



# West Virginia

## AG ED NEWS and VIEWS

Published by  
West Virginia University's Agricultural and Environmental Education Department

January - February 2004

Harry N. Boone, Jr., Ph.D., Editor

### *Future of Agricultural Education in West Virginia: My Perspective*

by David Bourgeois

Many look at the future of Agricultural Education in West Virginia and worry about the challenges that must be faced. I believe we need to look at the many opportunities that will be developed and prepare our students, secondary and adult, to utilize them. West Virginia agriculturists, like American agriculturists, have always had the ability to adapt to changes in market demand and produce products that met those demands in a wholesome, tasteful and efficient manner. I believe that by teaching strong basic knowledge and understanding in the science of plant and animal growth, genetics, feeding and cultivation as well as educating our students in soil science, land evaluation and water management, we will be preparing them to meet the challenges agriculture will face. These areas of study have been the foundation classes that have led to today's technology that is feeding the world.

Knowledge of a specific field without the leadership to implement change within that field is of little or no value. I often want to interchange leadership with confidence. We tend to follow those who seem confident in where they are going. For this reason alone we must continue to instill in our youth the FFA training that has become such an integral part of agricultural education. For many students the recital of the creed in front of their peers gives them the confidence to attempt greater challenges in school and later in life. This training, when done correctly, ties today's youth with past generations and gives each FFA member an inheritance in today's agriculture as well as an investment in tomorrow's.

With a foundation program in animal, plant and soil science, coupled with the FFA's leadership training and record keeping, we will be able to encourage our students to branch out into specific agricultural fields that their interest and skills lead them. In just the past two weeks I have had students attend two different conferences based on agricultural products. The first was a beef conference in which a large number of producers pool their cattle, both in numbers and to a large extent in genetics, to increase the price they receive when calves are sold. The second conference was one on agri-tourism. It covered various methods of marketing agriculture to a non-agricultural society. It was designed to get individuals thinking of how to display and sell their products in a non-conventional manner.

As the face of agriculture has changed from a rural farm setting to an urban agriculture of small acreage with full space utilization by both plants and animals, we must change our views on what we should teach. This is where the classes in wildlife management, forestry, aquaculture, large and small animal veterinary science, advanced agricultural mechanics, nursery operations and greenhouse management come into the curriculum. Our curriculum at this point needs to reflect the needs of the community in conjunction with student needs and interests.

As our curriculum at the advanced level changes to meet student and community needs, one aspect of the program needs to remain constant, that is the Su-

pervised Agricultural Experience Program. The students experience program needs to continue to put dollars in students' bank accounts and practical experience in students' hands. Even entry level positions are often advertised as experience needed or preferred. What better way to help our young people gain experience than an agricultural production program or a placement program that involves parent, student and teacher?



In conclusion, I believe agricultural education in West Virginia will continue to be a vital part of the curriculum in many of our high school and middle school programs. The key to each individual program's success will be in how well the teacher or teachers in that program meet the needs of the 20 percent of students that will enter an agricultural occupation. As long as the agricultural program combines education in basic plant, animal and soil science, leadership from FFA and Supervised Agricultural Experience programs designed to educate and motivate students in careers that meet the community's needs, agricultural education in West Virginia will endure. As long as we remember that we teach students and not subjects or curriculum, it will thrive.

*Dave Bourgeois is a high school agricultural education teacher at Ripley High School and is currently serving as President of the WVAAE.*

# ***Editorial : The Future of Agricultural Education in West Virginia***

**by Harry N. Boone, Jr.**

This issue of *News and Views* has been a challenge. The first obstacle involved getting individuals to follow through in submitting articles. Three individuals in leadership positions in the state were asked to write an article for this issue. In addition, four prominent agricultural education teachers were asked to submit their opinions. All were given the publication deadline and asked to contact me if they were unable/did not want to contribute to the issue. Two of the agricultural education teachers contacted me and indicated that their schedules, personal and/or professional, did not permit them the time to respond to my request. Only one of the leaders, David Bourgeois, President WVAAE, provided an article for this issue. ***Four individuals totally ignored the request without acknowledging the fact that they could not, or would not, address the topic.*** I hope that is not indicative of the future of agricultural education in West Virginia.

On a personal note, after passing out in the hallway of the Agricultural Sciences Building on February 24, 2004, I spent four nights at one of Morgantown's most expensive resort hotels, Ruby Memorial Hospital. Ten days later, I was a guest in the hospital for another night to recover from the installation of a coronary defibrillator. In many respects I am a lucky man. The doctors discovered a genetic heart defect that commonly manifests itself in the "sudden death" of the affected individual. The final verdict is not in, however, the doctors are hopeful they can control my situation with medication.

As we contemplated alternatives ways to address the topic, Dr. Stacy Gartin suggested we examine the future of agricultural education in West Virginia through the eyes of three prominent agricultural education faculty members who combined, provided over eighty years of service to West Virginia University. I started by retrieving their "retirement" articles from *News and Views*. As you read excerpts from these articles on pages 4 and 5, you will note that their philosophies and visions of the future are as appropriate today as when they were initially pub-

lished. I hope that you enjoy the opportunity to look at the future by examining our past. As you read the articles, I encourage you to compare their philosophies. While each author stresses a different aspect of the program, the similarities between the articles are uncanny. I would like to share a few of my personal observations.

Each of the authors addressed the constant changes that agricultural education has undergone and the need to adapt to those changes. While the authors expressed the need to adapt to change, they cautioned the profession not to forget the basic tenets of agricultural education; a strong instructional program based on the need of the community, a leadership component that complimented the instructional program, and an experiential learning component that involved all students in the program.

David Bourgeois stressed the need for strong basic knowledge of agricultural education subject matter. Drs. Kelly, McGhee and Lawrence touched on this issue by addressing the in-service needs of teachers, teachers' professional commitment, and the fact that today's teachers are well trained. The rate at which the agricultural industry is changing will require a continuing commitment to make certain that high school programs remain on the "cutting edge" of the industry.

Just as the type of student registering for your classes has changed, the type of students wanting to become teachers has also changed. Additional burdens will be placed on teacher preparation programs to insure that these students have a strong basic knowledge of agriculture. Over the next few years additional entrance requirements and curriculum guidelines will be implemented to insure that our graduates have the technical competence needed to teach.

The authors reminded us not to forget our consumer groups and to develop programs that meet the needs of the students. Prospective teachers were once

taught to develop a course of instruction based upon the needs of the local community. Today, prospective teachers are taught to work within the West Virginia Content Standards and Objectives to develop a course of instruction that meets the needs of the local community. Will the concept of CSOs and state-wide testing destroy the ability of the local teacher to mold his/her instructional program to the needs of the local community? We as leaders in the profession have the obligation to make sure that it does not occur.

Everyone acknowledged the need for a leadership component to the agricultural education program. The leadership component, has and will continue to be a visible part of the program, however, leadership activities must be kept in perspective. Leadership activities must be an outgrowth of the instructional program. Local curriculum must be based on the needs of our students and not FFA activities.

The concept of experiential learning through supervised experience programs must continue to be a mandatory component of our program. Could the University of Kentucky be ranked as the #1 NCAA basketball team, if Coach Smith limited instructional activities to a classroom? You need to provide similar opportunities for students to practice the skills they learned in your classroom through "supervised" experience programs.

Agricultural education in West Virginia continues to face a number of challenges. If the profession will remain true to its basic concepts; an instruction program based on the needs of the local community, a leadership program that is an outgrowth of the instructional program, and supervised experiential learning opportunities for all students; it will readily adapt to the changes it faces and continue to be viable option for all students in the 21<sup>st</sup> century.

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

# ***Dr. Harry Boone to Receive Davis College Outstanding Teaching Award***

**by Stacy A. Gartin**

The West Virginia University Davis College of Agriculture, Forestry and Consumer Sciences recently announced its outstanding faculty selections for the 2003-2004 academic year. The honorees included Dr. Harry N. Boone, Jr., for excellence in teaching.

Dr. Harry N. Boone has truly contributed to the mission of the Davis College and West Virginia University since joining the faculty in 2000. He has maintained an outstanding teaching program during his term of service at WVU. He teaches courses that are essential to the Davis College and the Agricultural and Environmental Education Program. Dr. Boone has created three new courses since joining the Davis faculty; "Statistical Applications in Agricultural Education," and "Program Development in Agricultural and Extension Education," and the "Graduate Colloquium." He also played a major role in the creation of a new course on "Program Evaluation." The two Extension courses are *on-line* courses and taught in collaboration with North Carolina State University. Dr. Boone has drastically modernized three of the other courses which he teaches, one of which is a *web-based* course.

I also need to note that Dr. Harry Boone is very demanding of his students and that they will be very grateful after

they are on the front lines teaching their own high school students. His nine years of teaching high school agriculture coupled with his teaching at the University of Kentucky and his 24 graduate credit hours in teaching and learning theory and practice are truly paying dividends.

In addition to his formal teaching he advises 28 undergraduate students, 15 graduate students, and serves on 17 graduate committees. Dr. Boone is committed to sharing what he knows with those who are fortunate enough to fill the seats in his classroom.

Dr. Boone shows promise of becoming a prolific scholar. Since joining WVU he has published 8 refereed national papers, 12 refereed regional papers, two refereed journal articles, two refereed articles in-press, has four manuscripts submitted to refereed journals, and 25 educational articles. He has also attracted nearly \$135,000 in extramural funding.

Dr. Boone has already established a national reputation in Agricultural and Extension Education. He is especially active in the American Association for Agricultural Educators (AAAE). His involvement on the National level consists of serving as Chair of the AAAE

Research Committee, Chair of the *Journal of Agricultural Education* Editing Managing Board, Chair of the Outstanding Paper Presentation, and serves as an Adult Consultant to the National FFA Officer Nominating Committee. His contributions to the profession have earned him the Outstanding New Teacher Educator in the Eastern Region, the Outstanding Researcher in the Eastern Region and the Honorary American FFA Degree, to name just a few.



In addition, Dr. Boone has had to assume several roles and responsibilities with the retirement of Dr. Layle Lawrence and absence of Dr. Kerry Odell. It would be impossible to accomplish the multitudes of tasks in the Agricultural and Environmental Education Program without his willing cooperation.

Faculty honored for teaching, research and service are selected by the Davis College's Peer Review Committee. Dr. Boone will be recognized at the Davis College's Honors Convocation April 2.

Faculty honored for teaching, research and service are selected by the Davis College's Peer Review Committee. Dr. Boone will be recognized at the Davis College's Honors Convocation April 2.

## ***Personals***

**James and Kelle Beatty** are the proud parents of Kelseigh Jayde, born February 15, 2004. Kelseigh was 20 inches long and weighed 9 lbs and 1 oz.

**Ryan and Renee Fincham** are the proud parents of Haden Mitchell, born January 30, 2004. Haden was 20 inches long and weighed 8 lbs and 7 oz. (Haden is the grandson of Mitch and Cindy Fincham. Mitch is an agricultural education teacher at Jefferson County High School.)

**Mitch and Cindy Fincham** are expecting two additional grandchildren later this year (Scott and Amy - June 27<sup>th</sup> and Marsha and Gary - September 27<sup>th</sup>) (Marsha Coggins is an agricultural education teacher at Jefferson County Junior High School)

**Derek Fincham**, West Virginia University junior, was named the 2003-2004 Mountaineer mascot during the March 2, 2004 WVU-Syracuse men's basketball game. Derek is Mitch Fincham's nephew.

## ***Guest Editorial : “Don’t Forget Who Sent You”***

**by Warren G. Kelly (Originally published November - December 1983)**

It was twenty six years ago, October 31, 1957, that this writer was holding his last adult farmer continuing education class as a vo-ag teacher before accepting a position as a teacher educator in agriculture at West Virginia University. He had just started the class when one of the adult farmers asked him if he could have the floor. Being somewhat surprised, he yielded to the request and waited to see what the reason was. Without relating the many things that were said, as well as listing the gifts that were presented to this writer, including one for the wife, he remembers with great intensity a closing remark the spokesman for the group made. The remark was: “Don’t forget who sent you”.

This writer has never forgotten the statement, nor does he believe he misinterpreted it. As a teacher of vocational agriculture, he had an opportunity to teach the children of those adults as well as the parents. As a teacher, he had the opportunity to be in all of their homes because his job required supervision of the occupational experience programs of the high school student and at the same time of-

fered him an opportunity to assist adult agriculturists in improving their skills and managerial practices. In addition, he came in contact with many other persons in the community who were engaged in different occupations. So, this writer believes the statement was made for several reasons. First, those with whom he worked did “send him” because no one can be successful unless he receives the support and cooperation of those persons. Secondly, he did not want this writer to lose sight of the fact that his position in the University should not make him feel so “high and mighty” that he would forget the interests, needs, and problems people have in the State.

The twenty six years spent in teacher education at West Virginia University have been enjoyable and rewarding. The opportunity to work with many fine students who are now excellent teachers of vocational agriculture in this State and others across the Nation has been a positive feature of the work. Other graduates are engaged in numerous professional positions in various agricultural agencies.

As with all University programs, changes need to be made and this writer feels confident that those who remain as agricultural educators will make those improvements. While making those scholarly contributions within the University, they will still need to be concerned with the in-service educational needs of the teachers of vocational agriculture in the State, while continuing their cooperative activities with personnel in the State Department of Education. At the same time they should heed the advice given this writer: “Don’t forget who sent you”, because to do less would cause them to educate prospective teachers of vocational agriculture who have a narrow view of the contributions well planned programs of agricultural education make to the citizens of West Virginia.

*Dr. Warren G. Kelly was a teacher educator at West Virginia University from 1957 to 1984. This article includes excerpts from his retirement address to the profession.*



## ***Guest Editorial : My Days Are Short***

**by O. Claude McGhee (Originally published May-June 1985)**

As I relinquish my duties and responsibilities to others after forty-three years of super happiness and enjoyment I do not wish to “will” my strengths and weaknesses to any particular individual, either current or projected faculty. I would, however, challenge the Agricultural Education Faculty, the State Supervisory Staff, and the Teachers of Vocational Agriculture to continue to plan, promote and implement a viable and realistic program of vocational agriculture that will continue to meet the needs of the State’s youth and adults with agricultural interests and needs – a program that will continue to possess characteristics of quality and sophistication that commands local, regional and national respect.

As I have cleaned, sorted, saved, thrown away, stopped and studied, reminisced about past and present programs, personnel, problems, achievements, advisees, classes, plus the many personalities within the College and University, Preston County (where I taught Vo-Ag for nineteen years), the State Department of Education and the many fine people of the State, I stop and count my blessings with an attitude of humility and thanksgiving. Agricultural Education – Vocational Agriculture – has been good to me. No, I haven’t become wealthy financially, but I possess untold riches in the form of experiencing human growth and development that hopefully will not culminate with this retirement, but will live on to further provide those

unique vocational services, as well as teaching youth how to live a life, to an educationally hungry constituency.

I said Agricultural Education had been good to me over the years. Vocational Agriculture teachers of the State have provided that spark of enthusiasm, interest, cooperation and a genuine desire to present a viable and up-to-date program in local communities. Those educators have presented a professional commitment that would challenge any person in teacher education and/or supervision to provide



leadership commensurate with the desire for progressive program development.

The FFA at the local level is where much of the inspired action is incubated. This active involvement of youth possessing agricultural and leadership potential provides opportunities for development of those proclivities designed to provide training with an objective to produce a competent, productive citizen who can operate positively in a complex society.

The years have been kind to the Vo-Ag teaching profession. Since I entered Vo-Ag as a high school freshman in 1934, the profession has experienced many changes, the most of which one could place in the realm of progress. We have

seen programs and personalities come and go as well as curriculum revisions in all programmatic areas. During these periods of change and frustration the orchestration of all training areas has been so coordinated and tuned to the fulfillment of personal and departmental satisfaction aimed at intellectual, physical and spiritual enrichment.

As current personnel continues to foster an educational relationship with the clientele, I would present the following selection which has been so helpful to this educator over the years.

#### AN IRISH PRAYER

“Take time to work,  
It is the price of success,

Take time to think,  
It is the source of power,  
Take time to play,  
It is the secret of perpetual youth,  
Take time to read,  
It is the foundation of wisdom.  
Take time to be friendly,  
It is the road to happiness,  
Take time to love and be loved,  
It is the privilege of the Gods,  
Take time to share,  
Life is too short to be selfish,  
Take time to laugh,  
Laughter is the music of the soul.”  
(Author Unknown)

*Dr. O. Claude McGhee was a teacher educator at West Virginia University from 1961 to 1985. This article includes excerpts from his retirement address to the profession.*

## ***Guest Editorial : Looking Back***

**by Layle D. Lawrence (Originally published March-April 2003)**

Visiting American Farmer degree applicants in the spring of 1973 gave me my first real opportunity to see West Virginia from north to south and east to west. It was obvious that the State had some of the finest teachers and one of the best FFA organizations in the country. At the same time, I observed two aspects of the agriculture program that I resolved to strengthen—agricultural mechanics and supervised agricultural experience programs. That was 1973.

It is now 2003. A lot of changes have taken place in West Virginia agricultural education. Computers, unknown in 1973, are common. Most schools have greenhouse production and other horticulture offerings like landscape classes, floristry and hydroponics. Many have aquaculture laboratories. We find classes offered in biotechnology, veterinary science, small animal care, ecology, forestry, cooperative programs and wildlife management, and programs at the middle school level. And FFA is still strong! West Virginia agricultural education is a dynamic, changing program recognized as one of the best in the region and whose teachers are among the finest human beings in the world!

So what has happened to agricultural mechanics and SAE? During the thirty-

year interim, I have made a concerted effort to influence these two aspects of West Virginia agricultural education through teaching the methods course and, during the past six years, teaching the agricultural mechanics courses. Summer inservice classes for teachers have been offered in agricultural mechanics and SAE. Research has been conducted by graduate students. Articles have been written in News and Views, and presentations made at conferences. Teaching materials have been developed and distributed. With regard to SAEs, there are a number of programs that do an outstanding job of getting youngsters involved in interesting, challenging and profitable experience programs that lead to establishment, employment, or further education. And there are a few yet that are quite disappointing. I would like to see many more students qualify, apply for, and receive the State and American FFA degrees, which are indicative of quality SAEs and leadership training and, to an extent, indicative of overall program quality as well.

The future? I believe the future of the State's agricultural education is in good hands. West Virginia's agriculture teachers are well-trained, dedicated professionals and leaders in the local school

systems. Our state supervisory staff provides outstanding leadership in every aspect of program operation. And my colleagues in teacher education at WVU are competent, experienced, enthusiastic leaders who have sound philosophies and are great role models for tomorrow's teachers.

#### **AND ONE MORE TIME!**

*(objective of high school agriculture)*

**Upon completion of the high school agriculture program, the student will have earned, saved and invested enough money, and will have acquired the knowledge, skills and attitudes necessary to enter and succeed in agripreneurship, employment that requires agricultural knowledge and skills, or further education in agriculture.**

*Dr. Layle D. Lawrence was a teacher educator at West Virginia University from 1973 to 2003. This article includes excerpts from his retirement address to the profession.*



# *The Association of Selected Personality Traits with Perceived Teaching Program Effectiveness*

by Mitchell E. Bryant, Layle D. Lawrence, Stacy A. Gartin, and Harry N. Boone, Jr.

During the 1980s and 1990s, rapid changes occurred in most aspects of nearly every society. In such a changing environment, schools and teachers face different types of problems and challenges. Educational goals seem to be more uncertain and more complex; expectations from the public are more diverse and public accountability is sought more than ever before. Schools in the 21st century will be expected to perform a wide range of functions to support the developments in technology, economy and the political environment. Teachers in the era of change are required to accept expanded roles and responsibilities such as curriculum developer and new teacher mentor.

In recent years the level of rhetoric concerning minimum qualifications for teachers has risen and initial steps have been taken at the national and state levels to implement more rigorous procedures for screening and selecting teacher candidates. However, in most instances, the early stages of this process have focused on academic criteria for selection. An urgent need exists to understand the complex nature of teachers' effectiveness and to develop new management strategies if educators are to maximize teacher effectiveness. Teachers must perform a wide range of roles and responsibilities that involve teaching, school management, curriculum changes, educational innovations, teacher education, working with parents, and community services. All those roles suggest that the conception of teacher effectiveness should be multifaceted but not confined only to classroom teaching.

## **Objective of the Study**

The primary objective of this study was to determine if differences exist between personality traits measured by the Emotions Profile Index (Plutchik and Kellerman, 1983) and teaching program effectiveness as rated by State Supervisors of Agricultural Education and Teacher

Educators in Agriculture at West Virginia University.

## **Research Methods and Procedures**

A letter of introduction, a questionnaire, and a consent form were mailed to twenty male teachers of agriculture who graduated/certified between the years of 1981 and 1990, and who had taught for more than one year. The questionnaire, the Emotions Profile Index, when analyzed, provided a percentile score based on national norms in eight dimensions of personality. All questionnaires were returned. State supervisors of agricultural education (2) from the West Virginia Department of Education and teacher educators in agriculture (3) from West Virginia University, professionals who are most familiar with teaching program effectiveness of the state's agriculture teachers, were asked to categorize into quartile rankings the perceived teaching program effectiveness of the 20 participants. Analysis of variance was used to determine differences between quartile ratings and personality traits of participants.

## **Definitions of Terms**

For the purpose of this study Plutchik and Kellerman (1983, p5, 6) defined the following terms (emotional state) as follows:

**Trustful:** acceptance

**Dyscontrol:** impulsiveness or need for new experiences

**Timid:** fear

**Depressed:** sadness

**Distrustful:** disgust or rejection

**Controlled:** expectation or planfulness

**Aggressive:** anger

**Gregarious:** joy

**Bias:** High bias score indicate a tendency to pick the more socially desirable of the two items in a pair. However, this may also be a correct description of the

person. Low bias scores indicate a tendency of the subject to describe himself in socially undesirable ways.

## **Findings**

There were no statistically significant differences in the scores on the Emotions Profile Index among the four-quartile groups. Agriculture teachers scored high in Gregarious, Trustful and Timid dimensions. These characteristics are indicative of individuals who are friendly, trustful and careful. Agriculture teachers had high Bias scores indicating a tendency to pick the more socially desirable of the two items in a pair.

## **Conclusions**

The following conclusions were based on the interpretations of data presented and analyzed in this study: (1) Personality traits as measured by the Emotion Profile Index do not influence teaching program effectiveness and (2) Agriculture teachers have a desirable variety of personality traits, which are essential for being an effective teacher. They are particularly strong in Trustful, Timid, and Gregarious emotion dimensions.

## **Recommendations**

The following recommendations were made based on the conclusions of this study: (1) Agriculture teachers' personality traits should be compared to those of other subject area teachers to determine if differences exist and factors which may explain the differences and (2) Teacher educators in agriculture should consider using the Emotions Profile Index or another test to evaluate the personality traits of undergraduate students. Students should be made aware of personality traits, which could influence teaching effectiveness.

*Mitchell E. Bryant earned Bachelor of Science (1984) and Master of Science (2002) degrees in agricultural education from West Virginia University. He is currently employed by the Union County, North Carolina School system as an agricultural mechanics instructor.*

# ***Dr. Stacy A. Gartin to Receive Davis College Outstanding Service Award***

## **by Harry N. Boone, Jr.**

The West Virginia University Davis College of Agriculture, Forestry and Consumer Sciences recently announced its outstanding faculty selections for the 2003-2004 academic year. The honorees included Dr. Stacy A. Gartin for excellence in service.

Dr. Gartin has provided service to the profession at the division, college, university, state, and national levels. His service activities include:

- Chairperson, Davis College of Agriculture, Forestry, and Consumer Sciences Faculty Executive Committee – Dr. Gartin was the first individual to hold this honor and as a result established the protocol and duties associated with the position.
- Coordinator of the State Career Development Events – This event annually brings over 800 high school students to the Davis College of Agriculture, Forestry, and Consumer Sciences campus.
- Personally recruited hundreds of students who achieved academic success in one of the College's many majors – Dr. Gartin organized and trained a group of students who staffed a booth at the Career Show held in conjunction with the National FFA Convention. The group collected more than 1000 names of potential WVU students.
- Chair of Agricultural and Environmental Education – 1992-1996 and 2003- present.
- Coordinator/Co-Coordinator of the West Virginia Agricultural Education Beginning Teachers Conference.
- Member of the Executive Committee for the Five-Star Consortium (WV, PA, MD, DE, NJ).
- Member of the Five-Star Consortium's Annual Student Teacher Retreat Planning Committee – The student teacher retreat brings students

together from the five state area to reflect on their experiences and plan for the next steps in their professional career.

- Eastern Region Vice-President, American Association of Agricultural Educators.
- Chair, American Association of Agricultural Educators Research Committee.
- Chair, *Journal of Agricultural Education* Editing Managing Board.
- Reviewer/Referee, National Agricultural Education Research *Conference/Journal of Agricultural Education*.

Dr. Gartin serves on seven university, seven college, four division, and four departmental committees.

Dr. Gartin is recognized at all levels as an outstanding teacher. In 2002-2003, he was named one of *West Virginia University's Outstanding Teachers*, the highest honor a faculty member can receive. Annually, his teaching evaluations are excellent. During his tenure at West Virginia University, he has taught 27 different graduate classes, 12 undergraduate/graduate classes, and 15 undergraduate classes. Other evidence of his teaching excellence include:

- First recipient of the Davis College of Agriculture, Forestry, and Consumer Sciences' David E. Samuel Faculty Excellence Award
- Gamma Sigma Delta's Senior Faculty Certificate of Merit
- Recipient of the 2003 AAAE North Central Region Outstanding Agricultural Educator.
- Recipient of the Eastern Region American Association of Agricultural Educators Outstanding Teaching Materials Award in 1990



- Developed the Communications in Agriculture and Natural Resources course that has grown to service over 100 students annually.
- Has been selected as the Outstanding Advisor in the Davis College 3 times.

Dr. Gartin is also recognized for his contributions to the profession in the area of research. In 2000, he was named as the Outstanding Researcher in the Eastern Region of the American Association of Agricultural Educators. During his professional career, Dr. Gartin has had 20 articles published in refereed journals, 20 refereed papers presented at national research conferences, and 33 refereed papers presented at regional research conferences. Dr. Gartin has served as an investigator on grant projects that have brought over \$350,000 to Agricultural and Environmental Education and the Division of Resource Management. These accomplishments have been achieved with a 100% teaching appointment.

Dr. Gartin is recognized as a dynamic leader by his peers in the division and college. His work ethic, personality, and leadership abilities promote teamwork on any task that he is involved.

Faculty honored for teaching, research and service are selected by the Davis College's Peer Review Committee. Dr. Gartin will be recognized at the Davis College's Honors Convocation April 2.

**Important Dates**

|            |   |                |
|------------|---|----------------|
| April 9    | Beef Expo and Grasslands CDEs                         | Jackson's Mill |
| April 16   | FFA Governing Body/Ag Ed Program and Policy Committee | Cedar Lakes    |
| April 24   | State Equine CDE                                      | Salem          |
| April 29   | West Virginia Envirothon                              | Jackson's Mill |
| June 17    | Ag Ed Teacher's In-Service                            | Morgantown     |
| July 14-17 | State FFA Convention                                  | Cedar lakes    |
| July 28-30 | Technical/Adult Education Conference                  | Charleston     |
| Aug 8      | State Dairy Cattle CDE                                | Jackson's Mill |
| Sep 22-24  | State CDE Events                                      | Morgantown     |

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**Published by:**

**West Virginia University  
Davis College of Agriculture, Forestry, and  
Consumer Sciences  
Division of Resource Management  
Agricultural & Environmental Education  
Morgantown, WV 26506-6108**

*in cooperation with*

**West Virginia Department of Education  
Division of Technical & Adult Education  
Services**

**Office of Program Services  
Agricultural Education  
Charleston, WV 25305**

*and*

**West Virginia Association of Agricultural  
Educators**

**Volume LIV No. 1**

**Non Profit Org.  
U.S. POSTAGE  
PAID  
Morgantown, WV  
Permit No. 34**

**Agricultural & Environmental Education  
Davis College of Agriculture, Forestry, and  
Consumer Sciences  
P.O. Box 6108, Room 2056 Ag. Sciences Bldg.  
West Virginia University  
Morgantown, WV 26506-6108**