So Much To Do
So Little Time

Stories in Pictures
by Richard Douglass

Attend In-Service Workshops (above left) — These State Vo-Ag Inspectors are getting up to date on the new "Fuel Intercepter" stoves. (Photo from Gary McNeel, Dakota State University) Set Up Young and Adult Farm (above center) — Summer is an ideal time to plan work on upcoming tours and field days. (Photo by Marvin Jr. Ag. Ed. Supervisor from Virginia) Improve Education (above right) — Dr. Larry Miller, second in Virginia Polytechnic Institute, is using video tape with the Flannery's Interaction Analysis system of evaluating cooperating teachers. Their results have considerable impact on education. (Photo by Jasper Lee, Virginia Ag. Ed. Dept.) Improve America (below) — This sequence of pictures shows the efforts of the Elizabeth River Conservation and Recreation Committee to clean the river of pollution and create a habitat for fish. The photos won first place in the category of the 1974 Keep America Beautiful/Kodak Awards. (Photo from Kodak News)

THE RESULTS OF SUPERVISION

Theme — Administration and Supervision
Plus — Guidelines for Adult Education

Improved Teaching New Programs Adult Education
TABLE OF CONTENTS

THEMBS—ADMINISTRATION AND SUPERVISION

Editorial
CONSULTANTS, SUPERVISORS, DIRECTORS

From Your Editor...

The terms "consultant, supervisor, and director" by no means encompass the broad range of services that these professionals provide. The consultant is, however, the most important member of the educational team in the field of agricultural education. This position is also referred to as the "director" in some states. The consultant is responsible for coordinating the efforts of all the agricultural education programs in a state. His duties include:

1. Providing leadership and guidance to the state agricultural education program.
2. Developing and implementing policies and procedures that ensure the effective delivery of agricultural education services.
3. Coordinating the efforts of the state coordinator and local supervisors.
4. Providing technical assistance to local schools and programs.
5. Representing the state agricultural education program at various meetings and conferences.

The consultant's role is crucial in the success of the overall program. Without strong leadership and effective management, the agricultural education program may not be able to fulfill its mission.

END OF EXCERPT

The terms "consultant, supervisor, and director" by no means encompass the broad range of services that these professionals provide. The consultant is, however, the most important member of the educational team in the field of agricultural education. This position is also referred to as the "director" in some states. The consultant is responsible for coordinating the efforts of all the agricultural education programs in a state. His duties include:

1. Providing leadership and guidance to the state agricultural education program.
2. Developing and implementing policies and procedures that ensure the effective delivery of agricultural education services.
3. Coordinating the efforts of the state coordinator and local supervisors.
4. Providing technical assistance to local schools and programs.
5. Representing the state agricultural education program at various meetings and conferences.

The consultant's role is crucial in the success of the overall program. Without strong leadership and effective management, the agricultural education program may not be able to fulfill its mission.

END OF EXCERPT
Guest Editorial

these management techniques.

Supervisors must learn to delegate the decision making responsibility to subordinate staff members. No longer can we supervise by "the shadow over-the-door method."

The days of massive state staffs are gone forever. We must develop a line of local supervisory personnel if we are to continue to have a role in the supervision of the agricultural industry. Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Can we document to school administrators our training as agriculturalists? Do we still have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade?

Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Supervisors must support and actively promote the continued development of capable, effective leadership from the agriculture teachers organization. Professionally-minded teachers have demonstrated that they will develop competent, responsible leadership within their schools if we provide these opportunities. We should utilize state and federal funds to keep retraining teachers attendance at AVA, ATA, or other national or state seminars or conferences.

As supervisors, we must listen to the teacher's suggestions for improving Agricultural Education. We should encourage innovativeness in teaching methods and curriculum development. As the late G. R. Cochran stated, "All good ideas in Agricultural Education need not originate in the state supervisor's office."

Supervisors must assume a leadership role in developing standards for program evaluation and accountability. Teachers, teacher educators, and advisory committees must be involved in establishing the criteria against which they will be evaluated.

In an era of declining rural population, we must seek alternatives in the pre-service education of our instructors. We must mutually, recruit and develop with the cooperation of teacher educators, in-service education for industry experienced instructors if we are to continue to maintain and expand our programs.

A close liaison must be established with the state directors of Vocational Education. It would seem desirable to involve state directors in our regional seminars and state Vo-Ag teachers' conferences.

Are we really communicating with our students? Can we justify program expansion on the basis of programs that are measuring student progress? Are our programs designed to meet the needs of the agricultural industry? Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade? Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Are we really providing the best education for the students? Do we have the information that will be needed to answer the questions we are asked?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade?

Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Are we really communicating with our students? Can we justify program expansion on the basis of programs that are measuring student progress? Are our programs designed to meet the needs of the agricultural industry? Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade? Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Are we really communicating with our students? Can we justify program expansion on the basis of programs that are measuring student progress? Are our programs designed to meet the needs of the agricultural industry? Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade? Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Are we really communicating with our students? Can we justify program expansion on the basis of programs that are measuring student progress? Are our programs designed to meet the needs of the agricultural industry? Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade? Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Are we really communicating with our students? Can we justify program expansion on the basis of programs that are measuring student progress? Are our programs designed to meet the needs of the agricultural industry? Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade? Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Are we really communicating with our students? Can we justify program expansion on the basis of programs that are measuring student progress? Are our programs designed to meet the needs of the agricultural industry? Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade? Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Are we really communicating with our students? Can we justify program expansion on the basis of programs that are measuring student progress? Are our programs designed to meet the needs of the agricultural industry? Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade? Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Are we really communicating with our students? Can we justify program expansion on the basis of programs that are measuring student progress? Are our programs designed to meet the needs of the agricultural industry? Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade? Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?

Are we really communicating with our students? Can we justify program expansion on the basis of programs that are measuring student progress? Are our programs designed to meet the needs of the agricultural industry? Have we developed programs, which can face competition from other disciplines for funds? Have we a commitment to provide education for adults and post-secondary students?

Do we have the data which justify our needs? Have we encouraged the development of curricula which will prepare for employment at the top of industry? As we developed curricula in the 70s, we must be looking at the needs of the 80s. Are we prepared to teach the material that will be needed in the next decade? Do we have a data base? Do we have the information that will be needed to answer the questions we are asked?
The Role of Local Supervision

J. David McCracken
Teacher Education
The Ohio State University

Local supervision of vocational education programs is receiving increasing emphasis as the role of state supervision trends toward program management. According to Parks, successful supervisors are those who: 'Are democratic, people oriented, well informed, are able to see situations as others do, practice group centered leadership, possess a scientific and analytical attitude, and help others to use their energies creatively.' Local administrators and supervisors of vocational and technical education hold an important decision-making role in program development and operation. They are the key to organizational effectiveness.

Major Problems in Local Supervision

Because of the increasing responsibilities attributed to local administration, there is a need for a reexamination of the functions of local administrators of vocational education. The problems which were identified reflect some of the major functions of the local administrator.

For the purposes of the study, the local administrator of vocational education was defined as the person responsible for organizing and administering a minimum of three program areas in vocational education. Alabama, Missouri, North Carolina, Oklahoma, and Wyoming were selected for the study by a stratified random sampling technique. Six local administrators were randomly selected within each of these five states. The 30 participants agreed to assist in the study. The low number of participants and their concentration in five states provided a recognized limitation in the generalizability of the results of this study.

Data were collected by 15 telephone interviews with each respondent. Each interview was a structured interview. Two-thirds of the interviews were conducted by telephone. A mailed questionnaire was also administered in this time period. The median age of the local administrators was 48 years and the median years of experience at the time of the interview was 14 years. Each respondent was identified for each respondent in each interview. The respondents were classified into two groups: those who were employed in public school settings and those who were employed in private school settings.

Major problems of local administrators of technology in order of frequency of occurrence, were related to instruction, administrative leadership, and personnel management. One two problems were those which concerned teachers and only one related to social issues. Little relationship was noted between the subject of the major problems and the time of year the interviews were conducted. These problems related to instruction required the greatest amount of time and energy in seeking information and resolving the difficulties, those related to educational change and finance were the least.

The problems identified as relating to instruction are shown in Figure 1. Some of the problems relating to instruction, as indicated by local administrators of technology, were: Student Personnel Services 78, and Curriculums 78. These problems are related to personal and student follow-up. Problems relating to administrative leadership are shown in Figure 2. Most problems in this area related to program planning. Other areas needing considerable improvement were decision-making, community and human relations, and equipment and facilities. The major finance area was in obtaining Federal and state aid.

1. Direct and coordinate the total vocational education program for which he is responsible at the local level.
2. Provide leadership and assistance in the development of the best possible curricula for the students being served.
3. Provide leadership and assistance in the improvement of teaching techniques.
4. Assist in the development of selection, orientation and instruction of staff personnel in the area of program planning.
5. Assist in the development of staff personnel in the area of program planning.
6. Assist in the development of staff personnel in the area of program planning.
7. Assist in the development of staff personnel in the area of program planning.
8. Assist in the development of staff personnel in the area of program planning.
9. Assist in the development of staff personnel in the area of program planning.
10. Assist in the development of staff personnel in the area of program planning.

Remaining Concerns

Supervisors are often placed in an ambiguous role. Their position requires a broad range of skills. Their job functions are often more extensive than can possibly be accomplished. It is necessary for supervisors to set priorities based on the needs of the school districts being served and the particular expertise of the supervisor who is employed.
ROLE OF THE HIGH SCHOOL VOCATIONAL DIRECTOR

Raymond A. Holt
Director of Vocational Education
Anderson County School System
Clinton, Tennessee

To cope with the ever-increasing complexity of vocational-technical education, changes in administration and supervision have been necessary. Staffs have been expanded and facilities have been enlarged and redesigned. Administrative and supervisory concepts have been scrutinized and evaluated in an effort to achieve more efficient and effective results.

Public demand for quality vocational education programs has placed emphasis on accountability for the director at the local level. Complicating the situation, however, is the divergence of role expectations of various groups with which the local director must work.

To recognize these factors, a study of local director positions has been increasing. Some have developed without the benefit of relevant past experiences or research findings. Descriptive data and case histories are presented in this report to present local directors and training prospective directors.

A limited number of studies have been completed that investigated the characteristics and/or qualifications actually preferred by local directors prior to their acceptance of the job. A sample of perceptions by reference groups relative to personal, character, and qualifications indicated that the minimum acceptable qualities were: (1) educational level, teaching experience, and administrative experience; (2) specific knowledge of industry; and (3) overall role functions.

The study reported here included 264 individuals comprising reference groups of local directors; secondary school principals, vocational teachers and superintendents in school systems employing directors; and state staff who work with vocational education. Random samples were drawn from the population of principals and teachers, while a statistical table was used. One hundred percent of the public education population for all other reference groups was utilized.

A tentative list of functions, compiled from interviews with directors and research, was submitted to a jury of specialists for validation. Only those items relative to role functions on a percent consensus were used in the final report. Additional roles and qualifications were used to support public information about characteristics and/or qualifications. All data were collected by mail.

FINDINGS

One objective of the study was to ascertain the characteristics and/or qualifications actually preferred by local directors prior to their acceptance of the job. A second objective was to determine the role functions by reference groups relative to personal, character, and qualifications indicated that the minimum acceptable qualities were: (1) educational level, teaching experience, and administrative experience; (2) specific knowledge of industry; and (3) overall role functions.

Reference group perceptions indicated that specialized training programs should be established to more effectively prepare individuals for the position of local director. A need for the establishment of an overall role for local director relative to professional certification was indicated.

Sixty-five functions were listed as being overall role of the local director. An inconsistency in standards of the local director's actual role was indicated in the number of significant differences between group perceptions. With respect to the overall role, however, the perceptions were more consistent. The actual and ideal roles were shown to be congruent. The study was conducted to determine how well the perceptions attached to different functions in their present roles.

In conclusion, serious consideration should be given to population for the position of local director of vocational education such as college and university graduates, secondary school superintendents and superintendents. Efforts should be made to involve the local staff and community in the development of programs to improve programs in vocational education.

R E C O M M E N D A T I O N S

The following recommendations were made:

1. Local directors of vocational education apparently need to make some adjustments in their performance relative to the areas of accountability and responsibility attached to different functions in their present roles.

2. A local director position shall be established in each school district. In systems where limited resources and programs would make the employment of a local director economically unfeasible, collaborative efforts should be made between systems to provide this educational service.

3. With the employment of a local director should give attention to such factors as educational level, teaching experience, and overall role functions of vocational education and supervision, in the areas of administration and supervision, in the areas of administration and supervision, public relations, curriculum and instruction, and research. Professional growth of the individual is also an important factor.

4. Principals, state staff, superintendents, teacher educators, and teachers should keep in close contact with the local director to be more aware of his actual role and activities. Local directors, on the other hand, need to be in close contact with the various groups which they serve to become more knowledgeable of the important functions they should fulfill and whether or not they are meeting role expectations.

5. Additional research should be undertaken to determine the relationships between roles of local directors of vocational education and their counterparts in area vocational-technical schools, community colleges, technical institutes, or even a single school in administrative or curricular areas on the school district level.

6. Follow-up studies similar in nature to the present study should be conducted at specified intervals to ensure that practices of local directors are congruent with new concepts and developments in vocational education.

7. Other states or regions should conduct similar studies. If consistent results are found, sound and valid generalizations can be made concerning the role of the local director.

The type of leadership exerted by local directors directly influences the accountability and efficiency of programs in vocational education. It is important that the local director be extremely cognizant of emerging practices and developments and be prepared to effectively fulfill his designated role in the educational system.

(The match is from page 209)

17. To develop an advisory committee with all the instructors for each institutional program that will help plan, make suggestions, and offer ways to improve the curriculum and the accountability of programs to meet the changing needs of job requirements in the community.

The trend is toward more local supervision in Ohio and similar trends are likely to occur in this direction. With more area vocational centers becoming established, it seems logical that teachers can receive closer supervision and that more local leadership can be provided to help plan and improve programs in Agriculture Education.

The Agricultural Manual

JUNE 1951

272

THE AGRICULTURAL MANUAL

273
Guidelines for --

DEVELOPMENT AND EVALUATION OF YOUNG FARMER AND ADULT PROGRAMS

in Agriculture/Agribusiness

Clarence E. Bundy
Teacher Education
Iowa State University

The tremendous need for production of food and fiber makes adult vocational education in agriculture and agribusiness an absolute essential for the welfare of all Americans. Each farmer in 1973 produced food for 51 persons. The United States and Canada control 90 percent of the productive land and food to the world.

In one year this nation became one of food shortages rather than one with surpluses. In 1975, 25 percent of the nation's food production was expected. We have a world market we have never had before. Food production in other countries cannot keep pace with population growth. Exports of food and fiber amounted to $13 billion in 1973; $20 to $25 billion in exports are anticipated in 1974. Increased production is a must. According to Secretary of Agriculture Earl Butz, "We cannot afford to lose any farmer because of poor management and insufficiency."

With 17.4 percent of U.S. workers employed in agriculture/agribusiness, and 6.6 million of them needing instruction, educational programs are faced with a monumental task. In 1973, 1,086 veterans were enrolled in Cooperative Farm Training classes and less than 275,000 workers were enrolled in classes for young and adult farmers and agribusiness employees.

In March, 1974, 165 leaders in agricultural education from 43 states participated in a seminar in Kansas City, Missouri to consider the new responsibilities in the area of vocational education in agriculture/agribusiness. This seminar was sponsored by the government and guided by eight task force committees. Each committee established major thrusts, or goals, and action steps needed for a major phase of agriculture/agribusiness education for adults. A list of the guidelines with space for assessing status of accomplishment begins on this page.

A Minnesota study indicated that for each dollar invested in family farm management education $1.12 was returned. Each year of instruction added $250 per year to farm income, which is much more than $1,000 per farm as stated in the returns of 1,000 or more such programs for state agriculture/agribusiness.

Much effort was expended by seminar participants in developing the guidelines. It is hoped that agricultural educators at all levels will adapt them to their own situations and use them in evaluating and expanding existing programs, and in developing new programs. Many of the thrusts and action steps can be carried out by teachers of young farmers and adults. Some must be supported by vocational directors and administrators. Others are the responsibility of teacher educators. Each department of education personnel will find the guidelines invaluable in evaluating individual programs of education in agriculture/agribusiness and in convincing administrators and teachers concerning improving programs and in developing new programs.

Thrust A. Develop a variety of information systems at state and national levels.

1. Establish national public information advisory committees.
2. Explore possibility of USEO and USDA joint appointment.
3. Present proposal for state public information agencies to appropriate state personnel.
4. State director seek legislative action when necessary.

Thrust B. Inform local, state and national administrators concerning objectives and needs of adult agriculture/agribusiness education.

1. Appropriate person at each administrative level to inform decision makers concerning adult agriculture/agribusiness education.
2. Inform decision makers concerning national and international importance of American agriculture.

Thrust C. Identify sources of accurate and current information.

1. Establish system to coordinate dissemination of data at all levels.
2. Make maximum use of farm, trade, census, DOL, and other organizations and agencies.
3. Provide information to persons share information with each other.

Thrust D. Determine types of information to be disseminated.

1. Give priority to quality subject matter.
2. Emphasize efficiency of American agriculture.

3. Describe role of agricultural education.

4. Explain international agriculture facts.

5. Relate current legislation to agriculture and agricultural education.

6. Describe population growth and food needs.

7. Illustrate capital needs in agriculture.

8. Emphasize interdependence of agriculture and the total industrial complex.

9. Emphasize changes in agriculture due to social, economic and technological factors.

Thrust E. Use effective methods in implementing the communication program.

1. Establish an agriculture/agribusiness communications network.

2. Assign individuals and groups specific responsibilities.

3. Make effective use of professional organizations, advisory groups and the media.

4. Consider effectiveness in developing editorial calendar of communications.

5. Provide timely and effective use of public information materials.

Guidelines for Continuing Education in Agriculture/Agribusiness

National Seminar for Leaders of Young Farmer and Adult Programs in Agriculture/Agribusiness was presented, sponsored by the Department of Education, the National Council of Teachers of Agriculture, the University of Maryland, and the YMAF.

THE AGRICULTURAL MEDIA
Thrust D. Determine specific and unique field experiences necessary in beginning teacher preparation.

1. All programs should be provided opportunity to observe young farmers and adult classes.
2. All prospective teachers should be provided opportunity to enroll in, or participate in, an adult class for young farmers.
3. Professional participation roles in young farmer and adult classes should be designed for professional teachers.
4. Opportunities should be provided for internship or apprentice teaching of young farmers and adults.

Thrust E. Determine the in-service needs of adult young farmer instructors.

1. Ascertain competencies in Thrust A which must be gained through experience or in-service education.
2. Define tasks to determine in-service education needs.
3. Assess capability of current professional staff for providing needed instruction.
4. Develop workshops, credit courses, or other in-service education programs.
5. Obtain needed resource personnel.
6. Reassess and update the in-service program annually.

Thrust F. Determine agencies responsible for each phase of the programs.

1. State supervisory (consultant) staffs ascertain the need for teachers.
2. Supervisory and teacher education staffs will be responsible for conducting teacher education programs.
3. Teacher educators conduct credit courses and noncredit programs on adult young farmer education.
4. State supervisory conducted or assisted teacher educators and teacher organizations in conducting noncredit programs.

Thrust G. Make professional development programs in adult education available to school administrators and staff members.

1. Provide a course in adult vocational education for school administrators.
2. Recommend above course be a part of certification requirements.
3. Hold workshops and seminars in adult education for administrators.
4. Include school administrators and vocational directors on adult education advisory committees.

Thrust H. Develop program for recruitment of teachers.

1. Identify persons with dedication and commitment who have or can acquire technical competencies.
2. Identify teachers who could allocate time for teaching adults.
3. Recruit individuals with ability to use resources.

IV. Locating and Enrolling Students, and Designing Their Instructional Needs

Thrust A. Locating prospective students who are interested.

1. Use effectively personal contacts.
2. Use advisory groups, FFA alumni, and home and community organizations.
3. Effectively use the news media.
4. Solicit assistance from community organizations.

Thrust B. Enroll students for specific educational programs.

1. Enroll full-time and part-time farm operators.
2. Enroll high school and part-time farm workers.
3. Enroll off-farm agriculturists employees.
4. Enroll others with special needs, e.g., jorches, conservation workers, etc.
5. Use enrollment cards and have a set enrollment fee.
6. Enroll for vocational education programs without regard to sex, age or background.

Thrust C. Retention of students enrolled.

1. Provide quality instruction.
2. Involve students in planning and in instruction.
3. Provide programs of supervised practice most student needs.
4. Acknowledge accomplishments of students provide recognition.
5. Provide incentive awards, certificates, etc.
6. Involve students in group projects and interactive activities.

Thrust D. Determining instructional needs for students.

1. Survey prospective students to determine needs.
2. Use advisory group.
3. Use specialists representing agricultural services and student organizations.
4. Use successful farmers and students.
5. Consider backgrounds of individual needs.
6. Consider family, social, and economic needs of participants.

Role of Educational Organization in the Instructional Program

Thrust A. Provide educational organization for participants in each continuing education program.

1. Make organization an integral part of the instructional program.
2. Use an advisory group for development.
3. Develop program based on local needs.
4. A statewide director serve as advisor and coordinator.

Thrust B. Membership limited to participants enrolled in program.

1. Establish membership qualifications.
2. Encourage membership of all classes.
3. Encourage local organizations to belong to ag./Nat. associations.
4. Encourage state association to participate in national institutes and seminars.

Thrust C. Provide adequate leadership for educational organization.

1. Develop needed competencies at pre-service level.
2. Provide in-service instruction.

Thrust D. Develop organization program consistent with its educational purposes.

1. Provide educational programs to supplement class instruction or without funding.
2. Provide leadership, social, recreational and community service activities.
3. Organize a public relations program.
4. Utilize, tours, field days, workshops and seminars.
5. Recognize outstanding achievement.
6. Encourage participation in state and national conferences.

Thrust E. Organization cooperates with other organizations with similar goals.

1. Cooperate with youth organizations.
2. Cooperate with other phases of the Vo-Ag program.
3. Coordinate activities with those of other educational organizations.
4. Encourage individuals to participate in other educational and community programs.

Thrust F. Insure sound, broadly based financial structure.

1. Provide local funding by membership decisions.
2. Support the state association and national institute.
3. Sponsor fund raising activities.
4. Follow approved accounting procedures.

Thrust G. All states participate in the National Young Farmer Educational Institute.

1. Send representatives from local and state associations.
2. States pay voluntary fee to help support the Institute.
3. Provide for sharing of materials and information among states.
4. Send a coordinating committee from next year's host state to the Institute.

VI. Planning and Conducting Instructional Programs for Young Farmers and Adults in Agriculture/Agribusiness

Thrust A. Identify and validate adult agriculture/agribusiness program needs.

1. Involve state and area administrative personnel (See items IV, D).
2. Solicit help of representatives of agricultural agencies.
3. Validate needs identified by agricultural agencies, businesses and industries, governmental data, and by local clientele.
4. Coordinate effort of all agencies concerned with adult education.

Thrust B. Obtain necessary administrative approval and support.

1. Follow appropriate channels in obtaining approval and support.
2. Involve all phases of administration.
3. Identify and obtain appropriate finances.

Thrust C. Determine priority rank of adult education programs.

1. Evaluate demand in terms of need and client objectives.
2. Determine political, social and economic implications.
3. Consider immediacy and duration of need, class availability of resources program.
4. Determine readiness and scale of results.

Thrust D. Establish objectives to meet the needs of the students.

1. Assess the present situation.
2. Determine evaluative criteria.
3. Classify objectives as product oriented or process oriented.
4. Classify objectives as short range, intermediate, long range, or long range.
5. Validate objectives in terms of meeting needs of students.

Thrust E. Effective implementation of program by individuals.

1. Vocational agriculture/agribusiness instructors function as instructor and coordinator of activity.
2. Counsel of school and agency personnel is sought.
3. Sufficient instructors are obtained.
4. Instructors may be full-time or part-time.

Thrust F. Instructors assist adults in developing home libraries of technical materials.

1. Current USDA and state publications are obtained.
2. Commercial publications are collected.
3. A reference list is developed.
4. Lists of field days and demonstrations are maintained.
5. Home filing systems are developed.

Thrust G. Instructors employ a variety of instructional methods.

1. Instruction is based on farming or agribusiness needs of students.
STATE ADMINISTRATION IS RECOGNIZING NEEDS AND ACTING

E. R. Olson, State Director
Division of Vocational Education
Pierre, South Dakota

A spiraling emphasis on vocational training plus the impact of social and economic changes are placing new demands on supervisors and administrators of vocational education programs.

Since the passage of the Vocational Education Act of 1963, we in vocational education have seen a growth and emphasis placed on preparing people for specific employment and retraining, missing people for new vocations. The demand of effort has been mainly noticeable in the area of agricultural education.

The Vocational Amendments of 1964 provided money for program research and development and exemplary programs. The funds for exemplary programs were allocated in an effort to give high priority in the development of programs in rural areas. South Dakota has worked the funds to determine the feasibility of training facilities and resources under a multi-disciplinary secondary occupational-vocational education center concept.

A prime example of redirection in South Dakota in the area of vocational agricultural programs. In 1950, 46.3 percent of the population was engaged in direct farm production as farmers, farm managers, farm laborers or farm foremen. In 1966 this situationally increased to 28.9 percent and in 1979 it further decreased to 21.5 percent. During the same 20-year span, the increase in agricultural production and other agriculturally related activities increased significantly. As a direct result, vocational education programs were designed to reflect this new concern and direction. In 1950, agricultural courses were virtually nonexistent. Today they are a prime focus in both secondary and post-secondary vocational programs. Effective administration and supervision spotted the trends and provided new options in the growing agriculturally related fields.

We have not foreseen the significance of production agriculture in South Dakota. Production agriculture and related services still provides over four billion dollars in state income. Our educational programs have been redesigned to meet the increasing demands of both production and agricultural fields.

At the secondary level, 83 vocational agriculture programs provide dual-purpose teaching for both production and agricultural fields. At the post-secondary level, five major areas of concentration (1. farm equipment and diesel mechanics, 2. agricultural technology, 3. agricultural maintenance and management, 4. agricultural marketing and management and 5. agricultural technology and research management) provide increased job opportunities for vocational students. All of these programs have been developed and offered within the past eight years.

As this decade comes to a close, indicators make it clear that increased agriculture education activities in the future. At present, 165,000 people are in a state with a total population of 666,257 are employed in the field of agriculture, (66,000 in production and 99,000 in non-farm, agricultural areas). As this trend continues, we as administrators must constantly be on the lookout for new trends and new patterns.
Instructor’s Self-evaluation--An Aid to Supervision

Wayne G. Korne
Agriculture Coordinator
Moraine Park Technical Institute
Fond du Lac, Wisconsin

One of the most successful post-secondary agricultural education programs in Wisconsin is the Farm Training Program, designed for those persons coming established in farming as a career.

Last year, 45 instructors were employed by the sixteenth Vocational, Technical and Adult Education Districts in the State to provide the instruction to over 3,000 persons who were enrolled in the program.

Each district, comprising several counties, employs from two to nine full-time instructors. They give both formal classroom instruction at various locations throughout the districts and individual on-the-farm instruction to the enrollees for a period of five consecutive years. Their immediate supervisors are either the Agriculture Coordinators or Field Service Administrators who are members of the district administrative staff.

The instructors usually maintain offices in their homes, often many miles from the district office, each time the training supervisors are located. This may create a “communication gap” unless special methods of accounting for the activities of the instructors are implemented. These special supervisory techniques assure that the highest quality of instruction is given to the students.

One very successful method is that of instituting a self-evaluation method whereby the instructors can judge their performance based on guidelines developed by the State Board of Vocational, Technical and Adult Education and their local Farm Training Board. By following these guidelines, school policies and standard procedures, the instructors are, to a great extent, able to become self-administering.

In order for this to work effectively, instructors must be selected who are honest, dedicated, knowledgeable in all aspects of agriculture, and above all, capable of a high degree of self-discipline. Such persons can meet the requirements of the program without a great deal of direct supervision.

Devices employed by Wisconsin VTAEDs to implement the self-evaluation method include the following:

1) Careful planning is done by both the instructor and the supervisor to be sure that specific objectives of the program are met. These objectives are reviewed at least annually and revised as necessary.

2) A detailed itinerary, usually in the form of a monthly calendar, is submitted in advance to the supervisors by the instructors. The itinerary gives the dates, times and locations of the classes of the classes as well as the schedule for individual on-farm instruction for the month.

3) Monthly visits are held in which the instructors and their supervisors meet face-to-face to discuss annual concerns.

4) Newsletter is sent from the supervisors to the instructors with the project by the instructors to the supervisors.

5) Written reports from the instructors to the supervisors are made on a monthly basis including data relative to current enrollment, units of instruction, classes, number of individual visits, enrollment of institutional emphasis of the program and other concerns that are to be called to the supervisor’s attention.

6) Quarterly visits are made to the instructor by the supervisor.

7) Supervisors accompany the instructor on occasional individual farm calls.

Some of the most effective instructors are using the evaluation method in their own way. A proven and recognized standard by which the students satisfied with the program or by re-enrolling each of the five years they are enrolled. (Is it possible to make better farm management decisions because of their past experiences?)

3) Student interest as expressed by an annual survey sent to each enrolled supervisor.

4) Attendance is based on the intentions of the students.

5) Evaluation is made by the program advisory committees of each of the schools.

6) We feel that the program has brought the businesses and the schools much closer together in understanding of each other’s problems.

We feel that the program has brought the businesses and the schools much closer together in understanding of each other’s problems.

We feel that the program has brought the businesses and the schools much closer together in understanding of each other’s problems.

We feel that the program has brought the businesses and the schools much closer together in understanding of each other’s problems.

We feel that the program has brought the businesses and the schools much closer together in understanding of each other’s problems.

We feel that the program has brought the businesses and the schools much closer together in understanding of each other’s problems.
SUPERVISION IS A COMPETENCY FOR TEACHERS

Warren D. Reed
Assistant Chief
Bureau of Agricultural Education
California

An important function in any total educational system is supervision. All persons within the system are subject to supervision and nearly all persons within the system supervise to some degree. It can be seen, then, that an understanding of the purposes of supervision and expertise in its techniques are essential competencies for all people involved in agricultural education, re- members, all people, not only administra- tors, but also teachers and students.

Very simply, supervision is a function of directing or overseeing the activities of other persons. It is probably more important to consider the pur- poses of supervision rather than its definition. Here again, there probably is not too much difference of opinion as to the purpose of supervision: "to cause those being supervised to be more effective in their operations." There more than likely is divided opinion and lack of understanding about practices to which each will con- tribute to effective performance in the role of supervisor.

Most persons who have earned educational administration or supervision credentials or have otherwise prepared themselves to function in a role of administrator/supervisor have had formal instruction in techniques of super- vision. An important question, though, is: 'How well prepared is the teacher of vocational agriculture in the area of supervision and what is his need in this area?"

First, let's consider the vocational teacher's need to be skilled in supervision. In all likelihood, the most successful supervisors are those who have mastered the techniques of supervision. They are conscious of the techniques of supervision and use them successfully and creatively. They are able to help their students achieve their occupational and educational goals.

Long-held tenets in agriculture education are "learning-by-doing" and "occupational preparation according to individually held career goals." and they are visible only in an environment where the teacher serves as a mentor (supervisor?) or learning than as a purveyor of knowledge. For example, it is no accident that we place such great emphasis on that unique and most important component of the program, Supervised Agricultural Experience.

In the vo-ag teacher's role as super- visor, his students' participation in occupational experiences which causes this planned segment of the vo-ag program to be such an effective augmen- 

During a student's high school career, he or she will spend very few of his 1,600 hours in the vocational agricultural class. What will the student have to do to be prepared for life after high school?

There is yet another reason why the student teacher must be knowledgeable and adept in the psychology and techniques of supervision. Nearly every student will be eventually, if not in the course of his agricultural education, will find himself in the role of supervisor. It is generally the role of the instructor to be an active participant in the affairs of the school, and he is in a position to assist his students in achieving those goals they have set in occupational potential in supervision by interacting with him as a teacher.

At Fillmore High School, the agriculture department became concerned with the accountability of students in the psychology and techniques of supervision. In order to develop a student enrichment program for the students in vocational education, it was realized that many of the vocational agriculture students had spent 100 hours in their supervised agricultural experiences. This was not the case, and supervisory training in agricultural preparation should be needed. The need was evident through the student's picture. A local printer ran off 100 of these covers. Determining what to include on the inside of the placement folder was the next step. The following is a brief description of each page:

Student's autobiography. Each student writes a one-page biography about himself, describing his background, philosophy, and beliefs.

Student information sheet. One page has basic information about the student, such as address, work experience, and hobbies.

Student equipment and skills sheet. One page lists all the equipment the student can operate and also lists the specific vocational skills that he has.

References. One page contains a list of personal references that the student has supplied.

Copies of letters of reference. After the student supplies the agriculture department with a list of references, the department writes for the letters of reference to be placed in the student's file. This saves the potential employer the time and trouble involved in doing this research.
WHAT DO STUDENTS ACHIEVE BEST IN VOCATIONAL AGRICULTURE?

Arthur T. Neasill
Dearborn Public Schools
Dearborn, Michigan

What characteristics do "good" agriculture students possess? Each teacher has a notion of what he thinks are the qualities among students. In this article, I shall review findings from a study in Ohio that was designed to describe the characteristics of ninth-grade students who had completed two years of instruction in vocational agriculture and to investigate what characteristics of students and what characteristics of vocational agriculture programs were related to students' level of mastery on a criterion-referenced test on the basic principles of agriculture. In other words, what characteristics do students possess who achieve highest in agriculture?

Criterion-Referenced Assessment

Renewed emphasis on evaluation has focused special attention on outcomes as measures of effectiveness of programs. In this study, the use of criterion-referenced tests was used as an indication of students' level of mastery in agriculture. It should be remembered that criterion-referenced tests are based upon what the student can do relative to prespecified objectives and not how he stands in context to others. Students' scores are reported in terms of performance levels.

Procedures

Information for the study was collected through the use of a group-administered questionnaire that included questions on place of residence, occupational and educational plans, school and community activities, personal influencing decision to study agriculture, and supervised experience programs. Data were then gathered through the use of a 102-item criterion-referenced test which was administered at the close of the 1972-73 school year to tenth-grade students who were completing two years of vocational agriculture in 31 randomly selected local schools in 22 vocational education planning districts in Ohio. Data were available for 301 students.

Student Characteristics

What characteristics do students who study agriculture possess? Students are predominantly male and reside on farms. Two-thirds of the students indicated an occupational choice; while 70 percent of those students indicated an occupational choice indicated an interest in agriculturally-related jobs.

An issue which showed some concern to administrators and supervisors of programs of vocational education in agriculture is recruiting an adequate supply of teachers. How many programs in vocational agriculture were unable to fill the vacancy for this year state because a teacher had to fill the vacancy? Or, what proportion of vocational agriculture teachers were available locally? These questions were answered by a number of significant size, a national evaluation of recruitment programs for agricultural teachers. Vocational agriculture cannot meet its personnel needs if the profession itself does not plan an occupational choice or indicate it is planned to enter the military service. Selecting jobs requiring knowledge and skill is often the first step in alleviating the long-term (production agriculture jobs or non-agriculture jobs) related to agriculture.

Some people believe recruitment is a responsibility of the local district. This is true in some areas. The local districts must recruit people to fill their vacant positions. However, they must provide a supply of qualified teachers from which to make their selection. The primary responsibility of teacher recruitment lies with the teacher education institutions and state department of education. Recruiting practices must be developed to provide an adequate supply of vocational agriculture teachers. Information must be supplied to guidance counselors to acquaint them with the opportunities available for students to become agriculture teachers. Supervisors and teachers should share ideas of their successful recruiting practices with others across the nation.

National efforts to help alleviate the teacher shortage in some states might include encouraging agricultural education graduates to cross state lines to seek teaching positions. Some states do provide an adequate supply of teachers to meet their needs. In this case, any strategies should be encouraged to obtain a position in a neighboring state.

Summary

A joint effort and a personal pledge to participate in an active recruitment program by all those concerned will help alleviate the shortage of vocational agriculture teachers in the nation. Let's not deprive students of the opportunity to participate in a vocational agriculture program because teachers are not available. Let's not allow schools to close existing departments because they cannot find qualified teacher. Let's supply our local schools with the necessary vocational agriculture teachers.

(Moire—from page 285)

High school transcript. A copy of the student's high school transcript should be re-Enrollmentauer. Education help type up the information. A back cover, which is of the student's school transcripts, should be placed at the end of the folder, then the entire folder is bound with a plastic comb. These folders are constructed for graduating students. These are kept confidential in the agriculture department's files. When a student goes to apply for a job, a sealed copy of this folder is sent to the employer.

These placement folders have increased the number of our graduates employed in agriculture. If vocational agriculture were to be in the favor- able position that it is, we must be accountable to our students. Placement folders for our students will help us be more accountable.

The book is a practical guide for the farmer and small-agricultural-business owner. It covers the basic principles of modern farm machinery, including how to purchase, maintain, and operate various types of equipment.


The guide is designed to be used in a comprehensive adult education program to provide information on the various topics covered in this guide.


This book contains a series of papers on the genetics of crops and livestock, including topics such as plant breeding, animal genetics, and genetic variation.


This book provides an economic analysis of American agriculture, including topics such as the economic impact of technology, the role of government in agriculture, and the overall economic performance of the industry.


This book provides an in-depth analysis of the relationship between insects and plant diseases, including the impact of pests on crop yields and the strategies used to control them.


This book provides an introduction to the principles of dairy science, including topics such as animal nutrition, reproduction, and milk production.
FHA Loans Help Boys Dreams Come True—James Ray Fortenberry, second from right, a vocational agriculture student at Pine High School (Louisiana) discusses his FHA County Supervisor, Carl Hunt, Assistant FHA County Supervisor, James Ray, his father Ray Fortenberry; Ronald Knight, his vocational agriculture teacher, and piano teacher, to eventually establish a dairy of his own. (Photo from J. C. Althoff, Ag. Ed. Louisiana State University)

A Hedge Against the Possible—(Left to right) John Maye, St. Francisville culture Teacher at Midfield (Louisiana) instructs students in the Preservation Center in his classroom. (Photo from J. C. Althoff, Ag. Ed. Louisiana State University)

Stories in Pictures by Richard Douglass

Let's hear it for Clifford Nelson, Vice Chairman of the National's Editing-Managing Board. The Maryland Vocational Association honored State FFA President, Pete Kuehn (left) with a $100 U.S. Savings Bond and Dr. Clifford Nelson (right) with the Outstanding Achievement Award for 1974 and a check-plaque. (Photo from James Pope, Maryland FFA Executive Secretary)

NVATA SPECIAL CITATIONS—The November 1974 issue of the Agricultural Education Magazine will devote its December cover to the NVATA in recognition of its centennial anniversary. The editor, Dr. Roy Gilson, University of Kansas, received a special citation at the NVATA Convention for outstanding work as editor and for his especially unique effort in behalf of the NVATA. (Photo from NVATA)

Ye-Ar Department Says Thanks—The Delta Vocational Agriculture Department at Muncie, Indiana, presented an Outstanding Service plaque to a local Chrysler-Plymouth dealer for providing the department with courtesy cars to transport nine of the 200 students to FFA events and field trips during the year. Pictured left to right are Bill Codillo, Sales Manager; John Pope, owner of John Jackson Chrysler-Plymouth; and Reese Law, director of Vocational Agriculture at Delta High School. (Photo from Rayne Coates)