreneurship SAE that mixes the need for agriculturalists to have accurate and up-to-date records with the technology skills that our high school age students have acquired. This is an SAE that implements critical thinking and technical skills rather than manual labor and can be beneficial in a plethora of ways. The business would be easy to set up and manage and would have minimal costs to the student after the initial start-up. The student will need to purchase a lap-top computer that contains programs with *word-processing, spread sheets, and database management* components as well as a *financial management package* and the stu-

dent will need to be proficient in using these programs. The student will also need to establish a means in which to get from location to location and also needs to factor in travel expenses. After the student get the business up and running, the costs should be minimal because all that will really be needed is the transportation and a device such as a compact disc or thumb drive to back up data.

This SAE will not only be a source of income for the student but will also help the student comprehend what the agricultural industry is like and help them understand the amount of work that is required to successfully operate or own a business. I like to equate a student's SAE to a stepping stone in their career path, they have to step on the first stone in order to reach the last. This SAE is a great way to journey down a path to a career in areas such as; an agricultural consultant, a job in agriculture management, or an agriculture marketing specialist. This business is going to help the

(Continued on next page)

Creative SAEs: Restoration of Antique Farm Equipment

by Sandra Surgeon

As I was driving home the other day I noticed many old farms along the roads with old antique equipment just sitting there rusting away. That's when it occurred to me that restoring farm equipment would be an excellent entrepreneurship experience for an individual looking for an SAE.

You may be asking, "how will the student acquire the farm equipment that needs to be restored?" The student may go and talk to the individuals on these farms that have the old equipment and ask if they would sell the machinery or they can explain that they would fix it up for the owner for a fee if the owner would pay for the supplies. Many of the individuals who own the machinery might tell the student that they can have the "junk" just to get it off of their property.

Restoration simply means returning an object to original or working condition. That is what the student would be doing. The student could take anything as small as a weed eater and items as big as tractors or hay balers and put them back into workable condition. The student would replace the parts that were no longer functional and re-

place them with brand new parts and paint the equipment its original color.

With this SAE the student will improve their agricultural mechanics skills. In some cases welding may be required on the job, or an engine might need to be rebuilt. The student may also experience problems in the wiring of lights if the machine is equipped with lights. This will improve basic electrical, welding, and engine repair abilities. By using these skills the student will have the ability to obtain and maintain a job as a mechanic since he/she had experience working on engines, troubleshooting problems, and repairing equipment. The student could also go on to a post-secondary institution after graduation and become certified in a vocation such as welding, diesel engine repair, or small engine repair.

In order to make money in any SAE you must invest money into it. If the student is able to obtain the machinery at no cost this would be the best possible way to make the most money. If the owner of the equipment decides to have the student restore it, the student will charge the owner

for the materials needed, and a fee for labor. This can either be done by the hour, month, or whatever is agreed upon by the two parties. If the equipment is sold to the student, they can restore the equipment and advertise it to be sold. Antique equipment can be sold for large amounts of money if it is advertised correctly. The student will also gain marketing experience by advertising the equipment he/she has restored. Another way to earn money is to take the restored tractors to antique shows and tractor pulls and entering them into the various competitions. This is another way of advertising their product.

Even though the money return on this SAE is not fast and it definitely is not easy, restoration of farm equipment for an SAE will give the student knowledge in many different fields. This will make them more confident when trying to start their career. The next time you are driving by and see an old broken down tractor just sitting there rusting away think of the opportunities that are sitting there waiting for a student to take advantage.

Sandra graduated from Greenbrier East High School where she was a student in the agricultural education program.

Creative SAEs: Agro-Tourism

by Jessica Shockley

How much money do people spend each year to visit a pick-your-own pumpkin patch or to watch their kids run through a corn maize? The answer is not clear yet. Many parents and schools support these attractions which allow kids to have a fun, yet educational, day on the farm. When buses of elementary children and hoards of weekend sight-seers start rolling down that dusty road, the cash begins to flow.

There are a variety of options a high school agricultural student could look at when they consider starting an agro-tourism location. An average corn maize will cover anywhere from two to ten acres. A fee can be assessed per visitor that goes through the corn maize. The corn planting occurs in early spring and can be done by a hired farmer who already owns the necessary equipment. The crop field must be prepared by installing an irrigation system (if necessary) and a licensed spraying company must be hired to come in and spray the area with pesticides and herbicides. The corn maize design can be implemented by a special company that uses helicopters and GPS units to design the maize. The maize must be cut out before the plants are knee high. After the tourist season, the remaining corn can be harvested for feeding of

the animals in your petting zoo or it can be sold or traded for other things.

A good option to add with a corn maize would be a pick-your-own pumpkin and gourd patch. Again, a farmer who already owns the equipment can be hired for planting the crops. These items can be sold according to sizes.

The next activity a student may want to consider adding would be a petting zoo area. Cups of corn or other feed can be sold for a small amount, and people enjoy the chance to feed an animal. Young dairy calves can currently be purchased for about ten dollars. In August or at the end of the fair season, an extra project goat or lamb could be purchased. This is a good idea because the animal should already be calm and easy to handle.

A sow which is bred to have her babies during the tourist season would be a great attraction for kids. Young piglets are always cute to watch as they nurse and play. The sow can be owned by the student and produce ham/bacon project hogs for the future or it could be a rented sow which is only brought to the farm during the tourist season to have her babies and entertain the visitors.

Chickens can be kept in a small pen all year and their eggs could be another source of income. Mums and other fall flowers can be grown in plastic pots and sold-ready to go! If the student is crafty, they can make dried flower arrangements, which are especially popular around the fall and winter holidays. Wagon rides pulled by a tractor or even a team of horses can provide transportation from parking/main areas out to the pumpkin or corn maize fields. Additional sources of income could include pony rides and face painting.

A high school agricultural student who is looking for an SAE to really kick off an exciting agro-tourism business should definitely consider a corn maize, pumpkin patch, and all of the other activities that will involve the community with agriculture. The student will not only learn how to run a business, but they can also continue this business after high school and it could continue to expand every year. Communication and agricultural management skills will also be important to help the student succeed.

Jessica graduated from Loudin County (VA) High School where she was a student in the agricultural education program.

Creative SAEs: A Technological SAE for the Technology Generation (continued)

individual better understand the needs and workings of the local community in which they reside. The student will play an integral role in shaping agriculture in the local community and develop a thorough concept of the network of agriculturalists in that particular area.

Electronic Farm Record Updating is also going to have a positive effect on the agriculturalists who take advantage of the service. Detailed records play an important and decisive role in determining the current and future status of an operation. Agriculturalists can make decisive decisions about their operation by reviewing their production and operation records. The records that the student will be updating will help the owner or operators identify the portions of the operation that are successful and need to be increased and also identify the detrimental portions that need to be cut. Therefore, it can be said that the student who is updating the records is playing a

part in changing the operation and hopefully making the business more productive. When the owner or operators view the records that are updated, they will be able to more effectively comprehend the operation's financial values as well as the ratio of work to revenue gained. Agriculturalists are also seeing stiffer regulations by the *Department of Homeland Security* for farms to maintain more extensive records on all parameters of their operations. Therefore, the students running the *Electronic Farm Record Updating* business is saving the agriculturalists not only time and energy, but potential altercations with government agencies.

Electronic Farm Record Updating is an SAE that is going to expose students to a wide array of experiences that will help them gain first hand knowledge about the operation and functions of various agriculture operations both at home and abroad. The student will be able to implement skills

that have been gained both in his/her personal life and at home and he/she will transform those skills in to a practical application that will in-turn provide them with income, knowledge, and potentially a proficiency award. The future of agriculture is self determined and rests in the hands of the young men and women that comprise our classrooms. I feel that an SAE like *Electronic Farm Record Updating* could be a valuable stepping stone in the student's career path as well as the future of American agriculture.

Joshua graduated from University High School, Morgantown, WV where he was a student in the agricultural education program.

Leaders aren't born they are made.
And they are made just like anything
else, through hard work. And that's
the price we'll have to pay to achieve
that goal, or any goal.
Vince Lombardi

Research in Action: Perceptions of Preservice Students about their Student Teaching Experience

by Hall, L. A., & Boone, H. N.

Agricultural education has continuously evolved since its formal inception as Vocational Agriculture in 1917 with the adoption of the Smith-Hughes Act. Much of this change is due in part to changes in the agricultural industry, the education system, and the characteristics of students who enroll in agricultural education programs. With these changes, new challenges are created and old challenges persist. One of the challenges that has remained at the forefront of the profession is the shortage of qualified agricultural education teachers. According to the National Study of the Supply and Demand for Teachers of Agricultural Education From 2004-2006, "a de-facto 'teacher shortage' has been a constant problem for Agricultural Education for at least the 40 years covered by this study" (Kantrovich, 2007, p. 3).

The demand for agricultural educators will continue to grow as new incentives and goals are set forth by the profession. The most recent plan for agricultural education is the "10x15" goal. This "Long-Range Strategic Goal" calls for 10,000 quality agricultural science programs to be in place by the year 2015 (Team Ag Ed, n.d.). In order to meet this demand, the number of qualified teachers entering the agricultural education profession must increase. According to a recent study by Kantrovich (2007), in 2006 the number of agricultural education positions exceeded the number of qualified teachers by 78. It is estimated that 40 agricultural education programs will no longer operate due to the teacher deficiency (Kantrovich, 2007). The "10x15" goal can be met only if there is a change in the supply trend of qualified agricultural education teachers.

The supply of teachers hinges on the decision of individuals to choose a career in agricultural education, enroll in college, complete training and certification requirements, and seek a teaching position upon graduation. According to Bandura (1986), the process of choosing a career begins early in one's life. The decision is influenced and shaped by various environmental and experiential factors. Many of these factors are fostered by observing and modeling people with whom the individual has had contact (Bandura, 1986). In the case of

individuals who pursue a career teaching agriculture, many have background experiences in agricultural youth organizations such as the National FFA Organization and/or the 4-H organization (Hovatter, 2002; Rocca & Washburn, 2006). Along with involvement in those agricultural youth organizations, individuals have the opportunity to observe and interact with professionals tied to those organizations, including agriculture teachers and Extension personnel. Whether or not those individuals realize it, they are impacting the career decisions of the youth they advise (Cotton, 2005; Radhakrishna, 2005).

Statement of the Problem

Every year, institutions responsible for agricultural teacher education are charged with the task of producing enough qualified graduates who will enter the work force and fill teaching vacancies. In 2006, it was estimated that the net demand for agriculture teacher replacements included 824 positions nationwide. The number of newly qualified teachers available for the 2005-2006 school year was 785; and of those 785, it was estimated by college professors that 705 of those individuals "probably wanted to teach" (Kantrovich, 2007). Considering the individuals who were qualified to teach, this creates a deficit of at least 39 teaching positions. However, the deficit widens even more when one considers the occupations actually entered by those who were qualified to teach. Of the 785 qualified to teach, only 548 individuals were employed to teach agriculture; 46 were teaching another subject; 27 were working for the extension service; 104 were employed by an agribusiness; and 75 were completing graduate work (Kantrovich, 2007).

Similar results have occurred in West Virginia. Between 2001-2005, 32 students were qualified to teach agriculture. Of those 32 individuals, 13 people (41%) entered a teaching career in agriculture. One individual (3%) taught for a year and then left teaching. Of the 20 qualified teachers not employed in teaching, seven were working for an agribusiness or government agency; four people were employed by the Extension service; seven individuals entered graduate school; and two people had a sta-

tus of "unknown" (Boone, 2006). Therefore, the real problem lies not only in the number of qualified teachers being produced by teacher education programs, but includes the number of qualified individuals who actually decide to enter the agriculture teaching profession. Does the student teaching experience influence preservice students decisions to enter the teaching profession?

Purpose of the Study

The purpose of this study was to determine the factors that influence an individual's decision to teach agricultural education. This study was designed to explore these factors in order to provide universities, teacher educators, and agricultural educators with information to aid the recruitment and retention of individuals who will enter a teaching profession in agricultural education.

Methodology

A descriptive research design, in the form of a census survey, was used to collect data for this study. A survey was used to expand the accessible population beyond the limits of the researcher's location. By using a mailed survey, participants could be reached regardless of location.

The target population of this study was individuals who student taught between 2002-2005 while attending Clemson University, North Carolina State University, The Pennsylvania State University, Virginia Polytechnic Institute and State University, and West Virginia University. Lists of individuals were secured from the Agricultural Education Departments of the respective universities (N= 278). The accessible population was limited to the individuals who had up-to-date contact information (N= 222). Once the instrument was sent, five mailings were returned due to insufficient addresses and/or no forwarding address, leaving the accessible population at N= 217.

Findings

Individuals who were satisfied with their student teaching experience were more likely to request a student teaching site based on their strengths. In addition, indi-

viduals satisfied with their student teaching experience were more likely to be satisfied with their student teaching placement site. Respondents who were satisfied with student teaching rated all characteristics of their cooperating teacher higher than the individuals who were not satisfied with student teaching. Also, people who had a positive student teaching experience received more constructive feedback from their university supervisor compared to individuals not satisfied with student teaching. Individuals satisfied with their student teaching experience had a more positive relationship with their university supervisor than individuals who were not satisfied with student teaching.

The top influence on an individual's decision to teach agriculture was their agriculture teacher. The second, third, fourth, and fifth most influential factors on the decision to teach agriculture were: an individual's agricultural background, FFA involvement, high school agriculture program involvement, and family, respectively.

Individuals who cited "FFA involvement" as an influence on their decision to teach had served in more chapter offices than those who did not list "FFA involvement" as an influence on teaching. Respondents who were influenced by their FFA involvement had attended more leadership conferences and participated in more FFA activities compared to individuals who were not influenced by their FFA involvement.

Respondents whose 4-H involvement had an influence on their decision to teach agriculture had held more 4-H club offices than individuals who were not influenced by their 4-H involvement. People who cited "4-H involvement" as an influence to teach had participated in more 4-H activities than individuals who did not cite "4-H involvement."

Individuals who had never taught agriculture did not teach mostly because of their student teaching experience. The remaining top four reasons included demands of the job, low salary, no teaching jobs in the area, and time requirements.

Of the respondents who never taught, 11 individuals wanted to teach when they entered college. Eighteen of the individuals wanted to teach before enrolling in teaching methods, 20 individuals wanted to teach before student teaching, and 12 people still

wanted to teach after they had completed their student teaching experience.

Individuals who were not currently teaching were employed in a wide variety of jobs. The most common occupations included Extension, NRCS, agricultural business, graduate student, and some individuals were both an agricultural teacher and a graduate student.

The six individuals who had left teaching identified factors that influenced that decision. The most common reason people left teaching was a lack of administrative support. The remaining top five reasons included: low salary, time requirements, no other available jobs in area, unsuccessful as a teacher and too many demands other than teaching.

Four components of agricultural youth organization involvement had an impact on the respondents' decisions to teach when entering college. Individuals who wanted to teach when entering college had held more state and chapter FFA offices, had attended more FFA leadership conferences, and participated in more FFA activities. Agricultural youth organization involvement had no significant impact on the teaching decisions of the respondents after the completion of the student teaching experience.

The respondents' teaching decisions when entering college were impacted by their classroom and laboratory experiences and the number of FFA leadership conferences they had attended. The teaching decision after student teaching was based on the overall student teaching experience and the classroom and laboratory experiences during student teaching. The final decision about teaching agriculture, actually seeking and becoming employed, was influenced mostly by the FFA experiences during student teaching, overall student teaching experience, and the university supervisor.

Conclusions

Based on the results of this study, the following conclusions were made:

1. The satisfaction or dissatisfaction of an individual's student teaching experience was determined mostly by the characteristics of the cooperating teacher,

compared to the site selection process and university supervisor variables.

2. Agricultural teachers are the best spokesperson for the recruitment of individuals into the agricultural education profession.
3. An individual's FFA involvement has a greater influence on their decision to teach if they were active with chapter activities, attended leadership conferences, and served as a chapter FFA officer.
4. An individual's 4-H involvement has a greater influence on their decision to teach if they were active with 4-H activities and served as a 4-H club officer.
5. Past FFA members are more likely to want to teach agriculture when they enter college if they were actively involved with chapter FFA activities, attended FFA leadership conferences, and served as a chapter and/or state FFA officer.
6. The critical points at which individuals make their decision about teaching agriculture occur when they enter college and after the student teaching experience.
7. The lack of administrative support, low salary, unsuccessfulness as a teacher, time requirements, and demands of teaching agriculture are common problems that lead to the loss of agricultural teachers.
8. The number of FFA leadership conferences an individual attends is a predictor of an individual's decision to teach when entering college.
9. An individual's classroom and laboratory experiences during student teaching and their overall student teaching experience can be used to predict an individual's decision to teach after student teaching.
10. The FFA experiences during student teaching, overall student teaching experience, and university supervisor characteristics determine an individual's final decision to be employed as an agricultural teacher.

Annie Hall earned Bachelor (2006) and Master of Science (2007) degrees in agricultural education from West Virginia University. She is currently employed as an agricultural education teacher at Nicholas County Career & Technical Center. Dr. Harry Boone was Annie's graduate advisor. The complete thesis can be accessed at <https://eidr.wvu.edu/etd/documentdata.eTD?documentid=5320>.

Important Dates

Mar 9	State Ham, Bacon, and Egg Show	Charleston
Mar 10	State Ham, Bacon, and Egg Sale	Charleston
Apr 4	State FFA Governing Body Meeting	Cedar Lakes
Apr 11	Beef Expo	Jackson's Mill
Apr 11	Grassland Evaluation Contest	Jackson's Mill
Apr 24-25	WV Envirothon	Canaan Valley Resort
Apr 26	State FFA & 4-H Equine CDE	Potomac State College
Jun 24-26	Agriculture Teacher's Conference	TBA: Eastern Pandandle
Jul 9-12	State FFA Convention	Cedar Lakes

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