A successful crop of soybeans is rated by FFA Cawdon-Herrick, Illinois chapter members, (from left) Stan Gallina, Tim Summers and Jim Shaffer, high school students. The crop was planted using an Allis-Chalmers series 300 NO. 370 planter. Finding meaningful summer employment for young people has been a traditional problem in many areas. The Cawdon-Herrick FFA chapter recognized the problem. They decided to gain experience by custom planting minimum tillage crops as a money making venture for the chapter. They reasoned that if farmers were running late they would want to get into the field quickly when good weather came. For this reason, farmers might be willing to try minimum tillage farming and double cropping without actually investing in a planter. By season's end, the chapter custom planted 1,200 acres. The result was so successful that the group plans an expanded operation for 1974. (Photos from Dick Stack, Allis Chalmers)

Stories in Pictures
by Richard Douglass

Grotesquely, an interest in Livestock judging was one of the new teacher's pets. Mr. J. C. Engelke, one of Aurora's (Netherlands) Vet. structures, used pictures from various board associations. The "original" features were created by a cooperating industrial arts class. (Photo by Richard Douglass)

Members of the Canal Winchester (Ohio) FFA Farmers Association participate in farm field trips to supplement the classroom education plans. Field events give many times as many years' highlights. (Photo by Gary Gandy, Canal Winchester, Ohio Young Farmer Chapter)

 Ve-Ag. Connecticut style, includes production horticulture. Shown above are (l to r) Greg Lehman, Denis Harder, Lynn Buziak and instructor James Dula. The E. O. Smith Regional High School is a laboratory school for the University of Connecticut. (Photo by Paul Rehak and submitted by Dr. A. M. Sneed, University of Connecticut)

SHOP TIP—Mr. Dennis Kuhl, Wood River, Nebr., branches, recommends household oven cleaner to remove the gum and burnished particles from blades. He also recommends germinating seeds before additional use. (Photo by Judd Douglass)

Theme—SUMMER ACCOUNTABILITY
From Your Editor... 

TYPING-MANUSCRIPTS BOARD

O. DONALD GOLDBERG, Editor, Arizona State University, Tempe, Arizona; ROY D. DILLON, University of Illinois; James R. PETERS, Missouri State Department of Education, Columbia, Missouri; J. D. McCracken, the Ohio State University, Columbus, Ohio; INTERNATIONAL EDUCATION = J. BADGLEY, Arizona State Department of Education, Flagstaff, Arizona; T. HUNGER, President, University of Illinois, Champaign-Urbana, Illinois; J. C. LORENZ, Washington State University, Pullman, Washington.

SUMMER SCHOOL IN OFF-FARM AGRICULTURE

In today's fast-paced world, there are many different interests that compete for our time and attention. One such area is the agricultural education field, which is continually evolving and adapting to meet the needs of students and educators alike. This year, the Agriculture Education Magazine has decided to focus on the topic of "Accountability - A Must For Quality Summer Programs." The purpose of this editorial is to discuss the importance of accountability in the context of summer programs and how it can positively impact the learning outcomes for students.

Accountability seems to be the word on the tip of the tongue of every client in the United States today. We all know that accountability is essential in any profession, but the question remains: What does accountability look like in the context of summer programs in agricultural education? The answer may not be as straightforward as one might expect, but it is crucial for educators to consider the impact of their programs on student learning.

There is little question that we have been successful as measured by our accomplishments in the past. However, with the shift towards a more data-driven approach, agricultural educators must ensure that their programs are not only effective but also accountable. This means that educators need to gather data, analyze it, and make informed decisions to improve their programs. In this editorial, we will explore the concept of accountability in agricultural education and discuss how it can be implemented in summer programs.

Guest Editorial... 

TYPING-MANUSCRIPTS BOARD

The twelve-month contract for all vocational agriculture teachers is often a daunting challenge. The pressure of teaching an entire school year can be overwhelming, especially when you consider the different levels of students and the various courses that need to be taught. In light of this, it is important for teachers to find ways to manage their workload and ensure that they remain healthy and productive throughout the year.

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From the Editor . . .

The shorter contract has disadvantages. Once the universal twelve-month contract is compromised, it may be difficult to hold twelve-month contracts (at least 50-90 percent of vocational agriculture teachers. Attendance at conferences and workshops would depend considerably on the teachers being paid while they attended. Even if they were paid, they might be reluctant to take time off from their summer jobs.

Guest Editorial . . .

basic industry; it is seasonal in nature; it is the production, processing, and distribution of food and fiber, including the attendant services. They must understand that individuals entering and advancing in an agricultural occupation must be provided with knowledge and performance skills and abilities, many of which occur only during the summer months; so our instructional programs must continue throughout the year. The instructional programs which occur during the summer months in vocational agriculture are an area in which we receive a majority of the questions directed to us on accountability. The following guidelines will assist in developing a rationale upon which to build a quality summer program:

1. All available students must be involved in the summer program.
2. The majority of the teacher's time must be spent on related instruction and the supervision of the students' occupational experience program.
3. The educational program conducted during the summer must be essential to the students in achieving their occupational goals.
4. The instruction and student experience cannot be obtained during the regular school term.
5. The instruction and performance skills and abilities experienced by the students must be essential to the success of their entry into the occupation for which they are preparing.
6. The instruction and supervision of the students' occupational experience program must be conducted by a competent teacher.

To assist in determining which skills and abilities are essential, and which occur only during the summer, a task analysis is necessary. Teacher educators, supervisors, students, and local advisory committees have all responsibility and can assist in obtaining a task analysis of each of the occupations or clusters of occupations for the major instructional programs are designed to students. A task analysis to validate and update each instructional program is an essential element which no longer affords to be without in Agricultural Education we are to be accountable.

Our local teacher needs the guidance of teacher educators, supervisors, and staff in utilizing an advisory committee to determine what should be included in the instructional program which will occur during the summer months. The proposed summer program should be submitted to the school administration by June 1st of each year. Any or adjustments should be reported at once. It should be the related instruction to be provided, the supervising students' occupational experience program, the demonstrations, activities essential for continuing the program of activities, placement and follow-up of group adult education, in-service training, office training, and vo-ag teachers' conferences, and a well-earned vacation.

It is desirable for the vo-ag teacher to prepare a summary of the accomplishments during the summer submitted to the school administrators by September 1st each year. The advisory committee, through the advisor, should request the report to the public.

A planned summer program stating the services provided, for how many, by whom will provide the ability that is being requested by people who are concerned about our program.

Themes for Future Issues

June — Administration and Supervision — Local to National
July — Program Planning and Evaluation
August — Teacher Education

September — School Organization and Articulation
October — Instructional Technology
November — Improving the Profession — Job and the Teacher
December — Better Teaching and Learning

Our sincerity in being accountable will convince others that we insist without question that one hundred percent of all employees connected with vocational education in agriculture be employed twelve months a year.

SUMMER SCHOOL IN OFF-FARM AG.

Hildeg Gadda
Teacher Education
South Dakota State University

How does a vo-ag instructor bring about a recognition that vocational education in agriculture should be provided for all agricultural populations and not limited to production agriculture? It is disputing to note that, particularly in the predominantly production agriculture states, instructional programs in the off-farm agricultural occupations are not provided commensurate with the needs, at least at the secondary level.

North of there is a number of factors contributing to the situation; such as the persistence of single-seller systems, the multiplicity of duties of agriculture instructors, and the apprehensions associated with trying something new and different. We need somehow to make "believers" of more instructional production instructors. The purpose of this article is to indicate how a program of off-farm agriculture occupations preparation can be implemented during the summer.

Before schedules, responsibilities, enrollments and other factors make it extremely difficult to program instruction in off-farm agricultural occupations during the school year, accordingly, a real case can be built for doing so between termination of school in the spring and the beginning of the fall. This is the time when occupational activity normal exists in agricultural supply, products, research, mechanics, horticulture, and forestry occupations. It follows that occupational experience as a part of such a program conducted in the summer would be very effective with information.

The summer program here proposed is characterized by the following salient features:

1. Two-month programs — June and July, or July and August (A combination of the two could also be utilized).
2. A two-hour class in related instruction daily, 7:30 a.m. to 9:00 a.m., five days per week for eight weeks (students on occupational experience, 10:00 a.m. to 2:00 p.m., six days per week for eight weeks. This could be extended another two weeks if all summer provided instructor supervision is similarly extended.
3. One to two visits per week to each student at their training station by the instructor.

It should be noted that the summer off-farm program described above provides 30 hours of class instruction and at least 36 hours of occupational experience. Flexibility must be essentially in making the program practical and effective. Such guidelines for class instruction and actual occupational experience compare very favorably with corresponding experiences customarily found in most full-year programs conducted during the academic year. Some instructors are using this program format or some variant thereof, and are finding it to be workable and effective.

The rationale underlying this approach to preparation for off-farm agricultural occupations includes the following very acceptable advantages:

1. It is workable in both single-teacher and multiple-teacher programs.
2. The likelihood of placing students for occupational experience is enhanced in the summer.
3. The students' occupational experience time is more continuous and concentrated in the summer, and less subject to interruptions.
4. This approach alleviates the difficulty of scheduling such a program during the school year when schedules and other factors prevent instructors from providing it.
5. It provides a structured time schedule for the instructor's efforts in the summer, thereby utilizing his time to best advantage and enhancing his image in the community.
6. It allows time for the instructor to provide on-the-job supervision for such learners, as well as on-farm supervision of other students where necessary. Time for other summer duties is still available.
7. It allows more time for travel to training stations in times where work stations in neighboring communities need to be used due to a lack of them in the community where the program is centered.
8. It brings prestige to the entire program, school, and instructor.
9. It provides for occupational training needs to be met in situations where those needs would otherwise go unmet.
10. It contributes to a closer working relationship between the vo-ag program and the entire agricultural industry in the community.
11. It provides for a more complete utilization of the vo-ag facilities.

One of the most incessant problems of the agriculture instructor is that of establishing priorities of things to be done. The program hence detailed deserves high priority in a good many agricultural communities. Even in a strong production area, an effective off-farm agricultural occupations program is a must. The reason is that virtually all off-farm agriculture enterprises service production agriculture in one way or another. This is accountability.
Are summer programs in vocational agriculture in jeopardy? Frankly, this writer is worried that what may very well be a national trend. In discussions with state supervisors from fourteen states recently, only five maintained a mandatory position on a twelve-month contract for the instructor(s). Wisconsin is one of the states with this requirement, and happily, we are expecting to maintain this position. Recognizing, of course, that our position weakens as an increasing number of states adopt different policies.

The summer program is vital to a good program in vocational agriculture. This has been known since the inception of the program. Such notable leaders as L. B. Seeman, J. A. James, John May, and others, have been instrumental in developing the twelve-month program in Wisconsin. Our efforts will be devoted to carrying on the excellent programs these men developed.

With this in mind, the State Advisory Committee for Vocational Agriculture in Wisconsin has recently developed and received approval on a position paper dealing with the extended contract in vocational agriculture. The major provisions of this paper can be summarized as follows:

1. The agriculture instructor be hired on a continuous twelve-month contract, with provisions for vacation based on the policies followed for other twelve-month professional employees.

2. Wherever enrollment in a vocational agriculture department exceeds 90 students, consideration be given to the employment of additional staff. An extended contract would be given to additional instructor(s) on the basis of one day's time for each two students above the 90 enrolled in vocational agriculture.

3. A teacher on extended contract should be allotted sufficient time to participate in all out-of-school youth organization activities, and the one week in-service program.

4. Substitutes for the instructor, for the extended summer program, must be approved by the Department of Public Instruction.

5. The above standards are considered to be minimums and most local schools would find it beneficial to exceed these recommendations. The vocational agriculture (agricultural) enrollment in Wisconsin, as in most other states, continues to expand. Records have been broken every year for the past decade and currently rests at 24,627 students — a forty-eight percent increase in that period of time. It is no secret that most of this growth came from the increased offerings to urban students. With the advent of urban programs our need for extended contract problems have multiplied. An area of common concern is, "what can an agriculture instructor possibly do in the summer in a city program?" This area has not changed and the question should simply be phrased, "how can an agriculture instructor find enough time to do all the things necessary for a good program in a city school?"

With the school year increasing in length, a pressing need has been placed upon the instructor's time during summer months. Close scrutiny of the school calendar in Wisconsin indicates only 52-59 working days are available to the instructor during the period of his extended contract. When we examine the summer schedule some important observations can be made:

1. Summer Program — 52-59 days available
   a. Two weeks vacation for instructor
   b. FFA State Convention (June)
   c. Summer Conference (July)

   Total

2. Other activities for summer program
   a. Local and county fairs
   b. State Fair
   c. Variety of instructor in-service workshops
   d. Farm Progress Days
   e. Livestock shows
   f. FFA State Conference
   g. Junior Dairy Producers' Convention and Dairy Show
   h. Farmstead Rustic Field Days
   i. Summer school

   Total

*Your work schedule in which instructor spends two weeks each summer at the conference, therefore, only five days are available from the total program.

Unquestionably, the instructor plans carefully for his time activities, but will he well out of time without having enough time for the activities as he makes the annual trip through the school system? It is disturbing to find the number of days devoted to dentist visits on the decline. In Wisconsin, the number of visits average eight days, but range from 3-6 days. Certainly this indicates a need for careful planning on the part of some instructors. A multitude of studies have indicated the value of the summer program in vocational agriculture. Our time must be devoted to those well-established tasks, but aid is available on summer salaries through federal and state funding. The latter is based on the instructor's student contact hours. In the less affluent areas of the state funds are minimal.

Our summer programs will continue to exist as long as we have hard-working, dedicated and well-organized instructors who keep the administration, boards of education, and the public informed of their activities. Cooperative educational programs must expand. They will be particularly valuable in the twelve-month employment of the instructional staff during the summer. Summer programs will experience some form of change, as we maintain the need for a summer program.

(Concluded next page)

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**Planning Summer Programs**

Doug Davidson
Teacher of Vocational Agriculture
Reed City High School
Reed City, Michigan

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**Are Summer Programs in Jeopardy?**

F. J. Doering
Head Consultant, Agriculture Education
Madison, Wisconsin

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**It is disturbing to find the number of days devoted to student visits declining.**

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**Math has been written about the added expense of summer programs. Each school has to determine if it is worth the money. The more information that we as educators can provide, the easier it is for boards of education and school administrators to decide that they are indeed getting their money's worth. This article is written as an informative guide to all summer programs. I am sure little of this is new to anyone, but maybe it can be review and serve as a reminder of what can be done.**

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**Plan: Summer Program**

Running comes first. Since the hours of employment during the summer are limited, I need to select the most important activities to spend time on.

1. Identify all possible activities such as farm visits to Title students, in-service workshops, leadership training camps, etc.
2. Estimate the amount of time which may be required for each activity, for example, attending a 1 1/2 day leadership training camp with FFA officers requires about 20 hours of active duty.
3. Select the most important activities and review the list of possibilities with the students who will be involved, the advisory committee, and the school administrators.

4. Submit your proposed activities with dates to the school administration and board before June.

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**Execute:**

Next, carry out the proposed activities. Be flexible but try to accomplish what was set out to do.

1. Submit written reports of your activities, results, hours, and mileage weekly to the administration.
2. Consult with administrators informally throughout the summer to keep them informed.
3. Prepare news articles to help keep the public informed.

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**Report:**

After the summer is over you are still not done.

1. Summarize accomplishments and weeks and hours worked. Submit these to the advisory committee, school administrators, and the school board.
2. Appear before the board and report in person with slides ready in the fall. Show how your summer activities relate to your school-year goals. Was it an extension of the school year?

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**Review:**

Now its time for a little evaluation. Proceed with the feedback you lead from the program mentioned:

1. Look at those activities which were unproductive. Improve them or eliminate them from next year's schedule.
2. Go back to the PLAN paragraph and get ready for another successful summer program.

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If what you do in the summer meets the needs of your students and you can show that it does, then the future of the summer program depends on the people who pay for it. How can they turn it down?
HOW IMPORTANT ARE SUMMER PROGRAMS?

Ted Gregg
Superintendent
California

Summer programs have traditionally been one of the most important segments of the total Vocational Agriculture program. Provisions were made for summer supervision under the Smith-Hughes legislation, and currently summer supervision is included as a special standard for agriculture in the California State Plan for Vocational Education.

Summer programs are so vital to Agricultural Education because so many of the essential learning activities occur during the summer months.

The practice of employing agriculture instructors on a twelve-month basis was not questioned for many years. However, because of tight budgets and a few outdated summer programs, many districts are carefully examining these summer activities and in some cases the programs have been cut back.

Because of this potential threat, we shall examine our summer programs and question our summer activities in light of today’s needs.

What are appropriate activities for a summer program?
Appropriate activities for agriculture instructors during summer months might include:
1. Visiting all incoming freshmen students enrolled in Vocational Agriculture. Explain the programs to the student and parents. Explain:
   a. Supervised occupational experiences.
   b. FFA as an integral part of the instructional program.
   c. Curriculum.
   d. Program planning leading to occupational goals.
2. Visiting all continuing students at least three times:
   a. Provide assistance on the supervised occupational experience program.
   b. Assist the parents and student to set an occupational goal and plan a program that will lead to that goal.
   c. Keep parents and students informed on the summer activities and accomplishments of the agricultural program.
3. Supervising students at fairs and shows.
   a. Remember that the behavior of your students and the quality of their exhibits will serve as a showcase for your department.

Summer programs based primarily on developing lesson plans and repairing shop equipment are in my opinion open to criticism and are in jeopardy.

BOOK REVIEWS


APPROVED PRACTICES IN BEAUTIFYING THE HOME GROUNDS is a book for rural and urban residents who are interested in learning how to use the many opportunities available to beautify their properties. Each chapter describes a separate subject, such as vegetable gardens, flower gardens, fruit trees, and shrubs. The book is well illustrated, with many color photographs and diagrams. It is designed to serve as a guide for those who want to improve the appearance of their homes and gardens. Hardy is the author of the popular HANDBOOK OF AGRICULTURAL OCCUPATIONS, which deals with the various activities involved in agriculture.

Roderick Magyar, Coordinator
Pine Plains Community College

MAY, 1974

THE AGRICULTURAL MAGAZINE


Gregory starts his book with a sec- ondary chapter on the soil microbiology of plant disease. The remainder of the book is devoted to a detailed discussion of the various species of the atmosphere and the role that they play in the establishment and development of plant diseases. The book is well-organized, with clear explanations and numerous examples. It is an excellent resource for students and professionals in the field of agricultural microbiology.
A Viable Program of Education in Vocational Agriculture

J. C. Asherton
Teacher Education
Louisiana State University

Churchill is reported to have told an individual on one occasion that he had been dead for years but had failed to realize this fact. Of course he was speaking figuratively, but there could have been much truth in what was said. Could it not be possible that some of the educational programs in vocational agriculture are dead for all practical purposes or are at the point of death? Would inspection reveal that the organism is a mere hollow shell containing only remnants which are sterile and at best barely lukewarm? It is easy to pass by such questions and simply shrug one’s shoulders. One can hide behind the screen of indifference, failing to see the value—"surely this can’t apply to us." It is to be hoped that one does not fit into this category, but how sure is he that he does not?

There is a possibility that the program is only partially alive—functioning in a sense, but not fully alive. The writer knew of a case where a young person had a large portion of the brain removed because it was diseased. This operation left the individual completely helpless, imbecile. Yet new ideas and new happenings occurred in such a state the person remained for months. Alive? Yes, but for all practical purposes dead. Is your program in such a state?

Living beings participate in a series of functions which are essential for the perpetuation of the species. Organisations carry on the same type activities throughout their existence. These include: systematisation or arrangement, development, assimilation, reaction and reproduction. The vocational agriculture program that is truly alive must participate continually in these operations.

Systematisation is a must for anything that works efficiently regardless of whether it is alive or inanimate. Being well organised is no guarantee that a program is functional; however, there will be little life in one which does not possess this quality.

As the program continues to exist there must be development if it is to meet the needs of those it is attempting to serve. Even when effort is made to merely maintain the status quo, there must be growth or development. Elements become time-worn and outmoded. Something must replace them. Conditions change socioologically and physiologically. There may require modifications of many kinds so that the educational activity is in tune with the times.

Assimilation is another characteristic of a live and active program of vocational agriculture. Just as a living organism needs to utilize food, water and air for continued life and growth, so does an educational undertaking need to feed on those things that will nourish and stimulate it. These include the utilisation of new ideas, new information, new formation, new procedures, and the thought of the inhabitants of the area. When these are neglected, vocational agriculture tends to "dry up on the vine" and to wither away.

The major objectives of education in vocational agriculture are similar to those of 30 years ago when Federal stimulation had just begun to function through the provisions of the Smith-Hughes Act. There is a high degree of commonness in the basic principles that guide the program today. However, it should be recognized that times have changed; conditions have changed; and there must be a factory reaction to the changes. Growth of the program and an satisfactory continuance of its development that attention be given to its environment and the focus it is to get on the educational program.

Through an awareness of current events and problems the living program must react. If it is to continue to exist with the educational needs of the programs to serve. History is full of the examples of failure of individuals and groups because of their inflexibility or insensitivity to current life.

An educational institution is dead for the purpose of production. Regardless of its many other qualities, Vocational Agriculture has failed if it is not responsive to change. A program that does not bring about desirable changes in a relatively permanent nature in the lives of its clients—"the students"—fails to produce. The institution ceases to serve as a monument to lost opportunity.

It may be a worthwhile activity to examine educational agriculture with broad sweep and determine if it is truly responsive to change. To which extent does it meet the criteria for a viable program? Does the type of service provided reflect the quality of service most needed? Has maturity judgment, planning and action been utilized to the extent that the critical eye of considered judgment would find little to condemn?

The University of Minnesota Technical College—Waseca is a new institution that began operation in the fall of 1971. The Technical College has a single mission— that of preparing students for mid-management, semi-professional positions in the broad field of agriculture. To make effective use of the summer months, the year-round educational concept was built into the program from the start. Planning for the college tied this concept into all phases of the operation before the doors actually opened.

This has resulted in a simple and effective approach to utilizing the summer months. It basically involves having a full summer quarter which is four weeks in length and gives the same emphasis in the fall, winter and spring quarters. The 1973 summer quarter ran from June 25 to September 14; the first summer quarter in 1972 was also a full six-week quarter. Student interest in the summer quarter has been high with as many as 310 in June, 1972, (134 Fall, 1971), and 301 in Summer, 1973, (220 Fall, 1972), Twenty-five percent of the student body start summer quarter directly out of high school.

The Technical College—Waseca, a branch campus of the University of Minnesota, offers the student laboratory and practical experiences. The full spring quarter makes use of natural resources for agricultural laboratories which are essential during these months. Another plus is the efficient use of the faculty and research work of the 130 acres Southern Experiment Station, another unit of the University of Minnesota. The year-round program of the college allows for maximum use of the Southern Experiment Station in the teaching program during the summer months as well as throughout the year.

The primary objective of the college is to develop competence for employment at the end of the technical education program which is more than two years but less than four years in length. With the four-quarter system, students may start college classes immediately after finishing high school and thus graduate and start to earn a salary at an earlier age.

A part of this, students have an opportunity to accelerate their program by going continuously throughout the year.

An area of some confusion is the thought that the summer months are the busiest for the broad agricultural industry, including farming. This is not true of the area served by the Waseca college, with the planting season falling in the spring quarter and the harvesting season in the fall quarter. These have a higher priority of work than the summer months. This factor has developed a pattern among some students at UMW to attend classes during winter and summer quarters and to remain at home for planting in the spring and harvesting in the fall.

One quarter of employment experience is part of the technical program.
A successful school year depends greatly on the success of the homeword and the recharging one does in the summer. It is too easy to let the day's to-do list too many days pass in the new school year without setting aside the time necessary for some thing. I would like to get done the following summer memory; but also, I do not have a photographic memory. Therefore, I keep a "want to do next summer list" on file within easy reach. What else I throw out, I let fall down; this allows me to remember the things I want to do when the summer break does come.

With the long and busy school year, I like to make my summer work as enjoyable as possible. One thing that aids me in this is some advance organization. With the terrain as it is in our area, we have a long way to go north, west, south, east and south, so that the opportunities in the plan of the area. On the other side of the road I have blank, no I do not have a note card on the side of a 3x5 card. On the other side of the road I have blank, no I do not have a note card on the side of a 3x5 card.

Getting back to our theme, it is important to establish priorities for every area of our life. For every area of our life, it is important to establish priorities for every area of our life. I have divided my summer as follows:

- **Preparation and Planning**
- **Stress Management**
- **Financial Planning**
- **Health and Fitness**
- **Community Involvement**

This allows for a balanced approach to summer activities and ensures that all areas of life are addressed.

Gail J. Sperlich
Po-Ag Instructor
Geddes, South Dakota

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SUMMER—
Time To Recharge Your Batteries

Gail J. Sperlich
Po-Ag Instructor
Geddes, South Dakota

This provides me with the information needed for summer visits. It also allows me to prepare and plan ahead in advance. In addition, this information is useful for both parents and teachers. It helps us to be prepared and to stay organized when the time comes to act on this information.

The recharge value to the year round educational program is that the summer activities will vary from the summer program. In addition, summer activities will vary from the summer program.

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A monthly travel report form helps me keep a record of the summer activities. It is helpful to have a column for: date, mileage reading, out of, miles traveled and out of, miles traveled. This form also includes a chart for the summer activities.

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Off-Farm Adult Education

Paul F. Pulse
Superintendent
Columbus, Ohio

It is generally accepted that education is a lifelong process. Present day technology demands workers who possess knowledge, skills, and abilities that were not acquired in the summer when they attended school. With the rapid change in technology, it is not uncommon for an individual worker to change jobs five to seven times during the year of employment. This situation presents a great need for adults to upgrade themselves in order to make themselves employable in the future or to be eligible for employment in a different job classification, hopefully a more rewarding career.

The situation should offer a great challenge to any educator and particularly those in the field of vocational education. My experiences will be related in the field of Agricultural Education. My background will be related in the field of Agricultural Education. The service of any employer located in the state has been in the area of vocational education to upgrade the skills of FFA officers in the well spent during the summer for the year can be formalized in the development of a chapter program.

Since the passage of the Smith-Lever Act in 1917, and before, agricultural education was the service of any employer located in the state. My background will be the field of Agricultural Education. The service of any employer located in the state has been in the area of vocational education to upgrade the skills of FFA officers in the well spent during the summer for the year can be formalized in the development of a chapter program.

Students placed for work experience, and those who have programs at the high school level, should have a supervised work experience program. Do not base this fact on the fact that there has been changes in the clientele that are needed. There is still the need for the student to work closely with students and parents. Support of a program is a valuable asset.

How well summer programs are planned and implemented will determine to a great extent the continuation of twelve-month contracts.

A plan for summer activities is not less important than regular teaching plans. Summer programs of work, well-planned and implemented, have paid dividends in the past. Local, county, and state administrators must be convinced that summer employment is needed. How well summer programs are planned and implemented will determine to a great extent the continuation of twelve-month employment.

There is too much to be done during the summer for any teacher to "take it easy." There are usually several fixed activities that demand time during the summer. These activities would include the FFA convention, FFA work shows, workshops, teacher conferences, etc. Time is also required for work on advanced degrees.

The summer months afford an excellent opportunity to work with adults in the community. Many activities are more suited to this time of the year than during the school terms.

Make "no-account" summers accountable

Alvin H. Halcomb Subject Matter Specialist Agribusiness Education Supervision Auburn, Alabama

Planning on taking things easy this summer? Have almost three months to kill before school opens again? Nobody's business what happens during the summer? Accountability? To whom?

If any of the above questions are pertinent, maybe there is a need to re-evaluate how the summer months are spent. A lot of people are taking a hard look at twelve-month teachers. It behooves each teacher to conduct a summer program that is creditable and accountable.

The community has a right to expect a good summer program from every twelve-month teacher. After all, who is providing the financial support for this program? Can the community be expected to continue their support when "no-account" programs are evident?

Much emphasis is being placed on accountability. People are not satisfied with how their tax dollars are being used. In other words, a teacher's work is expected for a day's pay. That's the way it should be.

Actually, there is little or no excuse for a "no-account" summer program. There is just too much to be done for any program to be labeled as such.

Most teachers welcome the summer months because it does afford a change in the routine of activities. The daily schedule is more flexible and, in many cases, not as hectic. But, the responsibility of wisely using this "slack" remains.

Because all programs were concerned with production agriculture it was only natural to find that practically all efforts to serve adults were concerned with providing information to enable those people who desire to prepare to enter these fields! A very few have, it can be done.

Since these programs provide a greater potential number of enrollments than we have in production agriculture it would appear that we are "missing the boat" in not serving them. In my judgment these are the people we need to be concerned about. If we do not function in this area to meet the needs of this group it is very evident that another agency will. Remember! "Education is a lifelong process." Can you think of any area of endeavor where technology changes faster than in nonproduction fields related to production agriculture?

Let us look at the present situation. Thus far we have only considered the area of production agriculture. What about the related fields of employment in off-farm agriculture? In Ohio there are at least ten to fifteen workers in agriculture related off-farm jobs for every worker in agriculture related to production agriculture. For the school year 1972-73 in Ohio there were 45 teachers of vocational agriculture in all taxonomies - 300 were production agriculture.

Why have the teachers of vocational agriculture in the taxonomies of Agriculture, Business Service and Supply, Agricultural Industrial Mechanics, Food Processing, Horticulture, Resource Conservation, Forestry, and Environmental Management not provided continuing education programs in these taxonomies for the workers in these fields, and for those workers who desire to prepare to enter these fields? A very few have, it can be done.

**THE AGRICULTURAL MAGAZINE**

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BEATING THE ENROLLMENT PROBLEM

Andrew L. Parrar, Teacher
Greensboro, Virginia

During the twelve years that I and my co-workers have been at Greensboro Junior and Senior High Schools the enrollment in Vocational Agriculture and the FFA has increased from 76 to 178 members while this county lost in population according to the 1970 census. After making careful observations this school year, we are convinced that the involvement of students and parents is the key to solving the enrollment problem.

THE PROBLEMS

Across Virginia and the United States during the past decade our technology has reduced the number of employees needed in the production of food and fiber and a change has had to be made to train individuals for marketable skills. General Mechanics were established to fill the void temporarily. The agricultural mechanics laboratories were not particularly suited for increased enrollments but the Vocational Education Act of 1965 enabled the local school division to meet their responsibility in the area of equipment and supplies.

Advisors of schools required special training in human relations. However, because of excellent leadership the adjustments were made. Fortunately the staff in Vocational Agriculture in the school system were able to establish a very friendly relationship—a necessity, we found, because it allowed for constructive criticism as well as equal sharing of work and responsibility.

From our point of view, multiple-teacher departments require much work and much long-range planning. Yet those who have been involved with multiple-teacher situations, will agree that it gives greater impetus to be creative, imaginative, and to explore the exciting new approaches to learning in Vocational Education.

What has helped the enrollment problem? Some of the things we think contributed to it follow:

1. Participation in the local state and national FFA organization
2. Informing the public of activities
3. Parent-Son Awards Banquets
4. Cooperation with other organizations in the community
5. Participation of staff in workshops and seminars for continuing education
6. Enthusiasm of resource personnel available to community
7. Active adult and young farmer programs in the school
8. Periodic evaluation of the programs with an advisory council

SECONDARY EDUCATION IS VOCATIONAL EDUCATION IN TANZANIA

Eugene Anderson*

Investment in post-primary education is made, as it is in other segments of the economy, where it will result in the highest return to national development.

A student cultivating a young papaya tree on the school farm at Tumaini Secondary School, Tanzania.

A vocational secondary education is intended to enable the student to become an effective contributor to national development. The general education and work experience in a particular vocational area is expected to make him aware of the area, more sympathetic to those working in that area, and, thereby, more effective in his job.

Five vocational areas have been selected for the secondary school curriculum. These are: agriculture, technical, commerce, crafts and industry, and home economics. Initially, each secondary school will concentrate on one of these areas. Later, some schools will provide training in two or three of these vocational areas.

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*Eugene Anderson taught for some years at Tumaini Secondary School in Tanzania. He earned the B.S. and M.S. degrees in Agricultural Education at the University of Wisconsin.
Agricultural Schools

The agricultural secondary schools are an example of the new vocational emphasis in Tanzania. About thirty percent of the country's secondary schools will become agricultural schools as a result of the change to vocational education. This contrasts with the situation before the plan when only one of the 112 secondary schools in the country was teaching an agriculture course. The introduction of agricultural secondary schools is intended to contribute significantly toward national development because agriculture is the largest sector of the nation's economy.

Agriculture has been identified by the Tanzanian government as the basis on which the social and economic development of the country will be built. Agriculture is important in Tanzania because no other segment of the economy is capable of producing the wealth needed to finance development. An estimated nine-ninety-five percent of the population obtain their livelihood from agriculture. It is these twelve million people, most of whom are subsistence farmers who must improve and increase their production in order that surplus agricultural products can be sold to finance the development of the country.

The purpose of the agricultural secondary schools is to produce graduates who have a general knowledge about agriculture production and who have developed an appreciation of farming, the farmers, and rural life. They will then be better able to perform the jobs to which they will be assigned. This should be more efficient and more rapid national development.

During the first two years, the students in an agricultural secondary school have twelve, forty-minute periods of agriculture class each week. This has been increased to eighteen periods per week during the last two years. A total of forty-five class hours are prescribed each week. In addition to agriculture, the students study civics, Swahili, English, mathematics, chemistry, biology, geography, and history.

The first year of secondary school agriculture is an orientation to agriculture for the development of students. During that year, the importance of agriculture in the development of a nation is stressed from a socialist viewpoint. The emphasis is on socialist agricultural production for the most effective national development.

The technical subject matter of agriculture is taught during the second and third years of secondary school. The instruction includes production of crops, livestock, poultry, bees, fish, and forests. In addition, a large part of the syllabus is devoted to agricultural economics and agricultural mechanization.

The fourth year of the syllabus is devoted to planning, organizing, and managing socialist agricultural production.

The syllabus allocates approximately two-thirds of the agriculture class periods to practical work. This practical work is intended to be the application of principles taught in the classrooms. Most Tanzanian secondary schools are boarding schools attended by students from all parts of the country so there are "home" farms near by on which the students can do the practical work. The school farm is, therefore, a vital part of the agricultural secondary school.

The school farm serves four main purposes. First, it is a laboratory for the agricultural classes. The principles taught in the classroom are demonstrated and practiced on the farm. A second purpose is to make the school partially self-sufficient. The farm is expected to produce a portion of the food needed by the students. Provisions obtained from the sale of crops and livestock are used to reduce the school's operating budget.

Extension is a third function. The school farm is a center in the community for the demonstration and production techniques. It can serve as a source of new varieties of crops as well as a source of information to advise the local farmers. The fourth purpose of the school farm is to provide, the students with experience in socialist management and operation of a productive enterprise.

Agricultural Schools

Why do we teach sexual propagation in our ornamental horticulture programs? Are you aware that skills in taking cuttings and propagating plants are needed by very few employees in horticultural occupations?

What purpose do we have that the students graduating from our programs have the competencies needed for successful employment in the areas for which they are being trained? Are the competencies so general that they have the skill for employment, or are they so specialized that they seriously limit the student's mobility for future change? What is the basis for your ornamental horticulture curriculum? What purpose have you made for steering it up to date?

During the past three years the course has been directly involved in a series of activities resulting in the identification of competencies needed for ornamental occupations in Oregon. A pilot project focused on the determination of knowledge and skills required for the ornamental horticultural industry. The project was employed to define the competencies closely parallels the approach used in developing Oregon's Occupational Cluster Guidebook. Ornamental horticulture was extracted as a sub-cluster, or one of several clusters, from the larger cluster containing several occupational groups. After each group was analyzed a series of competencies needed for successful employment, the knowledge and skills of all firms were reduced to those most relevant to all the horticultural occupations.

The following diagram illustrates the process used to bridge the gap between the industry and the curriculum.

The 1960 Amendments clearly stated that we were to provide training which is "realistic in the light of employment opportunities." We learned, shortly thereafter, that ornamental horticulture was the fastest growing industry in Oregon. This awareness suggested a need to determine what present and projected opportunities for employment do, in fact, exist in the industry. Our first step was to analyze the industry and its major occupational group. Included in the florists, landscapers, nurserymen, greenhouse men, turf managers, parks, and garden centers. Our primary source of basic information came from the various trade associations, i.e., Landscape Designers Association; Oregon Association of Nurseriesmen; Turf Managers Association; Associated Landscape Contractors. From this information we developed a...
ATTITUDES OF PROSPECTIVE AND PRESENT TEACHERS TOWARD SELECTED VOCATIONAL AGRICULTURE ACTIVITIES

Joe C. Combs
Vocational Agriculture Teacher
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John D. Todd
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The job of teaching vocational agriculture involves many activities. Some teachers place emphasis on certain activities and show little regard for others. This can probably be justified when considering student and community needs, but often time priorities given to activities are determined by attitudes which have been influenced by the background and teaching experience of the teacher. Even though attitudes are often determined by ones assessment of a situation that could vary from time to time, many of them become stereotyped and influenced by tradition irrespective of need or reason. Agricultural educators dedicated to promoting quality programs in agriculture should be concerned about the influence on attitudes of teachers. There is probably a high correlation between the attitudes of teachers toward a certain activity and their performance in relation to accomplishing that activity.

What are some of the differences in attitude among persons involved with vocational agriculture programs which warrant a concern among agricultural educators? There are significant differences in attitude toward selected vocational agriculture activities between agricultural education teachers and those preparing for the profession. Are the variables of educational attainment, years of teaching experience, age, and size of school where the person teaches related to attitudes regarding vocational agriculture activities? A study was recently conducted at the University of Tennessee to determine some of these differences in attitude of prospective and present teachers toward selected vocational agriculture activities.

The sample for the study was comprised of three groups. The first group consisted of 35 experienced teachers selected at random from all experienced teachers in Tennessee. Experienced teachers were those who had taught for ten or more years. The second group consisted of 26 first-year teachers representing all the first-year teachers in the state at the time the study was completed. The third group was comprised of 32 agricultural education students who were preparing to become teachers. All students had completed at least one agricultural education course but had not been enrolled in student teaching. The persons selected for the study completed a 45-item attitude inventory relative to activities of teaching vocational agriculture. Significant differences in attitude were determined in an analysis of variance and t-test and tested at the 0.05 level of significance.

Major Findings

A summary of some of the major findings follows:

1. All persons included in the study gave a negative reaction to the statement that vocational agriculture teachers should be employed for only ten months. Experienced teachers and first-year teachers gave more negative reaction to the statement than the agricultural education students. The responses of the teachers were significantly different from the students.

2. Experienced teachers gave a positive reaction to the statement that teachers should join all professional organizations. This attitude was significantly different from that of first-year teachers. Agricultural education students who both gave no responses to the statement with students giving the most negative response.

3. Experienced teachers gave a positive reaction to the statement that regular class time should be used for FFA activities. There were significant differences among all three groups for this statement. First-year teachers and agricultural education students expressed a negative reaction, with the students giving the most negative response.

4. Experienced teachers gave the least positive reaction to the statement that an advisory group should help plan the course study. Their reaction is significantly different from the other two groups.

5. Experienced teachers gave a negative reaction to the statement that vocational agriculture teachers should teach adult classes. Their reaction was significantly different from the other two groups. The students had a positive reaction to the statement. Experienced teachers gave a positive reaction to the statement that adult classes should be allowed to use the agricultural facilities. This reaction was significantly different from the other two groups.

(Carried on next page)
list of job titles, allowing for additions to be made, and introduced to the State Department of Employment. Their cooperation with the Oregon Board of Education resulted in a statewide manpower survey of the ornamental horticulture industry. The data obtained from the returned questionnaires not only verified the expanding employment need but also revealed the shortage of these types of workers. The job titles used had little meaning since the industry was developing so rapidly, hence standardized job descriptions were inappropriate.

The next step involved a determination of the key, or most numerous, occupations found in each of the seven occupational groups. Since the job titles held little significance it was agreed upon by each of the subgroups that the term "worker" would be adequate to represent the group, i.e., landscape worker, garden center worker. Once these "worker" designations were assigned a task analysis was made for each of the "workers" in the seven occupational areas. Prior to the formal interviews an initial list of competencies was obtained by meeting with small groups of employers from each of the seven areas. At that time, a blank sheet of paper was used to list the tasks performed on the job for these respective workers. The tasks were derived from the question, "What does the worker do?" Frequently, the answer "He needs to know (this and so)," i.e., mechanics, biology, botany. Immediately the author's response would be, "He needs to know (this and so) in order to do what?" After the lists of the routine tasks were completed, they were combined and grouped under four categories: technical, human relations, communication. The competency list was reviewed, modified and accepted by an advisory committee representing each of the seven groups. This list of competencies served as the basis for the charts used during the subsequent formal interviews.

A stratified, purposive random sample was drawn from a population of 350 FFA members and FFA advisers of which it was determined at least a minimum of two full-time hired workers. A sample of eight firms and/or agencies was drawn from each of the seven occupational groups, making a total of 56 ornamental horticulture business firms or agencies to be interviewed. The instrument used included a list of 100 competencies considered most important by the advisory committees in performing worker tasks. The 56 employers interviewed responded by checking four options relating to the competency, whether it was "essential," "important," "useful" or "not needed." Not only were the competencies rated from 1 to 100 for each of the seven groups but they were subsequently combined and given rank order as a composite of the total ornamental horticulture industry. A final list of 45 common competencies evolved as being those in which 50 percent or more of the 56 respondents rated "essential" or "important" for ornamental horticulture occupations.

The following diagram shows overlapping concentric circles representing the seven occupational groups within the ornamental horticulture industry. The shaded area suggests the core competencies where the circles overlap. The further away from the core the more specialized the competencies become. A few highlights included in the list showed strong agreement among employer respondents in the importance of human relations and communications skills in horticultural settings. All six included had a high ranking within the first five percent, out of 100 total, with "building good relations" at the top. Technical knowledge and skills considered most important were areas of plant growth and development, soil composition and fertilization, pest control, and maintaining specified operating levels. In addition, basic business operations.

Conclusions and Recommendations: The differences in attitudes which were found among the respondents were deemed important. Many of the differences related to the activities considered essential for conducting quality programs in vocational agriculture.

The significant differences in attitudes relating to the following activities:

a. Use of advisory committees
b. Number of months for yearly employment
c. Youth leadership activities
d. Membership in professional organizations
e. Teaching of adults
f. Agriculture mechanics program
g. Scheduled time for planning

There should be unity of attitude with many of these facets of the program among persons involved in the agricultural education. Pre- and in-service education should be directed toward developing teachers with the proper attitudes for conducting quality programs. Since persons preparing to become teachers have had teaching experience in agricultural education, recruitment efforts should be directed toward obtaining persons with a good background for the profession.
Stories in Pictures
by Richard Douglass

Attend In-Service Workshops (above left) — These In-Service Workshops give Juvenile Vocational Ag Instructors a chance to update their knowledge. (Photo from Gary Moore, Dakota State University.)

Set Up Young and Adolescent Farm Workshops (above center) — Summer is an ideal time to get the “juice” out of upcoming tours and field days. (Photo from Myers Jr. Ag Ed. Supervisor from Virginia) Immerse Education (above right) — Dr. Larry Miller, second from left, Virginia Polytechnic Institute, is using video tape to train the Farmer’s Interaction Analysis system of observing Cooperating teachers have considerable impact on education. (Photo by Jasper Lee, Virginia Ag Ed. Ex. Director, Improve America.)

Below — This sequence of photos shows the efforts of the Elizabeth River Conservations and many community groups to clean the river of pollution and debris. (Photo from Kodak News)

The Results of Supervision

Divided Teaching New Programs Adult Education

Theme—ADMINISTRATION AND SUPERVISION

Plus—Guidelines for Adult Education