



# West Virginia

## AGED NEWS and VIEWS

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

### *Celebrating Layle D. Lawrence's 30 Years of Service to West Virginia University*

by Stacy A. Gartin

The evening of June 12<sup>th</sup> served as a festive occasion as we joined together to break bread and say *Thank You* to Dr. Layle D. Lawrence for his 30 years of service to West Virginia University and to agricultural education in this State.

Who would have ever thought that this young man who was reared on a 560 acre farm in Kansas growing wheat and milo and raising cattle and hogs would have committed himself to the hills of Wild Wonderful West Virginia for 30 fantastic years.

However, I'm sure many of you realize that he dedicated more of his life than just 30 years to agricultural education. Upon earning his BS in Vocational Agriculture Education at Kansas State University, he taught high school agriculture for 10 years. He taught agriculture for three years at Courtland, KS followed by seven years at Medicine Lodge.

It was at this time that Layle decided he should put his Masters Degree in Farm Mechanics to use. Thus, he packed up the family and headed for India for 5 years where he served as a Farm Implements Specialist on behalf of Kansas State University.

Upon his arrival back in the States, he pursued and earned his Ph.D. from Louisiana State University. He then joined the agricultural education faculty at WVU replacing Dr. R.C. Butler. Thus,

being known as the NEW Dr. Butler.

Much of the life of a Teacher Educator focuses on Teaching, Research and Service.

Layle's accomplishments over the last 30 years are simply amazing. He taught 42 different courses and he just didn't teach them. He was consistently rated as *Among the Best* instructors by students. They noted that he is caring, he is easy to understand and is genuinely concerned about them learning.

Layle is a scholar in the truest sense of the word. He is credited with; 101 Research Projects, 33 Referee Journal Articles, 12 Professional/ Technical Bulletins, 49 Refereed & Scientific Papers, 26 Invited Papers, and 295 Circulars and Extension Publications. In addition to his publication record he obtained extramural funding in the amount of \$470,000. Dr. Lawrence also served as advisor to 88 graduate students from 27 countries all of whom wrote a thesis.

Dr. Lawrence's efforts did not go unnoticed. He has been recognized numerous times for his Outstanding Publications in the AAAE Eastern Region. He has been recognized as the Outstanding Teacher of the Division and the College several times as well as Outstanding Service Provider. He is the recipient of the Southern State Leadership Award, the recipient of the



Senior Faculty Certificate of Merit by Gamma Sigma Delta, and the recipient of the VIP Citation from the National FFA Organization.

During his tenure at WVU he served as Chair of the Agricultural and Environmental Education Program and Vice President of the AAAE Eastern Region. The following individuals feel fortunate to have been part of the Agricultural and Environmental Education team with Dr. Lawrence; Dr. Warren G. Kelly, Dr. O. Claude McGhee, Dr. Stacy A. Gartin, Dr. Kerry S. Odell, Dr. Robert Diener, Dr. Gary J. Wingenbach, Dr. Harry N. Boone, Jr., Dr. Deborah A. Boone, Mr. James F. Carr, and Ms. Alice Compton.

Dr. Lawrence is currently working on a special assignment with the State Department of Education in the area of Agricultural Education.

# ***Editorial: Change: The One Constant in Life***

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

Change is the one constant we face in life. How we adapt to change determines the level of success we achieve in our lifetime. Programs undergo similar changes. Once again the way a program reacts and adapts to change determines the success or failure of the program.

The Agricultural and Environmental Education program at West Virginia University has encountered a number of major changes over the past few months. It is the goal of the program faculty to utilize these opportunities to improve the program in such a manner that its success will be assured as we move into the 21st century.

On July 31, 2003, Layle D. Lawrence ended a 30 year career as a teacher educator in the program. Dr. Lawrence's influence will be missed throughout the state as well as the nation. His commitment to the total agricultural education program, including a strong supervised experience program and agricultural mechanics instruction, has left a lasting impact on West Virginia and its agricultural education teachers. Although he will continue to play a role as an emeritus faculty member, his day-to-day involvement in the Agricultural and Environmental Education program will be missed.

In early July, Kerry S. Odell was offered an interim position as President of Potomac State College. Potomac State College, a regional campus of West Virginia University, has a strong agriculture component in its curriculum. This was a golden opportunity for someone with Dr. Odell's administrative experience. Although this change will have long-term benefits for West Virginia University, it left the Agricultural and Environmental program with the difficult task of covering Dr. Odell's teaching and administrative workload.

With the retirement of Dr. Lawrence, the program faculty saw an opportunity

to recruit a faculty member that has the knowledge and experience to serve students planning a career with the Cooperative Extension Service. Dr. Deborah A. Boone joined the faculty on August 1, 2003 and will plan and deliver a series of courses for students interested in Extension careers. Dr. Boone has an extensive background at all levels of the Extension service. Her experience includes seven years as an Extension agent in Kentucky and planning and delivering distance education courses for North Carolina State University.

Dr. Stacy A. Gartin has assumed the responsibilities of Agricultural and Environmental Education Program Chair. Dr. Gartin has been a faculty member at WVU for nearly twenty years and served as Program Chair between 1992 and 1996.

James Carr, a 1999 graduate of West Virginia University, has joined the faculty as a visiting lecturer for the 2003-2004 school year. He will be responsible for teaching the computer applications and agricultural mechanics courses.

Dr. W. Graeme Donovan will also join the AGEE faculty during the fall semester. He will teach the global food and agricultural industry course. Dr. Donovan has over 25 years of international agriculture experience with the World Bank.

I have assumed the duties as Editor of the *Ag Ed News and Views*. Although it was not "broken," there are a number of ways the publication can be changed to make it more constituent friendly. Over the next few issues you will see a number of attempts to improve the publication. I hope that everyone finds the changes to be positive. If not, please let me know.

By now you have some understanding of the changes occurring

in Agricultural and Environmental Education at West Virginia University. Just as we are undergoing major changes at this time, most agricultural education departments have or will face similar opportunities for change. Some of the opportunities are thrust upon us by administrative decisions. Other opportunities will be presented in a manner that we must reach out and grab them. Regardless of the way opportunities are presented, how we react to them will determine the success of the program. I am reminded of a National FFA officer's retiring address I heard in the early 1980s. He used road signs to symbolize life. First, there is no stopping in the road of life. If we stop the rest of the profession will catch up and pass us by. There are no "U-turns" in life. We cannot go back to the "way it was." We have to keep moving forward.

Given the changes encountered over the past year, the West Virginia University Agricultural and Environmental Education program has a plan to continue moving forward in a manner that will best serve its students and the agricultural education teachers in the state. We also plan to assume a more prominent role in serving adult education in the state through our expanded services to the Cooperative Extension Service. We will make mistakes. Hopefully we will learn from our mistakes and end up with a stronger program as a result. If you have questions about the program, our directions, or simply want to offer suggestions, please do not hesitate to contact us.

*The opinions expressed in this editorial are those of the author 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.*

## *A Common Bond* by Deborah A. Boone

Having family ties to “Almost Heaven” West Virginia and spending many summers playing in the hills of Lincoln County, it is with great pride and anticipation that I join the faculty in Agricultural and Environmental Education at West Virginia University. I have been charged with the responsibility of providing direction for the course offerings in extension education.

I grew up on a 243 acre farm in North Central Ohio which was primarily a grain operation. I have been involved in 4-H and Extension related activities most of my life, including work in the Ohio State 4-H Office, County Extension Agent in both 4-H and Home Economics in Kentucky, and teaching extension distance education courses for North Carolina State University. As I looked forward to this new position, however, I felt like an outsider looking in. After all, this has been a department, with the primary focus of preparing agricultural education teachers, with extension education course offerings.

As I attended the State FFA convention and the WVDE Education Leadership Conference, I began to closely examine my new role and how I might impact the department and the profession. Through that examination, I began to reflect upon the common bond between Extension Agents and agricultural education teachers. Our goals are the same,

to promote agriculture, develop youth, and to address the educational needs of our clientele, both youth and adults. Together we strive to provide a positive awareness of agriculture and its related fields. With Extension agents and agriculture educators working together, we have the opportunity to reach a larger audience without duplicating our efforts. For those agents and teachers who have not formed a working relationship with each other, I challenge you to explore the commonalities of our programs and join forces to create a concerted effort in programming and impact.

Just as we have common bonds, we have common challenges as evaluation and program accountability are paramount for both groups. We all must show the impact of our programs and justify our very existence. Funding issues are always challenging us to do our jobs well and then communicate our successes, achievements, and impacts to stakeholders. We must all market our programs and continue to develop our programs to meet the ever changing needs of our clientele.

Students who enter the Agricultural and Environmental Education program at West Virginia University will be challenged to explore the common bonds of various careers through a variety of courses relevant to all. The organiza-

tional leadership course will challenge students to look beyond their own ex-



periences and organizations to a more in-depth look at leadership and the variety of organizations that surround them. Program evaluation and accountability, program development, adult teaching methods, and research and statistics courses will stretch the students to reach outside their comfort zones and experience the common bonds that will prepare them for employment in many realms.

I appreciate the warm welcome received from teachers across the state as I have traveled to the various meetings this summer and look forward to meeting and working with all the agricultural education teachers, state staff, Extension agents and students in the coming months and years.

*Dr. Deborah A. Boone officially joined the West Virginia University Agricultural and Environmental Education Faculty on August 1, 2003.*

### *Transitions*

***Individual***

Dave Aberegg  
Wayne Akers  
John Brown  
Ben Cummings  
Wade Harsh  
Robert Herrod  
Issac Lewis  
Leo Pennington  
Ron Wilson

***Former Position***

WVU Student  
Ag. Ed. Preston County HS  
Ag. Ed. Berkley Springs HS  
Ag. Ed. Wirt County HS  
Farmer  
WVU Student  
Science Teacher Hampshire County  
Ag. Ed. Preston County HS  
Ag. Ed. Buckhannon-Upshur H.S.

***Current Position***

Ag. Ed. Berkeley Springs HS  
(Retired)  
(Retired)  
Asst. Principal Roane County HS  
Ag. Ed. Preston County HS  
Wirt County HS  
Ag. Ed. Hampshire County HS  
(Retired)  
Ag. Ed. Preston County HS

## ***Long-Time WVU Professor, Former Administrator Named Interim Leader of Potomac State***

A long-time West Virginia University professor and former administrator involved in preparing tomorrow's teachers and leaders in agriculture, extension and environmental technology has been named interim president of Potomac State College of WVU.

Kerry S. Odell, an associate professor and former associate dean in the Davis College of Agriculture, Forestry and Consumer Sciences, will begin his new duties July 21, Provost Gerald Lang said. He will replace Mary Rittling, who is leaving in August to become president of Davidson County Community College in Lexington, N.C.

"Dr. Odell's background in agriculture and his administrative experience will prove invaluable as the college enhances its program offerings in forestry and agriculture and implements administrative changes," Lang said. "His ability to work well with people will help make the pending transition easier."

Odell, who came to WVU in 1986, is an associate professor of agricultural and environmental education. The program, housed in the Davis College's Di-

vision of Resource Management, stresses communication and leadership skills to prepare students for positions in teaching, extension, environmental technology, government, industry or entrepreneurship. His research focuses on leadership and education in agriculture and natural resource production.

He served as the college's associate dean for academic affairs and development from 1994-2000. Before that, he was an associate professor of agricultural education and assistant professor agricultural education.

He has a doctorate from The Ohio State University, a master's degree from The Pennsylvania State University, a bachelor's degree from the University of Georgia and an associate's degree from State University of New York at Alfred.

Odell said being asked to lead Potomac State during this time of transition is an honor. "I look forward to continuing to build on Potomac State's rich traditions, while helping to enhance its offerings to meet the changing needs of students and society," he said.



Potomac State, created in 1901, is a two-year residential regional campus of WVU, offering 47 two-year associate of arts programs, 17 career/technical programs, a bachelor's degree in nursing through WVU and a bachelor's degree through WVU's Regents Bachelor of Arts Degree program. Under new legislation, Potomac State becomes a fully integrated division of WVU in July 2005 with a provost rather than a regional campus president.

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Division of Institutional Advancement  
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## ***Additional Agricultural and Environmental Education Faculty Changes***

### ***Challenges and Rewards*** **by James Carr**

As another year of education begins at WVU, I find myself anticipating the challenges and rewards of teaching college students and working with agricultural educators. For those of you that do not already know me, I will be

serving as a visiting lecturer in Agricultural & Environmental Education, teaching the college computer course and agricultural mechanics. This is a position I held once before, directly after finishing my

bachelor's and master's degrees through the AGEE department in 2000. I hope that this year will be productive and that you will feel free to provide ideas that will help all of us better serve our schools, communities and state.

### **W. Graeme Donovan**

Dr. W. Graeme Donovan will join the Agricultural and Environmental Education faculty as a visiting lecturer. He will teach the global food and agricultural industry course formerly taught by Dr. Lawrence.

Dr. Donovan has over twenty-five years of international experience with the World Bank. In addition, he has served as an adjunct faculty member at John Hopkins University, American University, and the University of

Maryland. He earned Bachelor and Master of Science Degrees at the University of Canterbury (New Zealand) and a Ph.D. from Cornell University.

# ***Research Summary: Impact Of Student Teaching Experiences on the Decisions of Pre-Service Agricultural Education Teachers To Enter Into Teaching by Gene A. Hovatter and Harry N. Boone, Jr.***

With numerous openings in the agricultural education field and shortages constantly occurring, a common question is asked, "Why are pre-service teachers not teaching?" This study sought to help answer this question by investigating the impact of the student teaching experience upon certified agricultural education graduates. In addition to the student teaching experience, personal demographics and selected factors were investigated to add insight into the problem of pre-service agricultural education teachers not teaching. A two-phase descriptive survey methodology was implemented to collect data from the population, which consisted of 75 pre-service agricultural education teachers including four individuals from Delaware Valley College (DVC), 37 individuals from Pennsylvania State University (PSU), and 34 individuals from West Virginia University (WVU) who graduated from colleges within the five-state Five Star Consortium. Responses from the phase one mail survey were used to formulate the phase two questionnaire. Responses from the phase two questionnaire were tabulated to measure the impact of the student teaching experience, personal demographics, and selected factors upon the graduate's decision to teach.

Participants were asked if they were currently teaching agricultural education. Responses to the question were grouped into two different categories, teaching and non-teaching. Sixteen (50.0%) of the respondents were categorized under teaching while sixteen (50.0%) of the respondents were categorized under non-teaching. The gender of the respondents was predominantly female with 22 (68.8%) of the respondents being female, while ten were male (31.2%). Twenty-five respondents (78.1%) were from a rural area, six respondents (18.8%) were from an urban area and one (3.1%) re-

spondent was from a combination of both areas.

Overall, twenty-five respondents (78.1%) indicated they had been members of the FFA in high school whereas seven respondents (21.9%) noted that they had not. Nearly two-thirds (68.8%) of the teachers and 87.5% of the non-teachers had been a member of the FFA in high school. One respondent (3.1%) replied that he/she did not have a positive relationship with their cooperating teacher during student teaching. Two respondents (6.3%) replied that they did not have a positive relationship with their University supervisor during student teaching. Only individuals from the non-teaching category reported problems with their cooperating teacher (6.7%) or university supervisor (12.5%).

## **Teaching Categories**

Respondents, who were teaching agricultural education, were asked to rank statements within five categories of teaching on a scale of 1 to 5 with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree with respect to how much of an impact the factors in the statements helped them decide to teach. The five categories of teaching were influences, location, benefits, characteristics, and personal.

## **Characteristics Category**

The teaching characteristics category received the highest ratings from the respondents. Statements within the teaching characteristics category were: love to interact with people, love to work with students, teach life skills to students, and teach proper stewardship. Of the 17 respondents to the teaching characteristics category, seven (41.2%) strongly agreed and 10 (58.8%) agreed

that teaching characteristics had an impact on their decision to teach.

## **Personal Category**

The teaching personal category received the second highest ratings from the respondents. Statements within the teaching personal category were: make a difference in students' lives, positive influence on students, enjoy teaching, have fun teaching, have the ability to pass on knowledge, teaching came naturally, teaching was my career dream, and always had desire to teach. From the 17 respondents to the teaching personal category, two (11.8%) strongly agreed that the teaching personal category had an impact on their decision to teach, 13 (76.5%) agreed that the teaching personal category had an impact on their decision to teach and two (11.8%) were neutral.

## **Location Category**

The teaching location category was the third highest valued category from the respondents. Statements within the teaching location category were: live in home community and make a difference in community. Of the 17 respondents to the teaching location category, one (5.9%) strongly agreed that teaching location had an impact on their decision to teach, eight (47.1%) agreed that teaching location had an impact on their decision to teach, five (29.4%) were neutral, and three (17.6%) disagreed that teaching location had an impact on their decision to teach.

## **Benefits Category**

The teaching benefits category was the next to the lowest rated category from the respondents. Statements within the teaching benefits category were: career offers good benefits, career offers insurance protection, career offers good work hours, and career provides vacation time. Of the 17 respondents to the teaching

## *Impact Of Student Teaching Experiences (Continued)*

benefits category, one (5.9%) strongly agreed that teaching benefits had an impact on his/her decision to teach, six (35.3%) agreed that teaching benefits had an impact on their decision to teach, nine (52.9%) were neutral, and one (5.9%) disagreed that teaching benefits had an impact on their decision to teach.

### **Influences Category**

The teaching influences category received the lowest rating from the respondents. Statements within the teaching influences category were: influenced by other teachers, influenced by high school agriculture teacher, influenced by family, influenced by friends, and an enjoyable student teaching experience. Of the 16 respondents, seven (43.8%) agreed that teaching influences had an impact on their decision to teach, seven (43.8%) were neutral, one (6.3%) disagreed, and one (6.3%) strongly disagreed that teaching influences had an impact on their decision to teach.

### **Non-Teaching Categories**

Respondents, who were not teaching agricultural education, were asked to rank statements within three categories of not teaching on a scale of 1 to 5 with 1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree, and 5 being strongly agree of how much of an impact the factors in the statements helped them decide not to teach. The three categories of non-teaching were teaching, factors, and influences.

### **Non-Teaching Factors Category**

The non-teaching factors category had the highest ratings from the respondents as an impact on their decision not to teach. Statements within the non-teaching factors category were: pursuing another career path, pursuing Master's degree, married, no jobs open in local area, no teaching jobs open, and looking for interesting job prospect. Of the 15 respondents to the non-teaching factors

category, one (6.7%) strongly disagreed that the non-teaching factors category had an impact on his/her decision not to teach, three (20.0%) disagreed that the non-teaching factors category had an impact on their decision not to teach, ten (66.7%) were neutral, and one (6.7%) respondent agreed that the non-teaching factors category had an impact on their decision not to teach.

### **Non-Teaching Teaching Category**

The non-teaching teaching category had the second lowest rating from the respondents as an impact on their decision not to teach. Statements within the non-teaching teaching category were: incompetent school administrators, no administrative support, found alternate job, needed more flexible schedule, no job for spouse, not willing to move, not successful, parents questioned decisions, no support from parents, too high expectations, stress level too high, too much effort for rewards, too much state politics, lack of discipline in school system, uncaring administrators, and too many demands other than teaching. Of the 15 respondents to the non-teaching teaching category, seven (46.7%) strongly disagreed that the non-teaching teaching category had an impact on their decision not to teach, four (26.7%) disagreed that the non-teaching teaching category had an impact on their decision not to teach, and four (26.7%) were neutral.

### **Non-Teaching Influences Category**

The non-teaching influences category had the lowest value from the respondents as an impact on their decision not to teach. Statements within the non-teaching influences category were: friends influenced "no" decision, family influenced "no" decision, and agriculture teacher influenced "no" decision. Of the eight respondents to the non-teaching influences category, all eight respondents disagreed that the

non-teaching influences category had an impact on their decision not to teach.

### **Conclusions**

The following conclusions are based on the interpretations of the data presented in this study.

The factors that have the greatest impact on decisions of pre-service agricultural education teachers were included in the characteristics of teaching category. The items in this category were: love to interact with people, love to work with students, teach life skills to students, and teach proper stewardship. The characteristics of teaching and the students of teaching impact the decision of pre-service agricultural education teachers to enter teaching more than do the demographics of the pre-service agricultural education teacher.

The non-teaching categories in the study did not have a strong impact on the decisions of pre-service agricultural education teachers to not enter teaching. The two factors that have the strongest impact on the pre-service agricultural education teachers to not teach were lack of jobs in the local area and alternate jobs.

*Gene Hovatter earned a Bachelor of Science Degree in Agricultural and Environmental Education in 2001 and Master of Science Degree in Agricultural Education in 2002 from West Virginia University. He is currently employed as an agricultural education teacher at the Phillip Barbour County Complex.*

**The future ain't what  
it used to be.  
- Yogi Berra**

# *Agricultural and Environmental Education Alumni Profiles*

## **2003 WVAAE Outstanding Middle/Secondary Program**

### **St. Mary's High School**

### **Jason Hughes - Instructor**

The St. Mary's High School agricultural education program, under the direction of Jason Hughes, was recognized as the WVAAE Outstanding Middle/Secondary Program for 2003. The program has averaged 80 students, 20% of the school's total enrollment, during the past five years. Classes are offered in Ag. Science I and II, aquaculture, hydroponics, forestry, and biotechnology. Facilities include a classroom, biotechnology and water quality lab, agricultural mechanics lab, and two greenhouses used for bedding plant production and the hydroponic production of lettuce, tomatoes, cucumbers, and strawberries. The program also has a seven acre school farm that is utilized for classroom research and Supervised Agricultural Experience (SAE) programs. The farm property includes a 50' X 100' metal pole barn utilized by our agricultural science classes, students, and county fair.

The agricultural science program at St. Mary's High School offers a lab-based learning environment with a modern curriculum that is technologically enriched. Competitive grant monies have made it possible to develop new and exciting courses as well as modernize existing curriculum. With the assistance of nearly \$20,000 in state grant monies, a course in aquaculture is available for students. Students learn all aspects of fish biology; from reproduction to nutrition. The program includes a two 450 gallon tanks system and a hatchery facility. The aquaculture facility is connected with one of the greenhouses. A system has been developed to pump the fish waste water from one tank into the greenhouse. The water flows across the roots of bibb lettuce plants in the hydroponic system. A course in hydroponics follows the aquaculture course. After students merge the aquaculture and hydroponic systems, they are broken into groups and encouraged to

design and construct their own hydroponic system.

Grants totaling \$25,000 have made it possible to construct a laboratory in the existing complex and purchase lab equipment to begin a biotechnology course. Students perform countless experiments that include: electrophoresis, DNA fingerprinting, restriction enzyme analysis, transformation, conjugation, gene splicing, genetic engineering, and tissue culturing.

SAEs play a vital role in the program. All students are required to conduct an SAE. Since many of the students live in town and do not have access to a farm, finding the proper enterprise can be a challenge. Many students utilize the school farm to conduct their enterprises. Truck crops such as sweet corn, green beans, potatoes, pumpkins, peppers, turnips, and tomatoes are raised by many students. Students have also constructed pens on the farm to house their hogs for the ham and bacon sale and county fair. Students who live in rural areas or on farms are involved in many areas of agriculture production including: horses, beef cattle, timber, turfgrass management, and farm improvement. Agricultural placement opportunities are also encouraged for students not interested or unable to conduct production enterprises. Students have worked at a variety of local businesses and industries that include: produce departments in local grocery stores, floral shops, lumber mills, landscaping and nursery operations, landscaping at McDonalds, and the Natural Resource Conservation Service.

FFA involvement of students is a major part of our program. St. Mary's students have earned numerous district, state, and national awards. One of the

greatest assets to the program is the St. Mary's FFA Boosters. Members of the boosters help chaperone trips, train judging teams, assist at the ham/bacon sale and fair, and raise funds to support the program. By organizing a window sale with donated windows from Simonton Windows, the boosters raised \$20,000 to purchase a barn for the school farm.

The St. Mary's agricultural education program is a "Partner in Education" with Alpharma Inc., formally Roche Vitamins. Alpharma has provided the program with technical and financial support in developing their biotechnology course and lab. Alpharma has also been instrumental in the development of the Delno Higgins Memorial Scholarship. Each year, two senior members of the program are awarded a \$2000 and a \$500 scholarship to attend a college or technical school.

The St. Mary's program has been selected to receive the 2003 Region VI National Association of Agricultural Educators (NAAE) Outstanding Middle/Secondary Program. The program will be honored in December during the NAAE National Conference in Orlando, Florida.

*Jason Hughes earned a Bachelor of Science Degree in Agricultural and Environmental Education in 1992 and Master of Science Degree in Agricultural Education in 2001 from West Virginia University.*

**Robert Morris**, Clay County HS, was named the 2003 WVAAE Outstanding Teacher and **Matthew Call**, Gilmer County HS, was named the 2003 WVAAE Outstanding Young Member at the WVAAE Awards Recetion in July. Their stories will be featured in a future issue of *News and Views*.

### Important Dates

August 30	Football: WVU vs Wisconsin	Morgantown, WV
September 13	Football: WVU vs Cincinnati	Morgantown, WV
September 24-26	State Career Development Events	WVU
October 11	Football: WVU vs Rutgers	Morgantown, WV
October 22	Football: WVU vs Virginia Tech	Morgantown, WV
Oct 29 - Nov 1	National FFA Convention	Louisville, KY
November 1	Football: WVU vs Central Florida	Morgantown, WV
November 10	Ag Ed Program and Policy Meeting	WVU
November 15	Football: WVU vs Pitt	Morgantown, WV
November 29	Football: WVU vs Temple	Morgantown, WV

### Email Addresses and Phone Numbers

#### WVU

Dr. Stacy A. Gartin	sgartin@wvu.edu	(304) 293-4832 ext. 4480
Dr. Harry N. Boone, Jr.	hnboone@wvu.edu	(304) 293-4832 ext. 4481
Dr. Deborah A. Boone	debby.boone@mail.wvu.edu	(304) 293-4832 ext. 4482
James Carr	james.carr@mail.wvu.edu	(304) 293-4832 ext. 4477
Dr. Graeme Donovan	graeme.donovan@mail.wvu.edu	(304) 293-4832 ext. 4477
Alice Compton	alice.compton@mail.wvu.edu	(304) 293-4832 ext. 4484
Office Fax		(304) 293-3752

#### WVDE

Donald L. Michael	dmichael@access.k12.wv.us	(304) 558-2347
Keith Burdette	kburdett@access.k12.wv.us	(304) 558-2347
Kim Honaker		(304) 558-2347
Office Fax		(304) 558-0048/1149

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