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My career in teaching vocational agriculture began in Rutherford County, Tennessee on July 1, 1953. After teaching for a few months and then spending two years in the Army, I returned to teaching in 1956 at Eagleville High School. I spent 10 years teaching vocational agriculture at the high school level. For 33 years I’ve worked in teacher education at the University of Tennessee, which does not include a one year leave-of-absence to obtain a doctorate at the University of Illinois.

Changes

I’ve observed many changes during those 43 years. Some of the changes have been good and have strengthened vocational agriculture, or agricultural education as it is now called. Others have been slow to evolve and some may be questionable as to having a positive effect upon the program.

During the 1950’s, emphasis was given to students preparing to become farmers. There were many students enrolled in vocational agriculture who did not plan to become farmers, but they usually lived on farms and could conduct supervised farming programs. The emphasis to prepare students for careers in off-farm agriculture did not occur until after passage of the 1963 Vocational Education Act. Even though this legislation stipulated that agriculture was more than farming, this concept has been difficult to sell to the public, including other educators. You still hear it said that only those preparing to be farmers should study agricultural education.

One obvious change that has taken place in agricultural education has been in the area of obtaining occupational experience. Such programs were originally called “supervised farming programs” (SFP). Legislation passed in 1963 gave them a new dimension. They have taken on new titles since then, supervised agricultural experience programs (SAEP), supervised occupational experience programs (SOEP), and supervised agricultural experience (SAE). All of these programs entail one common characteristic — the obtaining of some type of occupational experience. This has always been the foundation of any vocational program.

The way this experience is obtained has also changed. Going strictly by the Smith-Hughes Act, this experience must be obtained on a farm. Through the years; however, occupational experience in agriculture has taken on many forms: work experience off-the-farm in agriculture, off-farm entrepreneurship, school laboratory experiences, and even
shadowing someone who works. In earlier years, many students who could not conduct a supervised farming program were not permitted to enroll in vocational agriculture classes.

A more diverse group of students is now enrolled in agricultural education classes. The most obvious change occurred when legislation permitted students who were not pursuing farming occupations to enroll in these classes. Coupled with this legislation was the stipulation that monies be earmarked for disadvantaged students. Disadvantaged students included those who had socioeconomic or academic problems. Then students were enrolled in agricultural education who, just a few years prior, could not have met the requirements of conducting a supervised farming program. Many of these students are now enrolled in agricultural education courses and are called resource or special needs students.

Another drastic change in enrollment occurred in 1969 when females were permitted to become Future Farmers of America members. Young women were slow to enroll at first, but now are about equally represented in many programs. In programs such as ornamental horticulture, females usually comprise more than 50 percent of the enrollment. In some of the FFA career development events like parliamentary procedure and public speaking, young women seem to predominate.

The curriculum has changed drastically. According to historical records, the first curriculum for vocational agriculture consisted of separate subject courses like crops, livestock, mechanics and work stock. During the early 1930's, this changed to an integrated curriculum where different enterprises were combined into one course. These courses were called Agriculture I, II, III and IV. This format was still in use during the 1950's. The separate subject format re-emerged in the 1970's because specialization was needed to accomplish the purposes and aims of more recent legislation. Today, the curriculum in agricultural education is specialized. In 1953, there were only four courses, now 25 courses are possible with many specialties. The word “integration” is now being used, but not with the same connotation as before. Today, an integrated course refers to one that correlates science, math, English, and other related subjects into an agricultural course. Formerly, an integrated course in agriculture was comprised of many areas of agriculture all combined into one course.

The Future Farmers of America organization has also gone through drastic changes. All references to farming have been changed to agriculture. A good FFA member is not “always a gentleman,” as stated in early FFA manuals. There are also many more CDE's, which until a few years ago were called contests. There are more proficiency award areas. In the 1950's, there were probably only 16 different proficiency areas. Today, considering there are two categories, placement and entrepreneurship, there are 42-44 proficiency awards available for students.
Degree programs changed too. Degrees that were called Chapter Farmer, State Farmer, and American Farmer are now referred to as Chapter, State, and American Degrees. The degrees can also be earned through ownership or placement. In earlier years, degrees could only be earned through ownership, and usually with farm enterprises.

Facilities have changed. In the 1950's, most vocational agriculture facilities consisted of a classroom and shop. Many of the shops were poorly equipped and some contained facilities for teaching black-smithing and rope work. These were holdovers from the 1940's when such skills were still needed on farms. There were no greenhouses in the 1950's or early 60's. The story was told of one innovative teacher who built a greenhouse during the early 1950's. The state director for vocational education demanded that it be torn down since it wasn't considered a farming-related enterprise. As the story goes, another greenhouse was built on the same foundation during the 1970's.

Today, agricultural education facilities have improved. Most of the programs have agricultural mechanics laboratories and some are well equipped with up-to-date equipment. More than 80 percent have greenhouses and a few of these are beginning to broaden their programs to include hydroponics. A few have ventured into aquaculture and one has a very good meat slaughtering and processing laboratory. There are a few schools with farms, but these are on the decline. Most all programs have access to computers and a few have their own laboratories.

In the early 1950's, much emphasis was placed on working with adults and teaching adult classes. This was a carryover from the on-farm veteran’s program that had existed since the end of World War II in 1945. Many veterans and other farmers attended adult classes taught by vocational agriculture or special adult teachers. In the early 1950's, this responsibility was considered part of the teaching load and no credit was given to teachers for performing this additional task.

As the enrollment of high school students increased, most teachers did not find time to work with adults. Some funds specifically for teaching adult classes could be obtained from the State Department of Education through special requests. There are a few adult classes still being taught by making use of these funds for the extra time and effort, but less emphasis is being given to these types of activities.

Block scheduling is not a new practice. During the 1950's, freshmen agricultural classes were scheduled for two 45-minute class periods. This equaled 90 minutes of class time. Since much of Agriculture I class time was spent in the agricultural shop, this permitted a block of time that could be wisely utilized. This was a state-wide practice and not left to the discretion of local school systems like the present block scheduling format. Most vocational agriculture teachers liked the double periods for Agriculture I, but such classes were not looked upon favorably by those who prepared schedules and assigned students to classes. These soon gave way to the 55-minute class for all vocational agriculture
students. During recent years, this format, known as block scheduling, is being used again in many school systems for all classes and not just Agriculture I.

In earlier years of vocational agriculture, there were regional supervisors across the state. Each region originally had one supervisor and then a second was added. In addition, there was a state supervisor of agricultural education. These supervisors conducted all FFA events and visited teachers to assist with problems and evaluate programs and teachers. During the 1970’s, these were replaced with regional and state consultants and specialists. Their numbers were reduced and duties greatly curtailed from visiting in individual departments. They assumed across-the-board duties with other vocational fields. Some of the duties of the supervisors were assumed by teacher educators on a contractual basis. Just recently, the responsibilities of conducting career development events were removed from contracts and teacher educators were confined to professional and academic improvement activities for teachers.

Reflections

Many changes have occurred in agricultural education during the last 43 years, but there also are many similarities to programs today as compared to 40 years ago. If a person were to awaken from a sleep after 40 years like Rip Van Winkle, I believe the program would be recognizable. Many of the changes have occurred over a period of time and weren’t abruptly instituted. Some of the changes, like those in supervised experience programs, have been evolutionary.

One of the most positive changes has been in improved facilities. Teachers from the 1950’s era would be amazed at the improvements in facilities among programs today, especially the different types of laboratories and accompanying equipment. Education, including vocational education, is funded better in 1999 that it was in 1953. This has certainly resulted in better equipped facilities. Laboratories are not limited to agricultural mechanics shops as in the 1950’s. Most all programs have greenhouses and some are adding hydroponics and aquaculture. It appears that during the past few years, less emphasis is being given to agricultural mechanics. Teaching agricultural education still relies on hands-on instruction, but some of it today is being given in facilities other than an agricultural mechanics shop. There are opportunities for students to receive training in agricultural mechanics, but these are not as extensive as in former years when that was the only hands-on learning the students received.

Another positive change would be a more versatile curriculum in 1999 than in the 1950’s. The 1950’s curriculum was modeled after the intent of the Smith-Hughes Act. By 1950, there were many students enrolled in vocational agriculture who had no opportunity to become farmers. Many teachers were improvising changes, but without directed mandates. They saw the need and reacted. There was a problem with the Agriculture I-IV
It wasn’t oriented to students enrolled in vocational agriculture who weren’t preparing for careers in production agriculture. It was good; however, in that it afforded a good sequenced curriculum for occupations in production agriculture. The basics were taught in the lower level courses and the more advanced content in the upper level courses. To avail themselves of this opportunity, many of the production-oriented students enrolled for all four years. It was also advantageous for students seeking higher degrees in the FFA who needed to enroll for more than one course to be eligible for advanced degrees and awards.

Specialty courses soon came into existence because of criticism of the Agriculture I-IV curriculum. At present, they have increased to 25 such courses, including the few remaining basic integrated courses. This format attracts many more students, especially those who are interested in a special field of agriculture. This, coupled with block scheduling, has increased enrollment in agricultural education.

Specialty courses also have their weaknesses. Many students enroll in agricultural education with an interest in only one or two fields of agriculture and others are often placed in some of these courses with little or no interest in agriculture. Many students do not enroll in enough agriculture courses to avail themselves of the FFA awards program. Some students only enroll for one or two courses with no occupational objective in any field of agriculture.

Teacher preparation for many specialty courses in agricultural education is also lacking. A teacher with a B.S. degree in agricultural education will have completed only about 44-50 semester hours of agricultural courses. This is not sufficient for teachers to be proficient in all of the course areas that comprise the agricultural education curriculum. During the 1950's and 1960's and in earlier years, when production agriculture was the only priority, teachers were sufficiently prepared to teach areas of agriculture that comprised the agricultural education curriculum. Today, to compensate for this weakness, teachers often specialize in one or two areas while in college and then seek employment in their specialty area(s). Multiple-teacher departments make it possible to have teachers with different specialties and this enhances a more diverse curriculum. The other alternative is for teachers to participate in workshops to intensify knowledge in agriculture in areas where they may be lacking. There are still single teacher programs where course offerings are limited. One teacher is limited to the number of courses he/she can teach. It should be noted that there is no teacher certification in specialty areas of agriculture in Tennessee.

Enrollment in agricultural education is more diverse than in the 1950's and 1960's. In earlier years, enrollment was entirely male and mainly rural students who had a background in production agriculture. Emphasis was placed on having farm experience and preparing students for such occupations. Agricultural classes were not considered a haven for students with special needs. If these criteria had remained and enrollment was still based on needs in production agriculture, there would be fewer students in the
program than are enrolled at present. Production agriculture represents only about two percent of total employment in agricultural occupations.

Legislation mandated that funds be used for disadvantaged and handicapped students. This served as an incentive for enrolling these students into agricultural education programs. With all of the labs and hands-on learning experiences, agricultural education furnishes a good environment for these students. This may bring accolades to the program, but agriculture has become a very scientific and technical field. There are not as many employment opportunities in agriculture today as in former years for persons with low achievement skills.

The agriscience course was a welcomed addition to the agricultural education curriculum. It increased enrollment and afforded an opportunity to teach agriculture to a group of students to improve literacy in agriculture. The addition of credit requirements for graduation had created a problem for students desiring to go to college. This course helped alleviate some of the problem. Only 16 units of credits were required for graduation in the 1950's. Today, at least 22 units are required and some school systems require even more. Students who enroll in the agriscience course receive a science credit that can be used for graduation and admission into college. They also receive an agricultural education credit for a concentration in that area. Many schools are using this course as intended, but some are using it as a place for low academic achievers who have no interest in agriculture. The final evaluation on this course is still being pondered. Hopefully, the new testing programs for graduation will improve the teaching and assigning of students to all courses in the high school curriculum.

The changing of regional supervisors to consultants and then reducing the number has created some problems in agricultural education. There is a shortage of staff for conducting CDE’s, while the number of these events has increased. Since there is no position with the sole responsibility of supervising teachers, there is confusion as to whom they should seek for solutions to problems. Who speaks for the State Department of Education? There is still a need among the teachers for a liaison who can help with occurring problems, boost morale, and supply information about ongoing and upcoming programs. Today, it is popular to have less state and more local control. This might be good philosophical thinking, but in reality there is still a need for some control above the local level to assure consistency and standards of programs. This problem may be partially alleviated with the second position in agricultural education being added at the state level, but there is still a void in some of the regions.

The teaching of adults has not been a practice among agricultural education teachers for several years. Educating these individuals has been left to other persons or media. Increasing teaching loads, little or no pay for teaching adults, and giving no credit for these additions to the teaching load were factors that contributed to eliminating this responsibility. There is still value in having agricultural education teachers active in the
community. In addition to the public relations value, it is good to have support of adults when educational or agricultural policies are brought as a referendum before a legislative body. These agencies are controlled entirely by adults.

Summary

Many changes have been made in agricultural education in 43 years. Most of the changes were necessary and have been very effective. The process of accepting change has been slow in some cases and has impeded the effectiveness of the change. Agricultural education has changed, but has remained as a viable part of the school curriculum. It will continue to change and hopefully bring about desired results.

Agriculture is too important in everyone’s life to let it be degraded. All food comes from agriculture. It has been predicted that the world’s population will double by the year 2050. That means twice as much food will be needed. Agriculture will rise to the challenge and agricultural education is a part of the chain that will produce, process, and distribute the food. May the next 43 years be as productive as the last.

We’ll miss you Dr. Todd. Thanks for 43 years.
John Todd Retires

This edition of the Tennessee Agricultural Education Service Bulletin is dedicated to Dr. John D. Todd for all of his hard work and dedication to the profession of agricultural education. Dr. Todd retired from the University of Tennessee on June 30, 1999, after 33 years of service with UTK.

On July 10, 1999, a retirement reception was held on the UT Ag Campus to honor Dr. Todd. A group of approximately 150 people gathered together to “roast” the guest of honor.

The Department of Agricultural and Extension Education is currently reviewing applications to fill the position vacated by Dr. Todd. We would like to wish him and Sue the best life has to offer and a very happy retirement.
Philip Morris Scholarship Recipients Selected

The Philip Morris Scholarship recipients in agricultural and extension education have been selected for the 1999-2000 school year. Those selected were:

- John-Claude Hardin,
- Michael Southerland
- April Smith
- Stephanie Johnson
- Adam Martin

Four of the recipients will be new students in the College of Agricultural Sciences and Natural Resources. Adam Martin, from Jefferson County High School, was the only returning student. Adam will be a senior next year. John-Claude Hardin is from Unaka High School, where his father is the agricultural education teacher. Michael Southerland is from Morristown West High School, April Smith graduated from Lenoir City High School, and Stephanie Johnson is from Mountain City. She is the newly elected East Tennessee FFA Vice President.

Five scholarships are made available each year by the Philip Morris Company, U.S.A. Three of these must go to first year students at The University of Tennessee and two may be awarded to students presently enrolled in the program. These students must major in agricultural and extension education with the intent of becoming agricultural education teachers.

One of the purposes of the program is to improve the teaching of agricultural education by recruiting potential teachers with a good background in agriculture. Those selected for these scholarships were chosen on the basis of scholarship, leadership potential, background in rural agriculture, and the desire to become an agricultural education teacher. Representatives from the Philip Morris Company have stated on several occasions their interest in maintaining a profession of agricultural education teachers with leadership potential and a good background in agriculture.

Scholarships

More than $53,000 in scholarship funds have been awarded to 33 agricultural and extension education students for the 1999-2000 school year. The amount awarded to each student varied from $1,000 to $3,500. The average was more than $1,500 per student.
More than 80 percent of all agricultural and extension education students received some scholarship funds.

Some of these monies are earmarked specifically for students majoring in agricultural and extension education. Other funds are general and can be used in programs in the College of Agricultural Sciences and Natural Resources. Each year additional funds are being made available for students studying agricultural at The University of Tennessee. Hopefully, this can help keep pace with the ever increasing cost of receiving a college education. If anyone is interested, scholarship money can be given to the university and earmarked for agriculture, or even agricultural and extension education.

To show a comparison, more than $525,000 have been awarded to students in the College of Agricultural Sciences and Natural Resources for the same school year. The Agricultural and Extension Education Department is one of the smallest in the College, but received its fair share of scholarship monies. This may be an indication of the quality of students enrolled in the program.

**Varsity Visit**

Varsity Visit for this year will be on Saturday, September 25. The football game will be between Tennessee and Memphis. Game time has not been set.

A good program is being planned. There will be a program for both students and advisors. This year's program will be similar to last year's. Delegates will be given a choice of the college curriculum where they have the most interest and will not be required to move through all sessions and listen to presentations in areas where they have little concern. There will be a limit to the number of students each teacher can bring, but multiple teacher departments will be allotted more delegates. Please do not ignore notices about Varsity Visit that you receive through the mail. If you are late in sending in reservations, there may not be any spaces left. There is a limit to the number of delegates that can be accommodated. Some schools were refused reservations last year because all delegate space had already been filled. You will need to send names of delegates to the Dean's office before Varsity Visit.

The demand for motel space is great during football weekends. If you plan to attend and stay overnight in the Knoxville area, hotel and/or motel reservations should be made early. There are several good housing accommodations in the Knoxville area. You should make reservations directly with the hotel or motel of your choice.
SAES Awards Banquet

The Society of Agricultural Education Students held its annual awards banquet on April 27, 1999, to honor outstanding students for the 1998-99 academic year and to install officers for next year. Dr. Gary Schneider, Associate Dean of the College of Agricultural Sciences and Natural Resources, was the featured speaker. The banquet was held at Ramsey's Cafeteria.

Award Winners

Kristy Hill .................. Agricultural Education Senior with Highest Overall GPA  
Stena Neas ..................... Outstanding Agricultural Education Senior  
Adam Martin ....................... Outstanding Agricultural Education Junior  
Suzanne Womac ............. Outstanding Agricultural Education Sophomore  
Karen Adams ................. Outstanding Agricultural Education Freshman  
Justin Rhinehart .......... 1st Place Extemporaneous Public Speaking Contest  
Justin Rhinehart ................ Outstanding SAES Member  
Dr. John Todd ................. Honorary SAES Membership

Mrs. Sue Todd was recognized for her contributions to the SAES. Dr. John Todd was also recognized for serving 33 years as advisor to the organization.

1999-2000 SAES Officers Installed

President .............................................. Adam Martin  
Vice President ....................................... Robert Meadows  
2\textsuperscript{nd} Vice President .......................... Buddy Crass  
Secretary ............................................. Joe Shrader  
Assistant Secretary .............................. Melanie Henry  
Treasurer ............................................. Michael Davis  
Communications Chairman ......................... Eric Reynolds  
Agr. Student/Faculty Rep. .......................... Suzanne Womac
SAES Club Activities

- Cookout for all agricultural and extension education students, with freshman as honored guests, and a volleyball game that followed. Over 70 people attended the cookout which was held on September 17, 1998.

- Four business meetings during both Fall and Spring Semesters.

- Distributed nine issues of the "Ag-Ed Messenger" to all agricultural and extension education students and SAES members.

- Prepared a written program of activities to give direction to planned club activities.

- Assisted with Varsity Visit, Open House of the College of Agricultural Sciences and Natural Resources, and other recruitment activities.

- Assisted with regional and state FFA career development events:
  - Soil Judging
  - Parliamentary Procedure
  - Prepared Speaking
  - Extemporaneous Speaking
  - FFA Creed
  - Dairy Judging
  - Livestock Judging
  - Ornamental Horticulture

- Prepared exhibits for the State FFA Convention, Open House, Varsity Visit and others.


- Prepared an ornament for the college's Christmas tree.

- Played volleyball after the February 9 business meeting.

- Host to State FFA Officers on February 25 during their Goodwill Tour.

- Host to East Tennessee 1st Place Parliamentary Procedure team for a demonstration and a presentation.

- Host for presentation of the East Tennessee 1st place winner in prepared and extemporaneous speaking.
Mr. Richard Ledford, President of TVATA, spoke at the February 9 meeting. He told of activities of professional organization in agricultural education.

Six SAES members attended the Collegiate Agriculture/FFA meeting State FFA Alumni Convention in Nashville, Tennessee, February 19, 1999.

Four SAES members participated in the Collegiate Job Interview Contests:
- Jeremiah Harrison, Agribusiness
- Stena Neas, Agricultural Professions
- Jenni Waddell, Agricultural Education
- Buddy Crass, Production Agriculture

Jeremiah Harrison, Stena Neas and Buddy Crass won 1st place in their respective contests.

Justin Rhinehart competed in the State Collegiate Extemporaneous Speaking Contest.

Adam Martin was awarded the Harold Lineberry Scholarship at the Alumni Convention.

Conducted SAES Awards Banquet on April 27, 1999.
The following students completed student teaching during the 1999 Spring Semester:

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Cooperating Teacher(s)</th>
<th>Training Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Amburn</td>
<td>Melanie Finchum</td>
<td>Lenoir City High School (Loudon County)</td>
</tr>
<tr>
<td>John Baskette</td>
<td>J im Wells, J im Satterfield</td>
<td>Cherokee High School (Hawkins County)</td>
</tr>
<tr>
<td>Bonny Cannon</td>
<td>Billy Coning</td>
<td>William Blount High School (Blount County)</td>
</tr>
<tr>
<td>Kelley Dingler</td>
<td>Steve Massengill, Linda Baxter, John Fugate</td>
<td>Union County High School</td>
</tr>
<tr>
<td>Diane McCall</td>
<td>Buford Maner, Jon Waters</td>
<td>Heritage High School (Blount County)</td>
</tr>
<tr>
<td>Stena Neas</td>
<td>Mike DeLozier</td>
<td>Seymour High School (Sevier County)</td>
</tr>
<tr>
<td>Michael Ottinger</td>
<td>Don Swanay</td>
<td>West Greene High School (Greene County)</td>
</tr>
<tr>
<td>Justin Rhinehart</td>
<td>Steve Massengill, Linda Baxter, John Fugate</td>
<td>Union County High School</td>
</tr>
<tr>
<td>Kathryn Stephens</td>
<td>Mitch Ingram</td>
<td>Central High School (McMinn County)</td>
</tr>
<tr>
<td>Jenni Waddell</td>
<td>Phil Warfield, Rodney Mann</td>
<td>Anderson County Career/Technical Center</td>
</tr>
</tbody>
</table>
**1999 Summer Workshops**

Two workshops for East Tennessee teachers are planned during the summer, 1999. One workshop was conducted July 6-7, 1999. The other will be conducted July 19-23, 1999. The purposes of the workshops are to update teachers about agriculture in East Tennessee and to give basic instruction about small animal care.

**Agribusiness Tour**

This workshop consisted of tours to farms in agribusinesses in the Hawkins County area. Teachers in that county served as hosts. The following places were visited:

**Couch Vegetable Farm** - Various types of vegetables are grown on this farm, but the main emphasis during this season of the year is greenhouse tomatoes. Other vegetables grown are cucumbers, strawberries, watermelons, cantaloupes, and squash. Most all of the vegetables are sold direct from the farm.

**Willow Oak Beef Farm** - (Richard Anderson, Owner) - This is a working farm that grows purebred Chi-Angus cattle. The farm consists of about 1200 acres and more than 200 head of cattle were on the farm. Most all sales are breeding stock. The farm produces all the forage needed for the cow herd.

**LaFollette Greenhouses** - This is a family owned business that is primarily a wholesale operation. Sales are made primarily to florists and large retail stores in Upper East Tennessee and parts of North Carolina, Virginia, Kentucky and West Virginia. Floral plants, hanging baskets and bedding plants are produced for spring plantings. The operation consists of more than 10 large greenhouses and crops are produced for sale year round.

**Scott’s Tomato Operation** - The group visited an 80-acre tomato field. About 300 acres of tomatoes comprise the complete operation in addition to a large acreage of strawberries. On the day of the visit, the tomatoes were being sprayed for weeds, insects and diseases. The crops would soon be ready for harvest and would be sold to a broker for distribution to large markets in the eastern part of the country and Puerto Rico.

The following teachers participated in the workshop:

Willie Boyd, Johnson County
Harvey Burniston, Johnson County
Gearl Douthat, Volunteer
Buddy Farmer, Elizabethton
Mike Garland, South Greene

John Hardin, Unaka
Kevin Helton, Chuckey-Doak
Steve Hutson, Daniel Boone
Gary Keith, Cloudland
Jeff Lewis, Science Hill
Small Animal Care Workshop

A small animal care workshop will be conducted July 19-23, 1999. The workshop will be conducted on the University of Tennessee campus. It will be conducted by staff of the Veterinary Teaching Hospital under the supervision of Drs. Jim Brace and India Lane. The following areas will be emphasized:

- Characteristics of dog breeds
- Normal dog and cat behavior
- Restraining and training dogs and cats
- Husbandry of pocket pets
- Handling pocket pets
- Husbandry of birds
- Handling of birds
- Principles of immigration
- Parasitology
- First aid for dogs and cats
- Pet foods and nutrition
- Grooming pets
- Overview of pet care
- Giving obedience training
- Overview of the HALT program
- Responsibility of pet ownership
- The human-animal bond

It is anticipated that more than 30 teachers will attend this workshop.

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Something to think about....

One good thing about silence is that is can not be repeated.

Dodge responsibilities and you’ll find the detour rougher than the road.
Agricultural Education Teacher Changes

Effective January 1, 1998 - December 31, 1998 (approximately)

New Teachers (20)

Herbie Adams accepted a new position at Unicoi County High School.

Windy Cherry replaced Guy Causey at Crockett County High School.

Kelly Evans replaced John Viar at North Side High School (Madison County).

Jeff Ferguson accepted a new position at Hancock County High School.

John Flowers replaced Cordell Majors at Cheatham County High School.

Cindy Hall replaced Frank Clay at Grundy County High School.

Mary Hitchner accepted a new position at Ripley High School (Lauderdale County).

Steve Hutson replaced David Boreing at David Crockett High School (Washington County) and accepted a one-half position at Daniel Boone High School (Washington County).

Darian Irvan replaced Steve Gibson at Middleton High School (Hardeman County).

Brent Johns accepted a new position at Marshall County High School.

James Kelly replaced Ronnie Sykes at Smith County High School.

Jenell Motlow replaced Everett Garrett at Melrose High School (Shelby County).

David Moulder replaced Jenny Waddell at Clinton High School (Anderson County).

Lendell Nelson replaced Stephen Freeland at Munford High School (Tipton County).

Brian Parr replaced Mike Garland at David Crockett High School (Washington County).
Rosman Randle replaced Vanessa McCallum at Houston High School (Shelby County).

Mitzi Ricketts accepted a new position at Beech High School (Sumner County).

David Rogers replaced Roy Scarbrough at Clinton High School (Anderson County).

Mike Smith replaced Bill Meredith at East High School (Sullivan County).

Leah Thompson replaced Bryon Peery at Spring High School School.

**Changed Position (2)**

Mike Garland from David Crockett High School (Washington County) to South Greene High School (Greene County).

Byron Peery from Spring Hill High School (Maury County) to Culleoka High School (Maury County).

**Returned to Teaching (1)**

David Hennessee, Morgan County Vocational-Technical Center.

**Left Teaching (10)**

David Boreing, David Crockett High School (Washington County), employed by the State Department of Education.

Guy Causey, Crockett County High School, teaching in a private school.

Stephen Freeland, Munford High School (Tipton County), teaching in an alternative school in Robertson County.

Steve Gibson, Middleton High School (Hardeman County), employed by the State Department of Education.

Vanessa McCallum, Houston High School (Shelby County), employment unknown.

Bill Meredith, Eat High School (Sullivan County), employed in private business.
**Thomas Raines**, Humboldt High School (Gibson County), became a full-time vocational director.

**Roy Scarbrough**, Clinton High School (Anderson County), enrolled in a seminary in Virginia.

**Ronnie Sykes**, Smith County High School, employment unknown.

**Jenny Waddell**, Clinton High School (Anderson County), returned to school to complete certification requirements.

**Programs Increased (7)**

**Beech High School** (Sumner County) increased from a one-teacher program to a two-teacher program.

**David Crockett High School** (Washington County) increased from a one-teacher program to a one and one half teacher program.

**Hancock County High School** increased from a one-teacher program to a two-teacher program.

**Morgan County Vocational-Technical Center** increased from a two-teacher program to a three-teacher program.

**Ripley High School** (Lauderdale County) increased from a one-teacher program to a two-teacher program.

**South Greene High School** (Greene County) increased from a one-teacher program to a two-teacher program.

**Unicoi County High School** increased from a one-teacher program to a two-teacher program.

**Programs Reduced (2)**

**Humboldt High School** (Gibson County) reduced from a one and one-half teacher program to a one-teacher program.

**Lewis County High School** reduced from a two-teacher program to a one-teacher program.
Program Re-Opened (1)

Marshall County High School

Retired (5)

Frank Clay, Grundy County High School.

Everett Garrett, Melrose High School (Shelby County).

Cordell Majors, Cheatham County High School.

Hugh Peery, Culleoka High School (Maury County).

John Viar, North Side High School (Madison County).

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To laugh often and love much; to win the respect of intelligent persons and the affliction of children; to earn the approbation of honest critics and to endure the betrayal of false friends; to appreciate beauty; to find the best in others; to give of one’s self; to leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition; to have played and laughed with enthusiasm and sung with exultation; to know that even one life has breathed easier because you have lived - this is to have succeeded.

- Ralph Waldo Emerson

Ain’t Education Grand?

R. M. Grady tells about a recent graduate taking a placement exam faced the following problem: If a person buys an article for $10.25 and sells it for $8.75, does he gain or lose in the transaction?

After some deep thought, he answered, “He gains on the cents but loses on the dollars.”

The world is full of willing people, some willing to work, the rest willing to let them.

- Robert Frost