THE AGRICULTURAL EDUCATION MAGAZINE, JUNE, 1967

Editorials

Supervisor? Consultant? Administrator? Coordinator? Director?

The role of the supervisor is rapidly changing. A survey of the states leaves no doubt that there are many changes, some recent, others rooted in a rational system, others minor. Minor from 42 state supervisors includes a wide range of responsibilities for state and assistant supervisors. The role as well as the pattern changes daily. In some cases there have been major structural changes involving supervisory personnel in many areas of vocational education, resulting in redefinition of duties and responsibilities as well as changes of cooperation and authority. So, for better or worse, some supervisors find themselves in quite different roles.

Even where there are no major structural changes, the roles are changing. This includes the basic, traditional role of close association with teachers of vocational agriculture. For example, 48 surveys clearly indicated a general trend away from the uninformed individual teacher visit as a basis for supervision to group meetings or other forms of working with teachers.

It is too easy to make an evaluation of all of these changes. However, it is possible to analyze the developing situations and predict some of the outcomes. For example, the traditional direct close personal and professional relationship of the district supervisor and the teachers in his district has already disappeared in some states and rapidly moving in this direction in others. This is inevitable, due to changes within the school systems and state departments over which we have no control. In addition to the changes within the structure of the state supervisory personnel, the local school system is changing too. With larger schools, some local directors of vocational education are appearing either at the county or local level. In some states the supervisors are working more with the school administrators and less with the teachers of vocational agriculture. All of these changes tend to eliminate the former close working relationship of the district supervisors and the teachers in his district.

Another predictable result of these changes is that the supervisor will have less "authority" over the activities of the teachers of vocational agriculture. The term "authority" is in quotes because it is doubtful if supervisors ever had as much authority as we since they could do. (Or, if you can wield it, I suppose it is, but I refer to the legal authority.) Let's face it, the reimbursement club is not nearly as big as it used to be, and the school administrators have learned that federal dollars are pouring in and they have experience in handling those dollars. Some of these dollars, many of them with no strings attached except that they be spent for the purpose appropriated.

Some policies and practices the years have been such as to encourage the authoritarian supervisor in his desire to dictate to everybody about everything in his school. Some of these remind one of the attitude of the authority agent that we have been faced with when he asked responsibility and credit for everything that happened in his county. A fairly recent illustration of this attitude is the report of the State Board Supervisors Vocational Education in Agriculture (OE-81005) held in Washington, D.C., May 1960. This long list of duties and responsibilities of supervisors indicates no modesty in the view of these many professional tasks from high school through the universities, none of which would be difficult for a highly educated specialist to handle.

Another significant question is whether the man who has been in supervision for a number of years will, indeed, be able to change their roles as expected. In some states this will call for a completely different outlook and orientation. An analogy may be seen as useful, in that the difference in explaining the distribution of the Denver school to the custodian from the traditional traveling salesman. He explained that it was the difference in selling himself. The custodian of Denver said his goods to the customers—whether he wanted them or not. The modern salesman services the customers by learning what goods he wants, when, where delivered, etc.

If the modern supervisor is to be an educational leader that is desperately needed in agricultural education today and in the years ahead he will develop his ability to see the larger educational situation and problems, leave to the local administrators such problems as practical application, a subject which took a great deal of time in OE-81005. If we have specialized teachers, will we need specialists?

GAYE SCARBOROUGH

The theme of Innovations in Supervision this month concentrates on supervisors at the state and district level. However, this does not mean that those supervisors at the local level, as we have known it in the past, will disappear and local supervision will be our major concern.

"Tolerance for Turbulence" is a term used by Professor Ben Harris, University of Texas, in expressing the need for a supervisor to realize that change involves some turbulence. The old idea that everybody ought to agree with the supervisor that a certain change should be made is not realistic. The most desirable change is likely to occur when all concerned have a real share in deciding that the change is needed and developing ways and means of making the change.

Professor Harris also has an interesting way of describing supervisory activity. He clasifies these as dynamic and transactional. The dynamic activities are those which are designed to change the program. The transactional activities are those designed to support existing relationships, promote minor changes and resist pressures for change from various groups. It would be interesting to know how many of our supervisors in agricultural education would be classified in each category based upon their supervisory activities, and whether these activities would be on a continuum from extremely transactional to extremely dynamic.

It seems a little ironic that there is no "official" recognition of vocational agr. training ground for future ve agr teachers. A close look at the USGRU catalog of Instructional Technology, "band aid"很少被一个学科微乎其微的学科
The AGRICULTURAL EDUCATION MAGAZINE, June, 1967

Letter to the Editor

Agricultural Sciences Building West Virginia University Morgantown, West Virginia

Dear Dr. Scarborough:

We three student teachers and our supervising teacher have been discussing an article which appeared in the June issue of your magazine. You may wish to know that the article could have been entitled "Five Could Have Made the Difference." (It couldn't become the same as Editor).

Your article pointed out that five schools had established a single, dynamic "farming department of vocational agriculture," in one outstanding agricultural state. You also pointed out that "through specialization, the teachers felt that they were better teachers than in the separate departments where they had taught all the teaching in all the areas." We inferred from the letter statement that two of the five teachers handled exactly the day program, and the remaining teachers were responsible for the adult and young farmer programs. By doing this, the day program teachers had time to confer, organize the student programs in the various areas, and work with the adult and young farmer programs. The whole group could now participate in the activities of the entire department.

We would like to see this happen in our area, and we believe that it is a step in the right direction. Our department consists of five teachers, each teaching supervising farm visits, etc., with the adult and young farmer programs. The whole group should be able to organize the student programs in the various areas, and work with these programs, while the adult and young farmer programs should be handled by a group of teachers, each working with a different age group.

Sincerely yours,

Ronald A. Largent Sherry G. Hill Richard J. Gless
Instructor Teachers, Vs. Ag.
Allison Williams Finch

A RESOLUTION

Whereas, The Agricultural Education Magazine is guided by policies developed by the editors-financial and by the editorial committee,

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Whereas, The efforts of Dr. Orell Thompson at the end,

IT IS HEREBY RESOLVED, that the editors-financing board express their deep appreciation to Orelli Thompson for his dedicated efforts, his untutored efforts, his dedication, and his support of many different persons during his service as Chairman of the Board.

—Editing Board

Agricultural Education Magazine

—Rangel, Colorado

Themes for the Agricultural Education Magazine

August—December 1967

Volume 40

August


September

TEACHING EFFECTIVELY (High School—Post Secondary—Adults)

October

INNOVATIVE PROGRAMS (Local Vo Ag Cooperative Programs)

November

OCCUPATIONAL EXPERIENCE (In All Areas of Agricultural Education)

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TEACHER CERTIFICATION AND CERTIFICATES (Requirements, B.S., M.S. Special Trends)

What Comes First... Egg or Chicken?

T. L.aulken, Supervision, Alabama

Congressional hearings have sent several letters to the state education bureau. Congressional hearings have come now for the development of a suitable definition for agricultural occupations. A system for educators to use in identifying the competencies and skills required by agricultural occupations is also needed. This definition could then be used as a basis for the development of a classification of agricultural occupations. There may have already been too much emphasis in agricultural education, at the administrative level, placed on numbers of students, numbers of teachers, numbers of departments, names of courses, causes and the like. By developing, publishing, developing curricula, preparing of subject matter, and the like, the whole of agriculture has been in the hands of these people.

No special issue of the magazine this year was devoted to planning for the summer program. How about this does not mean that this is not important to each person and the program for which he is responsible, but how effectively he plans for it. The summer months are used for planning programs and with much skill in agricultural education, the less than 15-month program will endanger the entire program in agricultural education. I believe...

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The Supervisor's Role In Teacher Education

D. R. McClay

Educational supervisors are an important cog in the public education program of the nation. Not only do they come in all types and sizes but they wear many hats at one time. Supervisors in agricultural education, for example, wear many hats which might be labeled, "Teacher Educator." It is in this hat or role that this article is directed. Having worked several years as a supervisor and later as a teacher educator, I have a sense of appreciation for those whose major service it is in a supervisory capacity.

Most supervisors were selected for their positions after having demonstrated skill in teaching, ability to work with their associates, and had recognized qualities of leadership. Many were major teachers who very reluctantly changed from teaching to supervision and administration.

The supervisor in agricultural education, whether his area of responsibility covers a state, district, or a smaller geographic area, is a very important role to play in teacher education. Some of the specific responsibilities of the supervisor in teacher education follow:

1. Receives letter from NVATA; AYA Committee
2. Uses bulletin board posters
3. Orders extra folders
4. Discusses teaching with students-parents
5. Receives Award at teachers conference

1. Attends Ag. College career day
2. Reads AAYA folder
3. Reads State Recruiting literature
4. Has trial teaching experience
5. Talks with Ag. Ed. majors
6. Decides to teach Vo Ag

* Prepared by Ralph Woodin, Ohio State University, Chairman of National Commission on Recruiting Personnel.
Better On-The-Job Supervision

CLAYTON RILEY, Director
Demonstration Center
Reidland High School
Paducah, Kentucky

The suggestions offered in this article are observations based on my experience in dealing with cooperators (local business) who allow our students to use their businesses as training centers for agricultural occupational experience. During the past 4 years, many methods and ideas have been developed, discussed, employed, and experimented with, and the following methods have proved the most successful.

Who Shall Supervise

To many teachers, the Supervision of students in a training center will be a new and different type of experience. Many will need to give this adequate thought and planning to insure their best efforts for the employer, student, and teacher.

The success of your program will depend largely upon your supervision and the understanding you must have with the employer and student. They must realize your visits are meaningful, planned, and for a definite purpose.

Supervision must be made by the person responsible for the classroom instruction. When the employer has too many people with whom he must work, he may become confused and find that supervisor must be restricted to teaching agriculture. Employers must work closely with the teacher giving the instruction, to the extent that problems or training needs can be discussed in the classroom as well as the center.

Many people feel that the person responsible for supervision does not necessarily need to be the vo-ag teacher. Better to have a supervisor who has some training in farm management or business management or a person who is in the business.

How to Supervise

DO.

1. Be alert, observe what is going on without appearing to "peer." Be friendly with everyone, but keep your relationship with employer on a professional basis, as becoming too familiar may cause a relaxed and uninterested or unusual situation for student and cause problems when employer is unoccupied. Be alert to your work in progress. Be curious, ask questions if the opportunity presents itself. Make notes (after leaving) on items which may be used for a conference with the student or for study assignments. Work on the supervisor's suggested job and general sequence for work experience in his business. You can better supervise a student by assisting them in their tasks. If a student is working on a machine, observe, help with suggestions, and perhaps assist in finding the order. To stand and watch, distance is of little value in determining the student's product knowledge and procedure.

DON'T.

1. Call attention to bad practices, unsafe conditions while visiting the trainee, do so in private. Don't try to demonstrate a trainee to the employer how to do a job to which he is untrained without your idea for training the employer. You may find your helpful suggestion is contrary to the employer's instructions. Don't pose as an expert or authority on any matter which concerns the work being done. Don't suggest a conference with the employer when he is obviously too busy.

2. Engage in so-called "friendliness" arguments on controversial questions. Don't interrupt or interfere with trainee's work. Don't permit visit to degenerate into a "call-session." Don't appear to be watching or just "passing time." Don't handle tools or equipment unless invited to do so. REMEMBER, THE EMPLOYER'S TIME IS VALUABLE—DON'T BURY A HOLE IN THE DITCH—MAKE YOUR VISIT PLANNED—NEVER LEAVE BUSINESS WITHOUT RE- LEAVING A QUESTION, MAKING AN IMPROVEMENT, AND BUILD- ING THE SCHOOL'S RELATIONSHIP.

When to Supervise

Supervision should start weeks or months before students enter the training center. This time can be used to develop an understanding of the program, type of students needed, objectives needed, thus allowing the teacher an opportunity to become acquainted with the business and the development of learnings and skills needed.

Students should be supervised every day, as possible, or every other day for the first two weeks. Close supervision is very important during this period because the employer is forming an opinion of you, the program, and the work habits of the students. This close supervision will assure a successful start and give confidence to students and "iron out" any small problems that may arise. I have found most students can succeed if they get off to a good start and show employers a willingness to learn, work, and accept constructive criticism.

After the first two weeks period, supervision will depend upon employer's needs, student's needs, and teachers' needs. As a rule, two or three times per week is sufficient.

The teacher should try to supervise while students are at work, so that he may observe students, note areas where improvements are needed, check problems, and discuss those areas in which the student needs improvement.

To place a student in a center without supervision by the teacher is the best way I know to insure failure. Students cannot rely on their employers for total supervision. Poor work habits can develop, grow, and become worse until the teacher, through supervision, can detect and improve these faults. Employers expect supervision to improve students. We must remember that time spent in this is part of the school program, and it is our obligation and responsibility to the student, employer, school, and parents to develop in this program the means through which students can learn to maintain their same time develop needed competencies in their chosen field. As stated before, your supervision of the students must be more than a visit with the employer.

(Continued)
Developing a Calendar of Summer Activities

WILLIAM M. DAY, Yo Ag Teacher
Harrisonville, Missouri

"Place a list of my summer activities on the calendar?" Schedule visits with my students?" These were two startling questions I asked my district supervisor when he suggested I do just that several years ago. Frankly I didn't believe it would work. "Those boys just aren't going to be there when I have scheduled to meet them," I argued. Twelve years of following this practice leave nothing but satisfaction as a result.

At the close of school each spring, a schedule of activities for the summer is devised from dates of events known at that time. A monthly calendar is then developed before each month starts and a copy mailed to each student along with a newsletter. Copies are also given to local administrators and the office secretary. The district supervisor enjoys receiving the copies.

Experience has shown that it takes about a half day of each day left after full day activities are listed to review the lesson plan, order school equipment and supplies, revise inventories, and the calendar, order books and classroom supplies, revise inventories, and the thousand and one other details which must be completed. The second half of each day is used to supervise the supervised farming programs and agricultural work experience programs of the students. Certainly this is one of the real joys of teaching Vocational Agriculture. The real surprise is the high percentage of families that will telephone and make arrangements for another date when the one listed is not satisfactory to them.

In conclusion, this calendar is not pressed to be ideal or one which will work for all teachers. However, those who will devise and follow one of their own will find that it goes a long way in helping them present a top notch summer program.

WILLIAM M. DAY

THE AGRICULTURAL EDUCATION MAGAZINE, June, 1967

CALAEBR OF SUMMER ACTIVITIES OF VOCATIONAL AGRICULTURE DEPARTMENT

1966

June 6-9 Annual Vocational Agriculture Teachers Conference—4 days
June 10
June 27-July 2 FFA Leadership Training Camp—6 days
July 7-13 First half of summer vacation
July 15-20 Black and White Show—Florence, Missouri
July 21 Electricity Workshop—Clinton, Missouri—All day
August 9-10 FFA meeting.—7:30 p.m.
August 12 Windy Farm Fair—Central Missouri District FFA Show
August 20-27 Second half of summer vacation

SUMMER ACTIVITIES INCLUDE:
- Interview prospective students not enrolled in high school and convince them to enroll.
- Devise and implement the supervised farming programs of all students.
- Provide opportunities for farm work experience of each student and adult farmer member.
- Offer encouragement to establishment of a guidance agricultural occupation program.
- Plan 1967-68 class work and place on the calendar.
- Visit homesteads.
- Review inventory.
- Encourage books, supplies, and equipment. Order which is authorized by the school administrators.
- Improve shop facilities.
- Improve classroom facilities.
- Schedule 5 FFA meetings.
- Mail 3 Yo-Ag FFA newsletters.
- Prepare articles for local newspapers about department activities.
- Make plans for improvement of supervised farming programs of students.
- Make plans for improvement of shop activities for the new school year.

With the help of the principal and counselor, set up pro-requisite requirements for enrollment.

Work on permanent records of each boy enrolled since starting the department.
- Serve in the Methodist church as chairman of the committee on stewardship and finances of the Sunday School class.
- Serve as vice-president of Lions Club.
- Serve as director of Civil Defense.
- Assist with other bodies which do not interfere with regular school duties and obligations.

THE AGRICULTURAL EDUCATION MAGAZINE, June, 1967

Sutliff Memorial Planned

J.O. Sander, Supervisor, retired Guilderland, N.Y.

Plans are underway to build a conference center at Camp Owegoithale, Lewis County, N.Y., in memory of Ralph C. Sutliff, longtime agricultural education leader in New York State.

Sutliff was chief of the Bureau of Agricultural Education, New York State Education Department, from 1948 until his death in May 1966. He was widely known in state and national organizations for his work in behalf of agricultural education.

A special committee, the Ralph C. Sutliff Memorial Committee, has been established by the New York Future Farmers Leaders Training Foundation, Inc. to receive contributions for the center, which will cost approximately $40,000.

The memorial, to be called The Sutliff Conference Center, will be available for year-round use by vocational agriculture students, their teachers and other agricultural leaders. It will accommodate up to 50 persons at a time.

The wooden structure will be 100 by 30 feet with two large conference rooms, dining room, library, dormitories, bedrooms, and kitchen. The library will house memorabilia of the New York State Future Farmers of America.

Camp Owegoithale, site of the center, covers 1,200 acres in the western foothills of the Adirondacks. It was purchased in 1944 by the New York Future Farmers Leaders Training Foundation, Inc. In 1966, 600 boys and 80 adults attended camp from mid-July through August.

Foundation Treasurer J. M. Carter, Louisville, N.Y., is in charge of receiving contributions.
Supervision and Co-op Education

Plan in training plans is a joint responsibility of the supervising teacher, the student, and the representative from the school. The purpose of the student in the Vocational Agriculture teacher's class is to develop the skills necessary for the successful completion of the training plan. The student will be responsible for the completion of the training plan. The student will be responsible for the completion of the training plan.

Introduction

At some point, every student has an opportunity to engage in cooperative education. This is a practice that has been around for many years, but it is only recently that it has gained popularity as a way to prepare students for the workforce. In some cases, it is even required by law. For example, in the state of California, students are required to complete a certain number of hours in order to graduate. The benefits of this type of education are numerous. Not only does it provide students with valuable work experience, but it also helps them to develop important life skills such as teamwork, communication, and problem-solving.

The purpose of this article is to provide an overview of cooperative education and its benefits, as well as to discuss some of the challenges that students may face when participating in this type of program. Cooperative education is a method of education that combines classroom instruction with practical work experience. This type of education is often used in vocational and technical fields, but it can also be found in other areas as well. The benefits of cooperative education are numerous, but some of the most important include:

1. Real-world experience: Students gain valuable experience in their chosen field while attending school.
2. Increased earning potential: Students who participate in cooperative education often earn more money than those who do not.
3. Improved job prospects: Students who participate in cooperative education are often more attractive to employers.
4. Personal growth: Students who participate in cooperative education often develop important life skills such as teamwork, communication, and problem-solving.

There are also some challenges that students may face when participating in cooperative education. These challenges include:

1. Balancing school and work: Students who participate in cooperative education often have to balance their schoolwork with their work schedule.
2. Finding a suitable work placement: Students may have difficulty finding a suitable work placement.
3. Maintaining motivation: Students may find it difficult to stay motivated when working in a work placement.

Despite these challenges, cooperative education is a valuable way for students to prepare for the workforce. It is a method of education that combines classroom instruction with practical work experience. This type of education is often used in vocational and technical fields, but it can also be found in other areas as well. The benefits of cooperative education are numerous, but some of the most important include:

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These benefits are made possible through the hard work and dedication of the students and their teachers. These individuals play a vital role in the success of cooperative education programs. They work together to ensure that students receive the best possible education and to prepare them for the workforce.

Future Directions

As cooperative education continues to grow in popularity, there are many opportunities for future research and development. One area that is particularly ripe for exploration is the role of technology in cooperative education. The use of technology can help to make this type of education more accessible to students, especially those in rural areas. Additionally, the use of technology can help to improve the quality of cooperative education programs by providing students with access to more resources and information.

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3. Improved job prospects: Students who participate in cooperative education are often more attractive to employers.
4. Personal growth: Students who participate in cooperative education often develop important life skills such as teamwork, communication, and problem-solving.

These benefits are made possible through the hard work and dedication of the students and their teachers. These individuals play a vital role in the success of cooperative education programs. They work together to ensure that students receive the best possible education and to prepare them for the workforce. As cooperative education continues to grow in popularity, there are many opportunities for future research and development. One area that is particularly ripe for exploration is the role of technology in cooperative education. The use of technology can help to make this type of education more accessible to students, especially those in rural areas. Additionally, the use of technology can help to improve the quality of cooperative education programs by providing students with access to more resources and information.

In conclusion, cooperative education is a valuable way for students to prepare for the workforce. It is a method of education that combines classroom instruction with practical work experience. This type of education is often used in vocational and technical fields, but it can also be found in other areas as well. The benefits of cooperative education are numerous, but some of the most important include:

1. Real-world experience: Students gain valuable experience in their chosen field while attending school.
2. Increased earning potential: Students who participate in cooperative education often earn more money than those who do not.
3. Improved job prospects: Students who participate in cooperative education are often more attractive to employers.
4. Personal growth: Students who participate in cooperative education often develop important life skills such as teamwork, communication, and problem-solving.
Rank of Teacher Trainers and Supervisors

The teacher of vocational agriculture as an employee in a public school system is a member of a complex organization. The complexity of organization in public schools is increasing due to such factors as consolidation, expanded programs, and changing roles of persons employed in the system. In any organization the behavior of the members is influenced by other members of the system. The Vo-Ag teacher’s behavior is influenced by people in subordinate and superior positions. He must be concerned with his clientele and with community needs and be in control with his principal, superintendent, and other superiors within the organizational framework.

This article is based on a study of how certain individuals rank in their influence on the behavior of beginning Vo-Ag teachers. Specifically, it presents the findings of the rankings of teacher-trainers and assistant state supervisors.

The data were collected in Spring and Fall of 1966 in North Carolina, with two years of experience present. Some twenty-five teachers included in the study. The results were asked to list “the five key persons in order of their importance (from your point of view) who most influence what you do as a teacher of vocational agriculture.” The data were summarized and the information presented here constitutes a limited amount of the findings.

The respondents were divided into two groups as follows: (1) “first-year teachers,” (now or less teaching experience); and (2) “second-year teachers” (less than two years experience but more than one year). The findings were interpreted by the authors suggesting that further investigation be of a longitudinal nature and study one group at different times in order to determine what changes occur in the teachers selection of influential as the teachers gain teaching experience.

The findings: The first-year teachers ranked teacher-trainer as fourth in importance and assistant state supervisors as fifth. Included in the first three ranks of this group were (3) co-workers, (2) principal, and (3) other Vo-Ag teachers. In other words, teacher-trainers and assistant state supervisors take a “back seat” to people on the local scene.

The second-year teachers ranked teacher-trainers and assistant state supervisors quite differently. Teacher-trainers moved up in importance to a rank of second, being outranked by (3) co-workers only. Assistant state supervisors dropped to seventh in rank and were outranked by (1) co-workers, (2) other Vo-Ag teachers (4) principal (5) extension workers, and (6) other teachers. For second-year teachers assistant state supervisors outranked by groups only.

Limitations: Resulting: The data were collected from two separate groups and not from the same group at two different points in time, the implications are limited to questions which can be raised for future investigation. In raising these questions the authors suggest that further investigation be of a longitudinal nature and study one group at different times in order to determine what changes occur in the teachers selection of influential as the teachers gain teaching experience.

The authors believe that the primary purpose of evaluation is to reach a decision relative to how we are doing. The evaluation of what former students of vocational education in agriculture are doing in any particular area is important. When analyzed, it reveals to the extent the effectiveness of the instruction provided students. This is the line of thinking prompted by J. M. Campbell, State Supervisor of Vocational Education in Virginia, to assemble data by examining the 1966-67 enrolled data pertaining to students who completed one or more years of vocational agriculture and who were graduates from left high schools in Virginia during the fiscal year ending June 30, 1968. The occupational status of each of 2,015 former students of vocational agriculture was studied. (See Table 1).

The findings: The findings: More than one-third (13.37 per cent) of the former students were in the armed services, nearly one-fourth (28.15 per cent) were employed in a field related to their vocational agriculture training full-time, and, for other reasons, 9.26 per cent were not available for placement. This represents 10.47 per cent of the former students who were not available for placement. Some 4.84 per cent who were employed or available for employment.

Of the 76 former vocational agriculture students who were employed or available for placement, full-time (95.69 per cent of them were employed or available). Over 4.69 (13.73 per cent) were employed in one occupation and another 18.73 per cent were employed in more than one occupation. Of these former students, 23.19 per cent were employed in occupations related to the training they had received in vocational agriculture. Although students were surveyed, the authors found that students were employed full-time in an occupation for 9.26 per cent of employment. The employment status of 8.06 per cent of the respondents. Still, only 6.08 per cent were unemployed. It is highly complimentary to the

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Evaluating a State Program

B. C. Bass, Teacher Education, Virginia Polytechnic Institute

The primary purpose of evaluation is to reach a decision relative to how we are doing. The evaluation of what former students of vocational education in agriculture are doing in any particular area is important. When analyzed, it reveals to some extent the effectiveness of the instruction provided students. This is the line of thinking prompted by J. M. Campbell, State Supervisor of Vocational Education in Virginia, to assemble data by examining the 1966-67 enrolled data pertaining to students who completed one or more years of vocational agriculture and who were graduates from left high schools in Virginia during the fiscal year ending June 30, 1968. The occupational status of each of 2,015 former students of vocational agriculture was studied. (See Table 1).

Table 1

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armed Services</td>
<td>1,065</td>
<td>52.67</td>
</tr>
<tr>
<td>Employment</td>
<td>764</td>
<td>37.67</td>
</tr>
<tr>
<td>Not employed</td>
<td>186</td>
<td>9.06</td>
</tr>
<tr>
<td>Total</td>
<td>2,015</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Only six-tenths of one per cent of the former students were unemployed. This is far below the percentage of all workers who were unemployed at that time. This finding emphasizes the fact that vocational training is excellent preparation for employment.

When evaluating the vocational agriculture training program in Virginia it is necessary to look on the findings of this follow-up study, the conclusions were very favorable to those providing the training. Farming and other agricultural occupations continue to attract and provide employment for a large portion of the young men in Virginia who have received training in vocational agriculture.

The former students who were farming plus those employed in other agricultural occupations total 413, and this is one-fifth (10.06 per cent) of the 2,015 included in the study. Sanders1 who made a follow-up study in 1939 of 10,821 former students who studied vocational agriculture one or more years in Virginia schools (1914 through 1939, found that one-fourth (25.08 per cent) of these farming or in occupations related to farming.

Interpretations:

The large proportion of the former students (22.32 per cent) who were in the armed forces in 1945 and then the percentage (15.44 per cent) of a year earlier and probably reduced the proportion who would otherwise have been farming or in occupations related to farming. Although the situation existed, one-fifth of the former students were farming or in related agricultural occupations in 1960 and this was intended to mean that the status of the former students was employed or available for placement in increased in the study. Those who have been used by studies engaged in vegetation for many years, the study engaged in vegetation for many years, the study engaged in vegetation for many years, the study engaged in vegetation for many years.
Time To Evaluate

The educational program section also contains a possible thirty points. This is broken down into six sections: quality of work, attitude, suitable shop project, cooperation in cleanup, and learning new personal motivation.

Section four of the evaluation sheet is the FFA participation. This only carries a ten point value, but the student must be a FFA member to receive this credit. Non-FFA members may make a maximum score of ninety points, which is a grade of B. Since much FFA material is covered during class time, the FFA members should receive a bit of credit for carrying out this knowledge. We assume a grade of A for the students doing more than is asked or expected. The FFA participation score is based on the four areas: attitude, cooperation in FFA activities, active membership, and assisting in money-raising activities.

The student totals up his number grade and inserts it in "My Ratification," on the evaluation sheet. This grade is changed to a letter grade by checking with the grade scale.

The evaluation sheets are turned into the instructor, who re-checks the sheets with a red pencil. He may add or subtract points as he feels fit. The evaluation sheet is returned to the students so they will know what their grade is and where it stands in the group. A student may ask for a private conference to talk about his grades. Generally, a B or D student is asked to come in for a conference.

The application of selected soil conservation practices was accomplished to a significantly greater extent in eight out of ten comparison groups by farmers who had one year of adult vocational agriculture and four years of high school vocational agriculture than by farmers who had no adult or high school vocational agriculture.

No significant difference was found between 27 groups of farmers who had received the various levels of agricultural education in the establishment of selected conservation practices. Very little difference was noted between the additional groups of farmers who had received the various levels of agricultural education in the establishment of soil conservation practices.

In no comparison did farmers without adult or high school education in vocational agriculture incorporate a greater number of conservation practices in their farming than did the farmers who had one or more years of adult vocational agriculture and/or high school vocational agriculture. Farmers who had two, three, and four years of high school vocational agriculture and no adult vocational agriculture incorporated a greater number of the conservation practices in their farming in three, four, and five out of six comparisons, respectively than did farmers who had no adult or high school vocational agriculture. In no comparison did the farmers without adult or high school vocational agriculture establish a greater number of soil conservation practices than did the farmers who had no adult education in vocational agriculture and two or more years of high school vocational agriculture.

Farmers who had one or more years of adult vocational agriculture and two or more years of high school vocational agriculture established a greater number of soil conservation practices than did farmers who had no adult education in vocational agriculture and two or more years of high school vocational agriculture.

Farmers who had one or more years of adult vocational agriculture and two or more years of high school vocational agriculture included a significantly larger number of conservation practices than did farmers who had instruction in only one or none of these areas. A comprehensive program of instruction should be provided for adult vocational agriculture and high school agriculture in order to increase the use of a larger number of soil conservation practices by farmers.
Evaluating Adult Programs

GARLAND E. GINGERICH, Teacher of Agriculture
Millersville, Pa.

and

SAMUEL M. CURTIS, Teacher Education
Pennsylvania State University

Football coaches are fired and football franchises are lost when the team too often fails to advance on a progress chart. Adult educational programs and teachers face the same dilemma as the owners of losing teams if they fail to advance on the "progress chart." The paying public demands results.

Within the past decade nearly one hundred Pennsylvania schools have marched down the field by increasing amounts of teacher of time for adult agricultural education. Instruction.

Show Results

The teachers are now being asked to "show the results" for the adult programs. The boards of education that accepted a program, often based only on the recommendations of a respected agricultural teacher, are now, because of increased school costs, taking a "show me the results" attitude. A teacher cannot show the results convincingly unless he has kept score. Furthermore, adult programs in other schools have been delayed until the success or failure of the young adult program in neighborhood districts is evident.

Successful teachers, through years of experience in adult educational work, have developed useful, clean, and workable methods for analysis and measurement of results. The score for their adult programs can be studied for all to see. It is of no surprise that many of these measurement criteria should come from the longtested and proven methods used in high school programs.

Here's How

The first step is for teachers to recognize critical problems and be cognizant of the needs of their students, the adult farmers of their school district. Problem recognition does not occur automatically; the teacher must work at it. He may use several approaches. One way is to visit with the individual farmers and learn their problems through observation and discussion. A logical tool to use is farm records analysis. The Pennsylvania Agricultural Records Association and other agricultural agencies now require farmers to keep accurate farm records. The Pennsylvania agricultural education program has a modern accounting system for records analysis. The teachers must draw on past experiences, seek ideas from others and keep informed on research developments in order to recognize and solve problems. The plan is to continue to care for the students in their environment. Next, he must explore with his students alternatives to the elimination of problems. Successful programs are those in which the students, with the understanding and application of vital subject material, adults, like their high school counterparts, are not satisfied with anything less.

Problem recognition is only part of the job. The measurement of learning in actual practice among adult farmers is a necessary step. This is done by establishing evaluating and using measurable goals, the "second effort" that is needed by any good team to score that touchdown. Goal setting is an essential step in the learning process. Keep these goals simple and measurable. Some that have been used or suggested to be used are:

1. Goal: Have farmers fertilize according to a need test. Survey how many farmers in your area are doing this. Teach a class unit, including fertilization. Provide individual and classroom instruction.

   One year later check how many of these farmers are using the program. You are now on the scorecard. Use yield checks and net return analysis to "kick the extra point."

2. Goal: Improve dairy herd replacements. Measure calves now being raised on the farms of your adult farmers. Also, sample feed for the presence of parasitic eggs. Teach a class on dairy herd replacements individually and as a group. At a later date, measure calf weights at the same age and check on mental and physical growth. Some are increasing in size of calve before and after. Are any calves in parasite infestation? If these figures improve, you score again. To score the extra point, list approved practices employed by the class at the end of the instruction.

3. Goal: Have farmers make use of forage testing services. How many times in your school district are using the forage testing service? Don't know—survey them. Teach them what it can learn from forage testing. Help them improve both their pasture and feeding practices.

4. Goal: Improve quality of milk. Who don't check manure level in their feed rations and after testing, achieve a quality milk unit to adults. Combine classroom and on-farm instructions. Williams documented the effectiveness of this instructional approach. Furthermore, your school board members will be happy to learn that the milk they drink is more wholesome because of your teaching. A short demonstration for the board should be the California Martin Tract would emphasize this point.

5. Goal: Improve farm management. Pennsylvania Agricultural Records Association and other office electronic form accounts on an excellent way to do this. annually, on-farm interviews, an on-farm management. Goals to say that every responsibility of the teacher is instruction in record keeping. Farm this study the results of his student were identified. How was the record of growth management? One would be to check the percentage of growth in a one year by your student's student. Compare their growth with the average for your county. You now have concrete evidence for the administration and board of education.

Summary

Adults must be identified, goals must be established, and outcomes must be measured. Your teaching effectiveness can be evaluated only when measurable standards are given for teaching adults. Don't lose your farmer's score those touchdowns. Determine your score with your administrators, group the program. List the proved practices adopted as a result of your instruction.

(Continued)
Research and development activities in Kentucky, as in most states, were concentrated on research projects which the teacher education staff in vocational education could find the time to do. The emphasis of vocational-technical education in Kentucky was on the junior college level program. A project on research and development was not sufficient for the size of the total vocational education program and the demands placed on it by a rapidly changing economy. The Vocational Education Act of 1965 and the resulting Research Coordinating Unit changed the situation.

It is believed that the Kentucky RCU should function in such a way as to supplement the research and development activities that have been carried on more traditionally. In this connection it is important to separate two matters. Firstly, it is felt that the RCU should serve to stimulate interest and increase the quantity of research and development activities carried on in the classroom, the field, and at the local school level. This paper describes the single case study in this area, the research and development at the local level, where the activities will be directed toward increasing the quality and quantity of research and development at the local school level. By the fall of 1969, the RCU is expected to have had an impact on the number of research projects being carried on in the classroom and at the local level.

Vocational Education and the RCU

In Kentucky, vocational agriculture has a direct voice, as do all other services, in the selection of program projects and emphasis of the research and development that will be supported. The RCU is charged with the major responsibility to carry this out. Each of the three areas of research and development is important to the RCU. The major emphasis in the research and development projects will be on those areas which are relevant to the vocational education program. The RCU is charged with the responsibility of carrying out the research and development activities in the areas of interest to the vocational education program.

The primary outcome of this institute was the development of a new curriculum for the vocational education program. The Kentucky RCU, through the efforts of the RCU coordinator and the institute director, developed a curriculum for the vocational education program in Kentucky. The institute director, who is working towards his M.S. degree at the University of Illinois, will conduct a survey in the near future to try to determine whether or not such an institute is needed. It is anticipated that the study will be completed in the fall of 1969.

As a beginning point to getting the total job done in the state, the on-farm occupational study was funded for one district with state funds in the fall of 1969. The study is being conducted by the supervisor who designed it. The instrument was developed and tested by him with the consultation from KCCU staff members. He then recruited and trained vocational agricultural teachers from the district in which the study is being conducted to do the actual interviewing. These teachers are being paid a normal amount for their time, but not enough that the compensation could be their primary motive. Findings from the study will be available in the late spring or early summer.

Beginning in January the on-farm agricultural occupational study was funded from the state funds to work in a district adjoining the district in which the study is being conducted. One of the teachers who participated in its design, is a teaching leave of absence teacher. At the end of the research project, a more comprehensive occupational survey is expected to be available.

Even more significant than the actual findings of this study is the fact that the research project has been included in the research and development program of the state, and has been included in the research and development program of the state. At the end of the research project, a more comprehensive occupational survey is expected to be available.

The state agency, the Kentucky Department of Education, has an agency, the Kentucky Educational Service for Occupational Development (KESOD), which is responsible for the state vocational education program. The KESOD agency is responsible for the state vocational education program and has a committee on research and development. The main function of this committee is to make recommendations to the KESOD agency on the research and development program. The committee meets at least once a month to discuss the research and development program. The research and development program is designed to provide information to the Kentucky Department of Education and to the Kentucky Educational Service for Occupational Development (KESOD). The research and development program is designed to provide information to the Kentucky Department of Education and to the Kentucky Educational Service for Occupational Development (KESOD).
Multilevel Reading Material Needed

GLENN HAYES
Eastern Kentucky University

LLOYD J. PHIPPS
Teacher Education
University of Illinois

Lloyd J. Phipps

The broadcasting of the objectives and program of vocational education in agricul- ture and horticulture for all agricul- ture occupations plus the supportive instruction for other applied biological sciences work will increase the horizon- nality of the students enrolled in agriculture. This will stress both reading and writing skill or will impose many questions. A few of the questions for which agricultural educators will need answers follow:

1. Will reference materials need to be adapted to the various socioeconomic classes of students?
2. Will students with relatively low reading ability perform better if the reference material is written or below their reading ability level?
3. What effect will reference material written at a relatively low reading level have on students who are pro- ficient readers?

A study was designed and conducted to give at least partial insight regarding the answers to these questions.

Findings

Pupils in 21 different high schools in Illinois participated in an attempt to as- sess whether or not there was a dif- ference in the reading ability of different social class groups and whether or not these pupils could learn better from ma- terials written especially for poor read- ers.

Ninth-grade pupils (98) enrolled in voca- tional education in agriculture courses comprised the materials studied. Three social classes were defined with the use of Sins' occupational rating scale. Each class was divided into two groups. Pupils in one group read instructional materials written at an 8.5 reading grade level. Pupils in the other group read instructional materials written at a 5.5 reading grade level. Some Reading Level

All pupils participating in the study completed a standardized reading test at the beginning of the school year. The scores obtained were used as a basis for classification of pupils on the basis of socioeconomic groups of pupils on this reading level.

A test designed to measure reading ability was given at this reading level. Differences in scores between the pupils on the reading test, the test for elementary school pupils, and the test for social class groups on the total score, study and comparison. It was found that there were no significant differences in reading ability among any of the three social class groups which were defined, nor between the two groups of pupils who received either the easy or the more difficul- testing reading materials. This would seem to indicate that there were differences in the reading abilities of the pupils studied as a group. Differences between individuals were apparent when the test scores were visually examined, but evi- dently these score differences were to be found in each of the groups, and the total effect was that they cancelled each other.

Social Class Differences

Pupils in the middle social class did not read better than either the high or the lower social class on a test designed to measure the understanding of the principles included in the reference materials. This difference was still present even when statistical meth- ods were used to equalize the reading abilities of the pupils. It is possible that these pupils were more highly motivated to succeed than pupils who are in the lower classes. Lower class persons may have greater stimulation and achievement motivation in their home and social environments. Also, it may be that pupils in upper classes are accustomed to less drive for achieve- ment due to the fact that their environ- ments provide fewer challenges. In other words, they are not as aware of the need to do what is right for everything they attempt as are middle-class pupils. Their success in life may not seem to them so important as to direct their behavior.

Reading and Recall

Pupils who read the material written at an easier level did significantly better on a test designed to measure recall abili- ty than those pupils tested at the same social class level. Differences were found between the scores of pupils on the recall portion of the test and the understanding portion of the test, no differences were found between the tests for the middle social class groups on the total score.

Furthermore, there was no difference in total scores between pupils who read the text first and those who read the rewritten version.

The data were subjected to a re- analysis by grouping the pupils into two groups according to their reading abili- ties. The difference was still apparent in the reading ability of the pupils studied at a group. Differences between individuals were apparent when the test scores were visually examined, but evi- dently those score differences were to be found in each of the groups, and the total effect was that they cancelled each other.

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Stories in Pictures

GILBERT S. GUILDER
Ohio State University

Considerable interest is expressed by vocational agriculture teachers and supervisors in Arizona, attending a workshop on soil gasoline engines, taught by Marshall Hackathor of the University of Arizona. Audible�overturbocharger engines were used liberally during the two-day program. (Photo by K. Evans)

Texas Vocational Agriculture teachers, area supervisors, and young farmer teachers work closely in carrying out special educational projects. From left are: J. B. Payne, Supervisor of Vocational Agriculture; TFF State Officer Tommie Knowles; TFF President Ernest Harvey, and DeWitt Vocational Agriculture Teacher, Wildon Whithead. Also, Young Farmer Bill Lone—general chairman of the Field Day committee.

John Jacoby (1967 Agri. Ed. Graduate) is shown by Mr. H. W. Nixinger, the first teacher of vocational agriculture (1917) he taught seed care techniques in vocational agriculture. However, both have agreed that seed care techniques is not an apparent problem during the next 50 years. Mr. Nixinger taught vocational agriculture, served as teacher education staff and served as junior dean in the college of agriculture at Ohio State University.

1917 .................................................. 50th ANNIVERSARY .................................................. 1967

1st National Vocational Education Act