

Stories in Pictures

GILBERT S. GUILER
Ohio State University

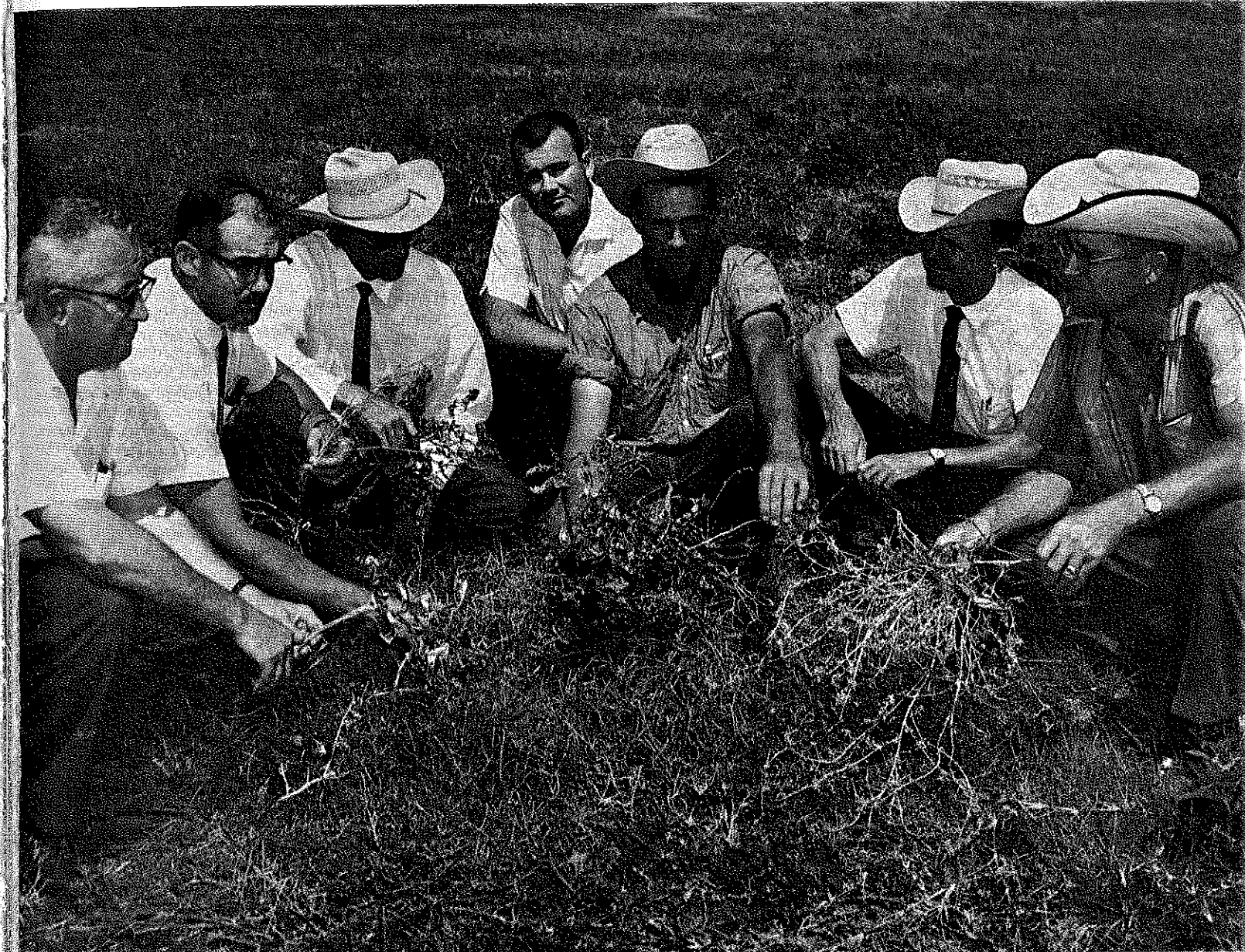


Agricultural Education

Volume 39

June, 1967

Number 12



A group of Texas Supervisors, and teachers of Vocational Agriculture met with representatives of Agri-business firms to lay plans for a state-wide young farmer field day. The group is shown making tentative plans for agricultural demonstrations. From left, they are: A. E. Weil, Dow Chemical Company; Kenton Harvey, Area V, vice president of the Young Farmer Organization; Dr. R. V. Johnston, Research Division, Dow; B. E. Fichte, Progressive Farmer Magazine; Bobby J. Traweek, Young Farmer; S. E. Skiles, vocational agriculture teacher, Weatherford, and Bill Lane, Area IV, first vice president of the State Association and 1962 Outstanding Young Farmer of Texas.

Featuring— Innovations in Supervision

1917 50th ANNIVERSARY 1967
1st National Vocational Education Act

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The **AGRICULTURAL EDUCATION** Magazine



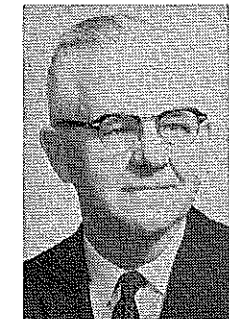
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Editorials

Supervisor? Consultant? Administrator? Coordinator? Director?



Cayce Scarborough

Theory & Practice

The role of the supervisor is rapidly changing. A survey of the states leaves no doubt that there are many changes, some of a radical nature, others minor. Response from 42 state supervisors indicated a wide range of responsibilities for state and assistant supervisors. The rate as well as the pattern of changes differ. In some cases there have been major structural changes involving supervisory personnel in all areas of vocational education, resulting in realignment of duties and responsibilities as well as channels of communication and authority. So, for better or worse, some supervisors find themselves in quite different roles.

Even where there are no major structural changes, the roles are changing. This includes the basic, traditional role of close association with teachers of vocational agriculture. For example, the 42 surveys clearly indicated a general trend away from the unhurried individual teacher visit as a basis for supervision to group meetings or other forms of speeding up the process of working with teachers.

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

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

Some policies and practices through the years have been such as to encourage the authoritarian supervisor in his desire to dictate to everybody about everything in agricultural education. Some of these remind you of the attitude of the county agent that we have fussed about when he claimed responsibility and credit for everything that happened in his county. A fairly recent illustration of this attitude is the report of the National Conference of Head State Supervisors Vocational Education in Agriculture (OE-81005) held in Washington, D.C., May, 1960. This long list of duties and responsibilities of supervisors indicates no modesty in taking on these many professional tasks from high school through the universities, some of which would be difficult for a highly educated specialist to handle.

Another interesting question is whether the men who have been in supervision for a number of years will, indeed, be able to change their roles as expected. In some cases this will call for a completely different outlook and orientation. An analogy may be seen as the business analyst in explaining the difference in a modern salesman from the traditional traveling salesman. He explained that it was the difference in *selling* and *marketing*. The storied salesman of old *sold* his goods to the customer—whether he wanted them or not. The modern salesman *services* the customer by learning what goods he wants, when, how delivered, etc.

If the modern supervisor is to be the educational leader that is desperately needed in agricultural education today and in the years ahead he will develop his ability to see the larger educational situation and problems, leaving to the local administrators such problems (?) as teacher vacation, a subject which took an entire page in OE-81005. If we have specialized teachers, will we need specialized supervisors?

CAYCE SCARBOROUGH

The theme of Innovations in Supervision this month concentrates on supervision at the state and district level. However, this does not mean that local supervision by the teacher of vocational agriculture is any less important. In fact, in the years ahead it may be that supervision above the local level, as we have known it in the past, will disappear and local supervision will be our major concern.

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

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

It seems a little ironic that there is no "official" recognition of vocational agriculture as a desirable training ground for the future vo ag teacher. A close look at the USOE coding of Instructional Areas finds "Teacher" buried as a sub-head under the miscellaneous title of

Theory & Practice

"Other Agriculture." So, on the one hand we are bemoaning the need for teachers and trying to step up a national recruitment program while not admitting that high school vo ag may well be a big first step toward becoming a teacher of vocational agriculture. A number of proposals included an Instructional Area of "Agricultural Professions," including the many semi-professional occupational opportunities. By the way, speaking of coding, one of the characteristics of the tractive supervisor is his strong effort toward codifying, according to Professor Harris.

Please note that subscriptions to the magazine are now being handled by Thurston Faulkner, our able Business Manager. This is a major change in policy and should result in better handling of your subscriptions. Write him if you are not receiving your subscription. Send your renewals directly to him unless you subscribe through a "package deal" in your state.

One of the best arguments for the importance of agriculture as well as a reminder of the size of the agricultural business in this country will be found in an attractive brochure on "Motor Transport Economics." If you have not seen this report you can write Forney Rankin, Director of Farm Relations, American Trucking Associations, 1616 P Street, N.W., Washington, D. C. 20036

Everybody seems to be concerned about the image problem. Some suggest that is a major problem in recruiting students to prepare to teach vocational agriculture. The bankers have a similar concern. A recent issue of *Banking Education News* says, "For too long, the image of a career in banking has gone untended. As a result, bankers . . . have been characterized as being poorly paid and overworked in a field lacking challenge and opportunity." The statement suggests that bankers have been derelict in their duty to enhance the image of the banking career. Sounds like some statements heard about teachers of vocational agriculture!

Speaking of recruiting, note the suggested organizational chart for statewide efforts to step up recruiting. This was developed by Ralph Woodin, Chairman of the National Commission on Recruiting. I am sure that Ralph would like to have your report on how well your state program is functioning.

Letter to the Editor

Agricultural Sciences Building
West Virginia University
Morgantown, West Virginia

Dear Dr. Scarborough:

We three student teachers and our supervising teacher have discussed your article in the February issue entitled "Five, Four, Three, Two—A Modern True Story of Vocational Agriculture." We believe this article could have been entitled "Five Could Have Remained Five." (It couldn't because it didn't! Editor)

Your article pointed out that five schools were consolidated into one school with a "dynamic 5-man department of vocational agriculture" in an excellent agricultural area. You also pointed out that "through specialization, the teachers felt that they were all better teachers than in the separate schools where they did all the teaching in all the areas." We inferred from the latter statement that two or three of the five teachers handled strictly the day program, and the remaining teachers were responsible for the adult and young farmer programs. By doing this, the day program teachers had probably ceased nearly all participation in the young and adult farmer programs which entails coordinating and teaching classes, making supervisory farm visits, etc. with their previous class members. The adult and young farmer programs teachers were forced to attempt to gain the cooperation and confidence of the farmers whom they did not truly know. However, this did not work. The then total program of day classes, young farmer classes, and adult farmer classes

(also now includes the off-farm agricultural related occupations classes) began to reduce down to only the day classes program, and the teachers were reduced to only two in that there was a lack of need for them. (Good hypothetical case, but it didn't happen this way!—Editor)

What we are attempting to imply is that each of these five teachers should have continued to individually coordinate his classes and should have taught the young and adult farmers in his respective community. This was their fallacy. It is fine to specialize when consolidating and forming a multiple-teacher department, but each teacher must continue to maintain the personal teaching bonds with the young and adult farmers in his respective geographic areas. Special teachers should only be asked to teach when needed. This is a requirement for continuing and maintaining a total program in a vocational agriculture department. If these teachers would have had this point of view concerning an adult and young farmer program, we feel that they would have maintained community support, and 'five could have remained five.' This is the philosophy of the teacher trainer staff at West Virginia University, and one in which each of us had been imbued and has accepted.

Sincerely yours,
Ronald A. Layton
Sherry G. Hill
Richard J. Glass,
Supervising Teacher, Vo. Ag.
Alin W. Fint
Student Teacher, Vo. Ag.

Thanks, Gentlemen, good to hear from you
CCS

A RESOLUTION

Whereas, The Agricultural Education Magazine is guided by written policies developed by the editing-managing board of the magazine.

Whereas, These policies need continuing study and improvement.

Whereas, The leadership of the board in developing new and improved policies and leadership has resulted in a greatly improved organization of the board.

Whereas, The efforts of Dr. Orville Thompson have been directed toward this end.

BE IT HEREBY RESOLVED, that the editing-managing board express their deep appreciation to Orville Thompson for his energetic leadership, his untiring efforts, his clear thinking, and his skill in securing cooperation of many different persons during his service as Chairman of the Board.

—Editing Managing Board
Agricultural Education Magazine
Dec. 7, 1966, Denver, Colorado

No special issue of the magazine this year has been devoted to planning our summer program. However, this does not mean that this is not important to each person and the program for which he is responsible, but how effectively the summer months are used has implications for all in agricultural education. Anything less than a 12-months program will endanger the entire program in agricultural education, I believe.

Does your summer plan include some specific efforts for your own professional improvement in some area that you have been neglecting in the rush for everyday routine? I don't mean what the other fellow should do, but how about *me*? Another *must* is that family vocation, no one is too busy for that high priority item.

Thanks for your letters and articles. See you next month.

Cayce Scarborough

Guest Editorial—

What Comes First . . . Egg Or Chicken?

T. L. FAULKNER, Supervision, Alabama

If agricultural educators expect to get results, what should come first in planning the content of the vo-ag instructional programs? Is the sound instructional program planned on the basis of occupational competencies needed, or do we plan competencies needed on the basis of the instructional program? It makes sense to me if vocational agricultural instruction is planned and based upon the occupational job requirements. The instructional and training needs are found where the jobs are. For this reason, the occupational objectives of students enrolled in vo-ag should be determined first, and then the vo-ag course of study developed. It should be planned and executed on the basis of the occupational competency requirements.

It is impractical and unrealistic to hold the idea that occupations in the agricultural industry are the result of the agricultural training received by prospective workers. So many horticultural positions, for example, do not exist because so many students received training in horticulture. Rather, it is the other way around, or should be. Students receive training in horticulture because there are jobs available in the horticulture field.

This is the realistic approach, and it is the only practical method of applying agricultural education. It should be the only method; unfortunately, it may not always be.

To be useful, practical, and realistic, agricultural education must respond to the law of supply and demand at work in the agricultural industry, just as all

other worthwhile elements of American life respond to that same law. Responding to the law of supply and demand is the only way that agricultural education can achieve any sort of American-type success, progress, or efficiency.

The only practical progress that vocational agriculture can make is for agricultural educators to attempt to predetermine the educational needs of their students. This progress can only be made by gaining knowledge of the occupations that agriculture students are likely to follow after graduation.

If agricultural educators agree that their work is worthy enough to be taken seriously, and to be done well, then they must also agree that the course content for agricultural training should be based on the requirements of the occupations their students are likely to follow. Agricultural educators, then, should have as one of their first concerns the identification of agricultural occupations and requirements for success in these occupations.

The lack of a suitable definition of what agricultural occupations are, and the lack of a working system for identifying the competencies and skills required by these jobs, could have destroyed the effectiveness of agricultural education years ago. That they did not, however, is probably due to the work of some outstanding classroom teachers. These teachers could see the need for providing agricultural training programs which had course content based on occupational requirements. As far as they were able to determine these require-

ments, the agricultural education programs functioned satisfactorily. As agricultural occupations became more numerous, and as their requirements changed and became more complex, local classroom teachers became less and less effective at devising proper course content.

The time has come now for the development of a suitable definition for agricultural occupations. A system for educators to use in identifying the competencies and skills required by agricultural occupations is also needed. This definition, and this system must have application beyond the local level, and must include all areas of the agricultural economy.

There may have already been too much emphasis in agricultural education, at the administrative levels, placed on numbers of students, numbers of teachers, numbers of departments, names of courses, contests and awards, publicity, developing course outlines, preparation of subject matter, and the precise use of words. There may have been by now too little emphases placed on the first order of business for agricultural education: preparing students for agricultural occupations. It is at these same administrative levels, where in the past there may have been too much done of one thing and too little of the other, that there needs to be begun the practical and intelligent work of relating agricultural training to agricultural occupations. That's where the jobs are.

A NOTE OF URGENCY

Speaking in simple terms, we might say that agricultural scientists today are confronted with a whole new set of problems and values. Hence, an agency like USDA suddenly finds itself catapulted out of the comfortable spot of, say, deciding what fertilizer to recommend for the back forty. And the complexity and urgency of the situation show up when we realize that these problems and values now concern not only urban people, but indeed those in the outermost reaches of the globe. Several of our authors in this issue mince no words in identifying areas of urgency, as they see them. Finding the proper solutions, we suspect, will not be an easy task.

—Agricultural Science Review
Fourth Quarter 1966

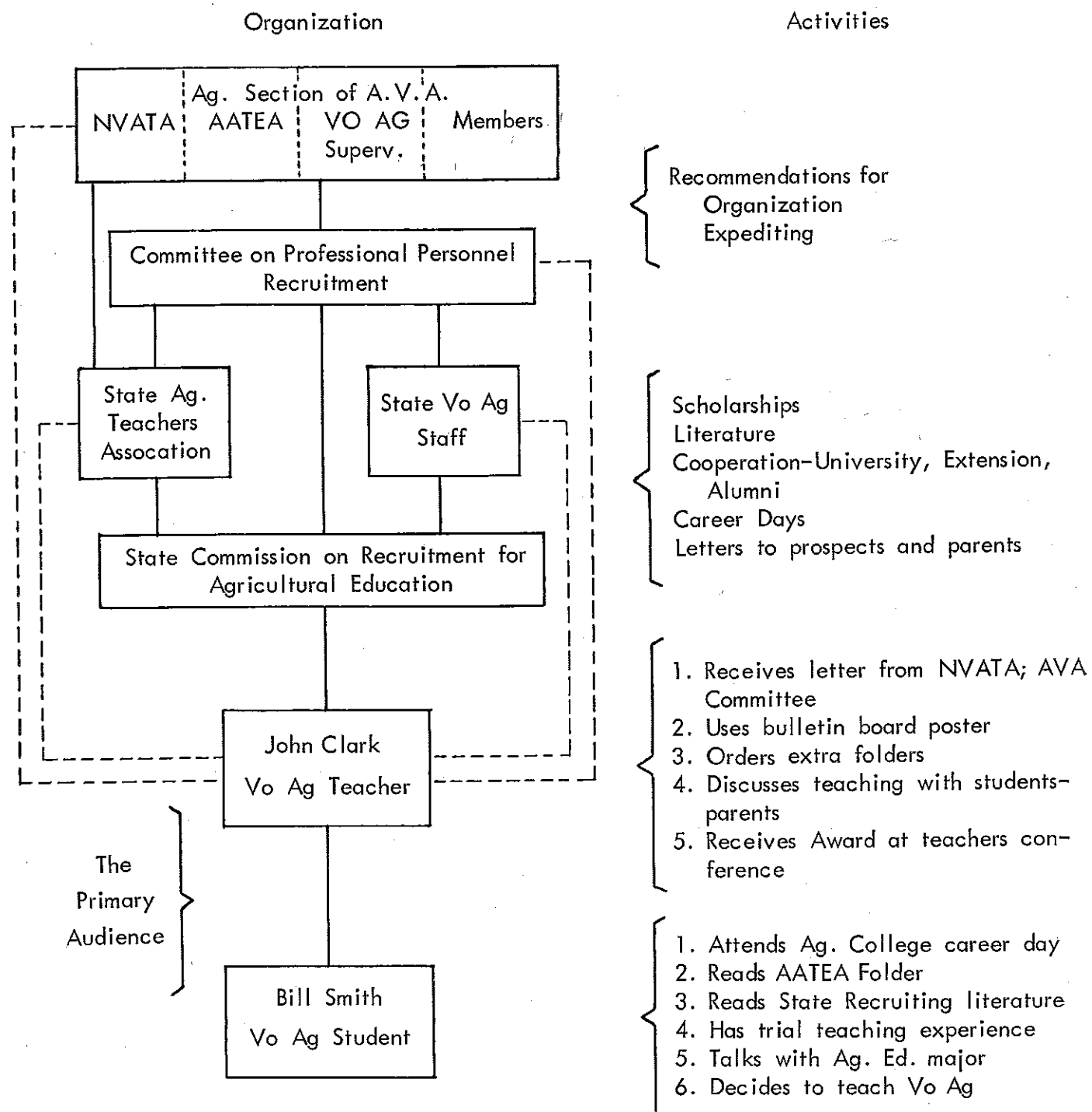
THEMES FOR THE AGRICULTURAL EDUCATION MAGAZINE

August—December 1967

Volume 40

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| August— | OUR PROFESSIONAL ORGANIZATIONS
(Ag Division AVA, AATEA, NASAE, NVATA) |
| September— | TEACHING EFFECTIVELY
(High School—Post Secondary—Adults) |
| October— | INNOVATIVE PROGRAMS
(Local Vo Ag Cooperative Programs) |
| November— | OCCUPATIONAL EXPERIENCE
(In All Areas of Agricultural Education) |
| December— | TEACHER PREPARATION AND CERTIFICATION
(Requirements B.S., M.S. Special Trends) |

ORGANIZATION OF ACTIVITIES FOR RECRUITMENT
IN AGRICULTURAL EDUCATION*



* Prepared by Ralph Woodin, Ohio State University, Chairman of National Commission on Recruiting Personnel.

The Supervisor's Role In Teacher Education

DAVID R. McCLAY, Teacher Education, Pennsylvania State University



D. R. McClay

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

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

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

Recruiting Young Men to Prepare for Teaching

This responsibility must be given more attention in the next decade than in recent years if schools wanting to start agricultural programs are to do so with qualified teachers. Current student enrollments in teacher education programs in most states are not large enough to meet teacher replacement needs to maintain existing programs. The shortage of qualified vocational agriculture teachers with depth of training and experience is one of the most serious deterrents to expansion of educational programs in agriculture in the secondary schools of our nation.

Selecting Teachers

The supervisor is considered to be an authority in his field. Not only must he keep himself informed as to where qualified teachers might be found, but also his appraisal of an applicant for a position is usually sought and carries considerable weight with school officials.

Indoctrinating New Teachers

Familiarity with the schools, teachers, administrators, and agricultural resources in a geographic area provides the supervisor with a valuable bank of knowledge which can be tapped to help beginning teachers in becoming successfully launched in new positions.

Improving Teaching

The supervisor's role as a teacher educator is most pronounced when he works with teachers in their schools. By using a "let me help you" approach rather than being authoritarian with the teacher, the supervisor can offer suggestions which will result in the adoption of the best techniques and methods of instruction for a specific school and consequently better teaching. The supervisor's knowledge of teaching materials needed for high quality instruction of specific units of subject matter can be very useful to the teacher. His support in securing adequate facilities, equipment, texts, and supplies for a school goes a long way in providing the best possible environment for learning at a reasonable cost.

Occasionally an individual will successfully complete a university program in teacher education or obtain his teaching credential without being able to perform satisfactorily in a teaching position. Supervisors can help those who do not "fit" or probably would not succeed in teaching by encouraging them to change to non-teaching jobs. The supervisor, like the teacher educator, bears the responsibility for encouraging incompetent teachers to leave the teaching profession as well as encouraging competent individuals to enter the profession.

Encourages Professional Improvement

Dedicated supervisors, like teacher educators, recognize the value of thorough preparation for their profession. The supervisor needs the rigorous training and scholarly research experience represented by the masters or doctorate just as much as the teacher educator.

The supervisor in cooperation with teacher educators, should identify specific in-service course work needed by the teachers he supervises and give the necessary leadership to schedule the courses.

Advises Teacher Educators

Most states have joint meetings of supervisors and teacher educators. This practice provides an environment in which problems may be aired. It also improves communications between the two groups.

Does Research

I am of the opinion that until recently supervisors as a group believed that most research in agricultural education was a responsibility of the teacher educator in a university environment. With the availability of supplementary funds for improving and expanding agricultural programs through the National Vocational Education Act of 1963, supervisors now are becoming more involved in departmental and action research. This new dimension to the role of the supervisor brings him ever closer to the work of the teacher educator.

He Is An Innovator

Dedicated supervisors are continuously faced with the task of solving problems through change or innovation. Because the world changes daily, yesterday's solution to a problem might not solve the same problem today. The supervisor works in an environment in which many forces are continuously at work as does the teacher educator. Supervisors must be expert innovators to successfully perform their jobs. The work of a teacher educator is affected by the university senate, graduate school, college faculty, staff decisions and teacher certification regulations of his state. The supervisor's work is indirectly affected by most of the above plus the thousand-and-one restrictions, regulations, and rules of state government. Skill in innovation must be developed by the supervisor so that he can work at the level of excellence required for his job.

Of the many hats that supervisors of Agricultural Education wear, perhaps the one that absorbs most of their time is that of teacher educator. Teacher education must not be confined to the University campus. Often the most productive education of teachers does not take place in the environment of a university campus but occurs in a public school far from the University and through the efforts of a supervisor of Agricultural Education.

Educational supervisors are an important cog in the public education

Better On-The-Job Supervision

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



Clayton Riley

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

Who Shall Supervise

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

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

Supervision must be made by the person responsible for the classroom instruction. When the employer has too many people with whom he must work, he may become confused and find that improvement of students' skills will be difficult. Employers must work closely with the teacher giving the instruction, so that problems or learnings needed can be discussed in the classroom as well as at the center.

Many people feel that the person responsible for supervision does not necessarily need to be the vo-ag teacher. Also, some feel that other teachers should teach the related areas and the vo-ag teacher be restricted to teaching agriculture. I ask you, Mr. Agriculture Teacher, **HOW CAN YOU AS A TEACHER HOPE TO REACH, DEVELOP, AND MAINTAIN A GOOD UNDERSTANDING IF YOU ARE NOT THE ONE WHO SUPERVISES THE STUDENTS—AND HOW CAN YOU EXPECT TO IMPROVE AND ADJUST YOUR COURSE OF STUDY IF SOMEONE ELSE DOES THE TEACHING?**

How to Supervise

DO. . . . Be alert, observe what is going on without appearing to "snoop" or lounge around the training center. Be friendly with everyone, but keep your relationship with employer on a professional basis, as becoming too familiar tends to cause a relaxed and uneducational situation for student and causes problems when employer is evaluated. Be alert to progress in the work in progress. Be curious, ask questions if the opportunity presents itself. Make notes (after leaving) on items which may be used for a conference with the student or for study assignments. Work out with employer a suggested job and general sequence for work experience in his business. You can better supervise a student by assisting them in their tasks. If a student is waiting on a customer, observe, help with suggestions, and perhaps assist in filling the order. To stand and watch from a distance is of little value in determining the student's product knowledge and procedures.

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

DON'T. . . Engage in so-called "friendly" arguments on controversial questions. Don't interrupt or interfere with trainee's work. Don't permit visit to degenerate into a "bull-session". Don't appear to be loafing or just "passing time". Don't handle tools or equipment unless invited to do so. **REMEMBER, THE EMPLOYERS TIME IS VALUABLE—DON'T BE A NUISANCE—HAVE YOUR VISIT PLANNED—NEVER LEAVE BUSINESS WITHOUT RECEIVING A SUGGESTION, TAKING AN IMPROVEMENT, AND BUILDING THE SCHOOL'S RELATIONSHIP.**

When to Supervise

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

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

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

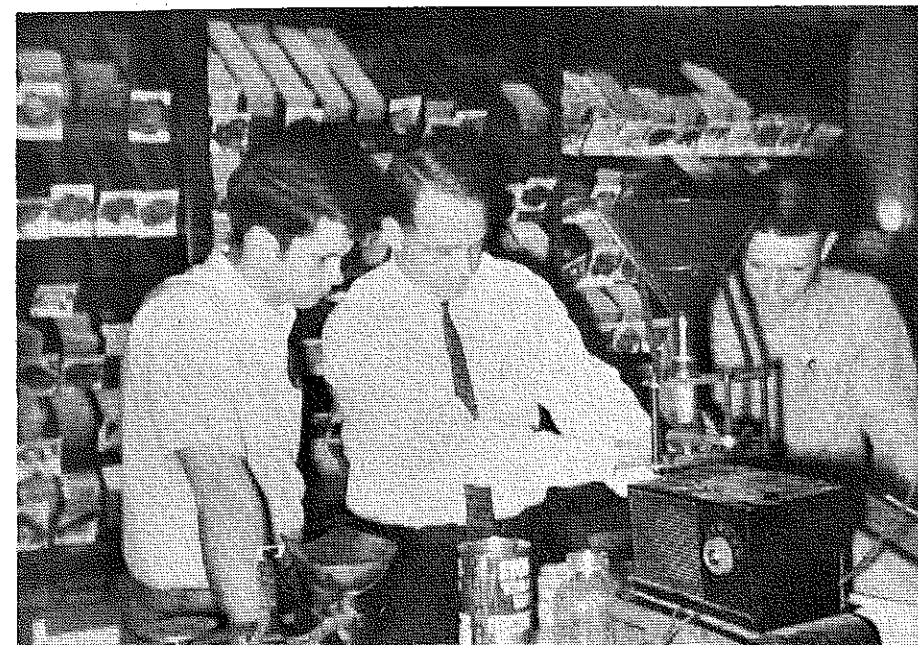
The teacher should try to supervise while students are at work, so that he may observe students, note areas where improvement is needed, check problems, and have employer discuss those areas in which the student needs improvement.

Where to Supervise

Students can be supervised: (1) In the classroom by fellow students and teacher (2) On the job by employer, customers, teacher, fellow students, and parents.

The classroom attitude and skills, shown and practiced by the students, are a good indication of how the student reacts at the center. If the teacher has a working knowledge of the centers, he can supervise and direct classroom work to meet individual situations. Students can be evaluated by classmates, and time should be allotted for comments and criticism to insure a better performance at the center.

(Continued)



Clayton Riley, Ag Occupations Instructor, on a supervisory visit behind-the-counter

On-the-job—the teacher should observe the student without interrupting his work, thus his visit will become a basis for individual instruction, conference topics, and the basis for evaluation, grading and improvement of duties and development of needed skills.

IT CANNOT BE STRESSED TOO HIGHLY THAT YOUR SUPERVISION OF STUDENTS AND WORKING WITH EMPLOYERS IS THE BASIS FOR YOUR CLASSROOM INSTRUCTION AND THE DEVELOPMENT AND IMPROVEMENT OF THE COURSE OF STUDY.

Why Supervise

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

(Continued)

Before leaving the training center, the following information should be obtained:

Information to be Obtained

- (1) Is the employer satisfied with the trainee?
- (2) What is the trainee's attitude toward his job, employer, and fellow workers?
- (3) Is the student progressing according to the training plan?
- (4) What instruction is being given on the job?
- (5) Is the student satisfied with his training?
- (6) What-related instruction is in need of urgent attention?

Keep a record of visits so that you can evaluate growth and development of the student and his employer.

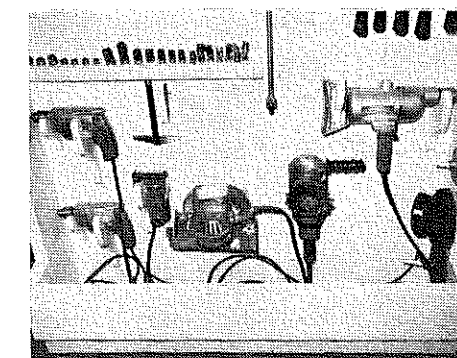
Power Tools Stored Ready For Use

KEITH CARLSON, Vo Ag Teacher,
Belmond, Iowa

Tired of unraveling power tool cords in your tool cabinet? Cords for power tools are no problem with this tool cabinet in the agricultural mechanics laboratory in Belmond, Iowa.

All power tools are placed in their brackets near the bottom of the cabinet. All electric cords are allowed to drop into the space provided for them at the bottom of the tool cabinet. Students do not have to spend time wrapping cords around pegs or other devices to keep them out of the way. No tools are placed in this area. When a drill, or other power tool, is needed the cord is free and can be quickly placed into service by your students.

The base of this cabinet was made 14 inches deep to allow the sides of the cabinet to be constructed from 2 x 8's and the door edges from 2 x 6's. The back and the door of the cabinet are 4 x 8 sheets of 3/4" plywood. Six hinges were used to prevent the door



from twisting when other tools were hung on the door. Material cost of the cabinet was under 40.00.

When closed, over 60 square feet of safe storage area are concealed in this neat appearing cabinet. Yet, power tools as well as hand tools are easily located and accessible for immediate use by your students.

Developing a Calendar of Summer Activities



William Day

WILLIAM M. DAY, Vo Ag Teacher
Harrisonville, Missouri

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

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

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

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

1966

CALENDAR OF SUMMER ACTIVITIES OF VOCATIONAL AGRICULTURE DEPARTMENT

June 6-9	Annual Vocational Agriculture Teachers Conference—4 days
June 16	FFA meeting—7:30 p.m.
June 27-July 2	FFA Leadership Training Camp—6 days
July 7-13	First half of summer vacation
July 19	Black and White Show—Pleasant Hill, Missouri
July 21	Electricity Workshop—Clinton, Missouri—All day
	FFA meeting 7:30 p.m.
Aug. 1	Cass County Junior Livestock Show
Aug. 9-10	Windsor FFA Fair (Central Missouri District FFA Show)
Aug. 18	FFA meeting 7:30 p.m.
Aug. 22-26	Second half of summer vacation
	Daily schedule as arranged by monthly calendar.

Summer activities shall include:

- Interview prospective students not enrolled in high school and counsel with them.
- Review the supervised farming programs of each all-day student at least three times. Where work experience is involved, encourage as varied experience as possible so that a variety of skills may be learned.
- Review the farming programs or work experience of each young and adult farmer member.
- Offer encouragement to establishment in a gainful agricultural occupation to former students.
- Plan 1966-67 class work and place on the calendar.
- Revise lesson plans.
- Revise inventory.
- Recommend books, supplies, and equipment. Order that which is authorized by the school administrators.
- Improve shop facilities.
- Improve classroom facilities.
- Schedule 3 FFA meetings.
- Mail 3 Vo-Ag—FFA newsletters.
- Prepare articles for local newspaper about department activities.
- Make plans for improvement of supervised farming programs of students.
- Make plans for improvement of shop activities for the new school year.
- With the help of the principal and counselor, set up pre-requisites for enrollment in semester courses.
- Work on permanent records of each boy enrolled since starting the department.
- Participate in and assist with the following church, community and civic activities:
 1. Serve in the Methodist church as chairman of the commission on Stewardship and Finance and teacher of Sunday School class.
 2. Serve as vice-president of Lions Club.
 3. Serve as director of Civil Defense.
 4. Assist with other activities which do not interfere with regular school duties and obligations due own family.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Columbia	2 a.m. Office p.m. T. Schrock J. Baker G. McCleary Anderson H. Huff	3 a.m. Office p.m. P. Belcher M. Woolery J. Woolery M. Clary	4
6	7	8	9	10 a.m. Office p.m. Larry Haug Jim Craig D. Long D. Brelsford	11
VOCATIONAL AGRICULTURE TEACHERS CONFERENCE					
13 a.m. Office p.m. M. Kohler Hartzler K. Daniel 7:00 Lions 8:00 Civil Defense	14 a.m. Office p.m. Mickey R. Martinson B. Story R. Bailey S. Bailey	15 a.m. Office p.m. R. Bretz Kingsolver D. Payne L. Larsen	16 a.m. Office p.m. T. Bass Mayfield R. Warner Audsley 7:30 FFA Meeting	17 a.m. Office p.m. D. Wagner B. Wisner Vineyard	18
20 a.m. Office p.m. Bohannon E. Jones Hawley Maloney 7:00 Lions	21 a.m. Office p.m. Rushly Ramsey Knox Spencer	22 a.m. Office p.m. Goddard Brigham Wood Yoder	23 a.m. Office p.m. Alderton Dykes Hoffman Wilson	24 a.m. Office p.m. Grounds Todd Kropf Kuehn	25
27	28	29	30	--- STATE FFA LEADERSHIP TRAINING CAMP ---	

P. O. Box 116
Harrisonville, Missouri
May 31, 1966

FFA NEWSLETTER

Dear FFA Member and/or Vocational Agriculture Student:

This is the first newsletter for the summer of 1966. Please check the enclosed calendar for the date scheduled for a visit at your home. If this date is not convenient, call or write me a post card and give me a time more convenient to you. I will change the date. FFA MEETING:

June 16, 7:30 p.m., Vo. Ag. Building. Should be over by 8:30 p.m. FFA CAMP:

June 27-July 2. You should have your health information form and instruction sheet by now if you paid \$2.00 reservation. If you do not have these sheets, call me. We will meet at the high school at 10:00 a.m. Monday, June 27 unless other specific arrangements are made with you privately. We could pick up some members on Highway 2 on our way. Read all your instructions carefully. Those who would like to attend camp and have no reservations, let me know.

RECORD BOOKS:

Have your record books ready for inspection when I visit you. If I can help you with it, please let me know. I will have a supply of each the blue and the white books for your convenience if you need one.

Very truly yours,
William M. Day, Advisor
Harrisonville FFA Chapter

Sutliff Memorial Planned

J.O. Sanders, Supervision (retired)
Guilford, N.Y.

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



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

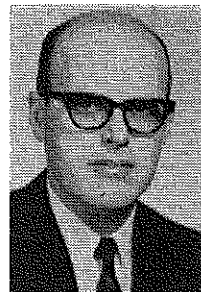
A special committee, the Ralph C. S. Sutliff Memorial Committee, has been established by the New York Future Farmers Leadership Training Foundation, Inc. to receive contributions for the center, which will cost approximately \$40,000.

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

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

Camp Oswegatchie, site of the center, covers 1,200 acres in the western foothills of the Adirondacks. It was purchased in 1946 by the New York Future Farmers Leadership Training Foundation, Inc. In 1966, 600 boys and 60 advisors attended camp sessions from July through August.

Foundation Treasurer J. M. Carter, Lyons Falls, N.Y. 13368, is in charge of receiving contributions.



Martin B. McMillon

Not New—

Supervision and Co-op Education

Martin B. McMillon, Teacher Education
University of Minnesota

Training Plans

Formal arrangements whereby youth may learn the knowledge and skills possessed by those successfully engaged in occupations have been used throughout recorded history. Today such arrangements continue to be an important part of occupational training, particularly the training given in conjunction with the public schools.

New provisions in the Vocational Education Act of 1963 caused the attention of agriculture educators to be focused more sharply upon cooperative arrangements for education. The term "cooperative education" is not intended to refer to any of the present training arrangements of the vocational services. Cooperative education in this article means a joint effort in which the school works in cooperation with someone capable of providing experience and instruction which the school alone cannot provide.

Cooperative education was not entirely a new concept in vocational agriculture prior to passage of the 1963 legislation. Vocational agriculture students in Massachusetts, for example, have been placed on farms operated by persons other than their parents since the passage of the Smith-Hughes Act of 1917. Through farm-placement, the farm operator is expected to teach the student the knowledge and skills used in the operation of the farm. In much the same way, non-farm agricultural personnel teach their knowledge and skill to student learners. Teachers of vocational agriculture who have been involved in farm placement arrangements have already faced the question of training plans, training agreements, and other aspects of a placement-employment program.

If sound principles of cooperative education were followed in farm placement, these same principles will apply to placement in agricultural businesses. Certain principles of cooperative education seem to be timeless and spaceless as is demonstrated by a study of history.

Many of the problems faced today in cooperative education in agriculture were problems in earlier times and were solved in much the same way as they should be solved today. A few interesting parallels follow.

Xenophon (435-355 B.C.) had the following to say about including the things to be learned in "training agreements:" "Just as necessary as when a man put his son out to apprenticeship to be trained that a contract should be made concerning what the son should know (learn)".

Training plans are as necessary today to insure that systematic experiences are obtained which lead to gainful employment as they were in Xenophon's time. Each student placed for occupational experience requires an individual, written plan of training. The experiences included in the training plan are selected with the occupational goal of the student firmly in mind. The experiences should be listed in the sequence in which they are to be obtained because certain experiences are prerequisites of other experiences. Development of the training plan is a joint responsibility of the superior of on-the-job training, the student and the representative from the school, who will in the majority of schools be the Vocational Agriculture teacher. Involvement of the student in the development of the training plan causes the student to think seriously about his ultimate vocational objective and the competencies he must develop. Through development of the training plan, the employer also becomes more aware of the occupational objective of the student and the necessity of providing appropriate activities and on-the-job instruction.

Trainee Wages

In ancient Egypt, the wages an apprentice received for work depended upon the skill of the apprentice and what he could produce. If *nothing* of value was produced, the trainee had to pay for the instruction. If *something* of value was produced, the master paid the apprentice. This practice is demonstrated in the following quotation.

According to the weavers, the nail-maker and the hair-dresser, the masters must pay for the food and clothing of the apprentice and in addition pay wages which vary according to the skill of the learners,

and they agree in further return for the labor of the apprentices to teach their trades to them. In the case of the . . . shorthand writer. . . the master is to receive payment for his teaching.¹

The principle is sound today but some educators believe that wage and hour laws do not permit non-paid experience in businesses. It is necessary for students to spend some non-productive time in businesses for which they do not earn wages. Many educators believe strongly in the practice of "earning while learning." Admittedly the making of a profit while gaining experience is important but the educational value of experiences should be given primary consideration.

Earnings are a good source of motivation and where earnings and supervised experience can be combined the situation is ideal. However, some experiences must be gained where earnings are not involved. Earnings have not often been involved in supplementary farm practices or improvement projects. Experiences in agricultural occupations other than farming will also need to be supplemented by experiences in which earnings will not be involved. Students placed with professionals such as county agents and foresters will usually not receive pay unless it is from the work-study provisions of the Vocational Education Act of 1963 and other federal legislation. The fact that no pay is received does not reduce the value of the experiences. Earnings are a valuable additional aspect of experience programs but experience programs or parts of experience programs which do not involve wages are just as valuable and should not in any way be discouraged.

Entry Levels Into Occupations

The history of apprenticeable occupations provides an example of the necessity of entry occupations. In the apprenticeable occupations, one can only become a master after having been a journeyman. A quotation from Mays is

¹ Arthur B. Mays, *The Problem of Industrial Education*. (New York: The Century Co., 1927), p. 20.

appropriate to exemplify the point. "Upon passing a successful examination he became a 'journeyman', or a day worker as the name originally meant, and when he became able to pay the necessary fees and to set up an establishment of his own he might become a master."²

Establishment in farming and other forms of self-employment in agriculture is usually a slow process. Also in agriculture business, a young man seldom starts as the manager of the business, but must enter the business at a lower level and work up. The level at which a worker enters an occupation is dependent, upon age, ability, education, experience, and to a certain degree the customs surrounding entry into the various occupations.

Teachers of agriculture, students and the student's parents should consider the above factors relating to entry level into occupations and try to see that plans for establishment in an occupation are as realistic as possible.

Importance Of Supervision

The importance of supervision to the success of on-the-job training has long been recognized. According to Mays, supervision was important in the days of the craft guilds. One quotation is given here as evidence. "In all cases the process of making a master worker was closely supervised and regulated by the guild. This fact is one of the chief reasons for the success of this system of training."³

Supervision has been considered an essential part of practical experience in vocational agriculture since the passage of the Smith-Hughes Act. The Act states that each person who is enrolled in vocational agriculture must have at least six months of "directed, or supervised practice in agriculture, either on a farm provided for by the school or another farm. . ."

Supervision of experience programs in non-farm agricultural occupations is also extremely important. An individual in the agricultural business must be designated as a training supervisor. Also, a school representative must spend considerable time in the supervision of students. Frequent visits should be made to the business by the school representative. Supervisory visits which are so important to the success of farming programs are also important for other occupational experience programs in agriculture.

Summary

As the foregoing examples have shown, cooperation between the schools and agricultural businesses in the education of vocational agriculture students involves

² *Ibid.*, p. 32.

³ *Ibid.*

What Would Happen If--

John F. Thompson, Teacher Education,
University of Wisconsin



John F. Thompson

WHAT WOULD HAPPEN IF: *Vocational educators finally realize that in-depth skill development prior to grade twelve is not educationally sound for the majority of our students?*

Skill development was started as an integral part of high school vocational programs when: (1) we knew very little about the vocational development of students, (2) guidance techniques were much less refined than they are at present, (3) high schools were serving a different function than they are today, and (4) the world of work was quite different than it is today. Skill development as an end in itself has not been questioned but has simply been taken for granted by far too many vocational teachers.

many of the same principles which have been sound in cooperative educational arrangements over a large span of history. Only, four principles have been covered in this article and there are many more. Briefly, the four principles were the following:

1. *A sequential list of activities to be completed by the student in a training station which has been agreed upon by the student, the training supervisor, and the school representative insures maximum educational value to the student for the time spent in the agricultural business.*
2. *Employers of student learners generally do not wish to pay wages for unproductive time spent in the business and all experiences which a student needs to obtain in preparation for an occupation are not gained in a productive work situation; therefore, the percent of time spent in the business in performance of productive work must to some extent determine the amount of wages paid to the student learner.*
3. *In all occupations or families of occupations there is an appropriate and socially acceptable level of entrance. This entrance level varies with the experience, age, and education of the individual but nevertheless must be considered in making occupational plans.*
4. *On-the-job experience without supervision would be equivalent to school without a teacher. Adequate learning is dependent upon adequate supervision.*

Vocational development like other developmental behaviors emanates from general developmental theory which affirms that one's development occurs in an orderly sequence of life stages. We know the live stages of a career are growth, exploration, establishment, maintenance, and decline. The tasks which one encounters while he grows through the life stages are crystallization (ages 14 to 18 for most youth) specification, implementation, stabilization, and consolidation. Researchers have also been able to formulate sets of verbal and instrumental behaviors associated with the above tasks, especially crystallization and specification tasks.

Essentially during ages 14-18 which corresponds to the age span of most youth who are in our high school vocational programs, a youngster is crystallizing a vocational preference. At this time he is *differentiating* occupations. He pulls many occupations apart to see what the worker in that occupation really does. During the latter phase of crystallization he goes through a series of behaviors to *integrate* his occupational preference. This process of focusing in results in a tentative occupational preference. It is only after a student has matured to the specification stage, and this does not occur prior to the end of grade eleven for most youth, that in-depth skill development becomes educationally sound.

This is not to say that skills have no place in a tenth grade vocational program. Rather it is saying that they must serve a far different function from the purpose for which we now use them. Skills, along with a variety of other instructional techniques such as work experience must be used as a means of helping high school youth crystallize a vocational preference. Our educational tasks in the early phase of our agricultural programs is to "open" the student, and this is to be accomplished by exposing him to as many kinds of agricultural occupations as it is humanly possible for us to do. We should not "narrow" him until much later in our program.

Rank of Teacher Trainers and Supervisors

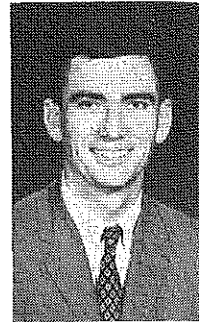


Melvin Bright

MELVIN BRIGHT and LEWIS FORREST

Research Assistants

North Carolina State University



Lewis Forrest

The teacher of vocational agriculture as an employee in a public school system is a member of a complex organization. The complexity of organization in public schools is increasing due to such factors as consolidation, expanded programs, and changing roles of persons employed in the system.

As in any organization the behavior of the members is influenced by other members of the system. The Vo-Ag teacher's behavior is influenced by people in subordinate and superior positions. He must be concerned with his clientele and with community needs, and he also must deal with his principal, superintendent, and other superiors within the organizational framework.

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

The data were collected from Vo-Ag teachers in North Carolina with two years or less experience. There were twenty-five teachers included in the study. The respondents were asked to "List the five key positions in order of their importance (from your point of view) who most influence what you do as a teacher of vocational agriculture?" The data were summarized and the information presented here constitute a limited amount of the findings. The respondents were divided into two groups

as follows: (1) "first-year teachers" (one year or less teaching experience); and (2) "second-year teachers" (less than two years experience but more than one year).

Findings

The first-year teachers ranked teacher trainers as fourth in importance and assistant state supervisors as fifth. Included in the first three ranks of this group were (1) co-worker, (2) principal, and (3) other Vo-Ag teachers. In other words, teacher trainers and assistant state supervisors take a "back seat" to people on the local scene.

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

Limitations

Realizing that the data were collected from two separate groups and not from the same group at two different points in time, the implications are limited to questions which can be raised for future investigation. In raising these questions

the authors suggest that further investigation be of a longitudinal nature and study one group at different times in order to determine what changes occur in the teachers selection of influentials as the teacher gains teaching experience.

Some questions that might be investigated are: (1) Do teachers really rank teacher trainers higher and assistant state supervisors lower at the end of their second year of teaching than they did at the end of their first year of teaching when studied longitudinally? If so, then the data from our survey is representative, but if not, then our data is biased to differences within the individuals who responded. (2) If the changes in ranking described in question one and indicated by our findings really occur, what factors are related to these changes, or in other words, why do they occur? (3) How do teachers in multiple-teacher departments differ from teachers in single-teacher departments in their selection of influentials? and (4) How does the pattern of selected influentials change over long periods of time such as five or ten years?

The purpose of this article is not to suggest that the teacher trainer and assistant state supervisor should maintain high or low rankings as influentials among beginning teachers. It merely points out some interesting findings from our study and raises questions of common concern that can only be realistically answered in studies of a longitudinal nature.

"Teacher trainers and assistant state supervisors take a 'back seat' to people on the local scene in influencing beginning teachers"

Evaluating a State Program

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



B. C. Bass

The primary purpose of evaluation is to reach a decision relative to how we are doing. When we determine what former students of vocational education in agriculture are doing at a particular time, important data is provided which, when analyzed, reveals to some extent the effectiveness of the instruction provided these students. This line of thinking prompted J. M. Campbell, State Supervisor of Agricultural Education in Virginia, to assemble and analyze during 1966-67 occupational data pertaining to students who completed three or more years of vocational agriculture and who were graduated from or left high schools in Virginia during the fiscal year ending June 30, 1966. The occupational status of each of 2,065 former students of vocational agriculture was studied. (See Table I).

The Findings

More than one-fifth (22.32 per cent) of the former students were in the armed services, nearly one-fourth (23.15 per cent) were in school (college or other) full time; and, for other reasons, 6.20 per cent were not available for placement. This makes a total of 51.67 per cent of the former students who were not available for placement and 48.33 per cent who were employed or available for employment.

Of the 998 former vocational agriculture students who were employed or available for placement, one-fourth (25.55 per cent) were farming; more than one-seventh (15.73 per cent) were employed in other agricultural occupations; more than three-tenths (31.26 per cent) were employed in occupations related to the training they had received in vocational agriculture; and one-fourth (25.25 per cent) were employed in occupations not related to the training they had received in vocational agriculture. A total of 97.79 per cent of those employed or available for employment were employed full time and an additional 0.80 per cent were employed part-time. The employment status of 8 (0.80 per cent) of the students was unknown and only 6 (0.60 per cent) were unemployed.

It is highly complimentary to the teachers of vocational agriculture in Virginia that 724 (72.54 per cent) of the 998 former students who were employed or available for placement were engaged in occupations in which they were utilizing the training received in vocational agriculture.

Table I
SUMMARY OF OCCUPATIONAL STATUS AS OF OCTOBER 1, 1966, OF STUDENTS IN VIRGINIA WHO COMPLETED THREE OR MORE YEARS OF VOCATIONAL AGRICULTURE AND WHO WERE GRADUATED FROM OR LEFT SCHOOL DURING THE FISCAL YEAR ENDING JUNE 30, 1966

	Number	Per cent
1. Total former vocational agriculture students	2065	100.00
2. Former students not available for placement:		
a. In the armed services	461	22.32
b. In full-time school (college or other)	478	23.15
c. All other reasons	128	6.20
d. Total not available for placement (add a, b, and c)	1067	51.67
3. Students employed or available for employment (subtract item 2d from item 1)	998	48.33
4. Former students employed full time:		
a. In farming	255	25.55
b. In other agricultural occupations	157	15.73
c. In occupations not related to training in Vo. Ag.	312	31.26
d. In occupations not related to training in Vo. Ag.	252	25.25
e. Total employed full time (add a, b, c, and d)	976	97.79
5. Former students employed part time	8	0.80
6. Former students unemployed	6	0.60
7. Former students whose occupational status was unknown	8	0.80

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

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

The former students who were farming plus those employed in other agricultural occupations total 412, and this is one-fifth (19.95 per cent) of the 2065 included in the study. Sanders,¹

who made a follow-up study in 1959 of 76,534 former students who studied vocational agriculture one or more years in Virginia schools from 1918 through 1955, found that one-fourth 25.08 per cent) of them were farming or in occupations related to farming.

Interpretations

The large proportion of the former students (22.32 per cent) who were in the armed forces in 1966 was nearly twice the percentage (12.44 per cent) of a year earlier and probably reduced the proportion who would otherwise have been farming or in occupations related to farming. Although this situation existed, one-fifth of the former students were farming or in related agricultural occupations in 1966 and this was interpreted to mean that developing the ability to make a beginning and advance in farming (one of the major objectives of vocational education in agriculture) is being accomplished to a worthwhile extent in Virginia. It is noteworthy that this is being done even though the proportion of the population engaged in farming greatly decreased in recent years.

¹ Harry W. Sanders, "A Follow-Up Study of Students of Vocational Agriculture in Virginia, 1918-1955." Non-thesis study, 1959. 14 p. Department of Vocational Education, Virginia Polytechnic Institute, Blacksburg.

Time To Evaluate



Gary Jones

GARY L. JONES, Vo Ag Teacher
Peabody, Kansas

At the end of every grading period, how many teachers have heard students saying, "I got a D because that old Ag teacher has got it in for me" or "he flunked me because he just doesn't like me?" How many times have you heard students saying, "I failed this six weeks and that was the grade I had coming and I know why?"

The first are quite common but the last statement is seldom heard in many vocational agriculture departments. Eight years ago Dr. Raymond Agan, Kansas State, suggested to a group of Vocational Agriculture teachers that they try a self-evaluation system in grading vocational agriculture students. We were tired of hearing students and parents complain about their grades and progress in agriculture. With a few changes, to fit our situations, we started using this grading system.

Here's How Plan Works

The students fill out the evaluation sheet at the end of each six weeks. The first section of the sheet includes the boy's name, date and grading period number. The production phase of the farming program is listed each time in addition to Improvement projects and additional farm practices completed or in operation for that six weeks. Boys list items completed that six weeks which pertain to their farming programs and dates they were visited by the advisor or their FFA big or little brother. The record book is checked, also, at this time. The students evaluate their own program and records by giving themselves a justifiable portion of the possible thirty points.

The classroom section of the program also has a value of thirty points. This is broken down into six sections worth five points each: contribution to class discussion, attitude in class, examinations and quizzes, notebook, interest shown on field trips, and conduct and language.

The farm mechanics section also carries a possible thirty points. This is broken down into six sections: quality of work, attitude, suitable shop project, cooperation in cleanup, and working on personal motivation.

Section four of the evaluation sheet is for FFA participation. This only carries a ten point value, but the students must be FFA members to receive this credit. Non-FFA members may make a maximum score of ninety points, which is a grade of B. Since much FFA material is covered during class time, the FFA members should receive a bit of credit for carrying out this knowledge. We assume a grade of A is for the students doing more than is asked or expected. The FFA participation score is

If, during the six weeks, one or more of these items is not used and one is used much more, then the credit or dis-credit is placed here. During some six weeks no field trips are taken, so this weight is generally placed on the exams and quizzes.

MY PERFORMANCE IN VOCATIONAL AGRICULTURE

NAME _____		DATE _____	SIX WEEKS _____
PRODUCTION PROJECTS (Calf, pigs, sheep, etc.)	IMPROVEMENT PROJECTS (Fence, building, painting)	ADDITIONAL FARM PRACTICES (Other than farming program)	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
I FARMING PROGRAM (Including Records) THINGS DONE THIS SIX WEEKS		DATES VISITED OR WAS VISITED	
_____		_____	
_____		_____	
_____		_____	
		(Possibly 30 points) My estimate _____	
II CLASSROOM			
Contribution to class discussion			
Attitude in class			
Examinations and quizzes			
Notebook			
Interest shown on field trips			
Conduct and language			
(Possibly 30 points) My estimate _____			
III FARM MECHANICS			
Quality of work			
Attitude			
Shop projects (having suitable one to work on all the time)			
Cooperation in cleanup			
Working without being told			
(Possibly 30 points) My estimate _____			
IV F. F. A. Participation			
Attitude			
Cooperation			
Committee work			
Assisting in money raising activities			
(Possibly 10 points) My estimate _____			
V TOTAL FOR SIX WEEKS			
(Possibly 100 points) My estimate _____			
Letter Grade _____			
92-100	A		
84-91	B		
75-83	C		
70-74	D		
70 below	F		

Vo Ag is Effective in Changing Practices

GLEN D. JOHNSON
McNeese State College, Louisiana

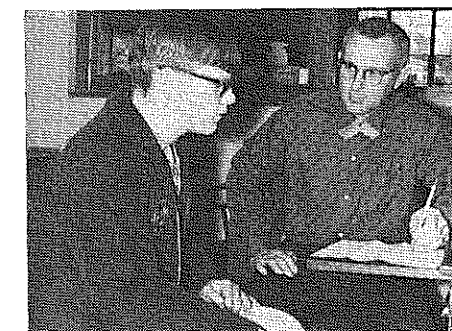
based on the four areas: attitude, cooperation in FFA activities, active committee work, and assisting in money raising activities.

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



All vo ag students fill out their own evaluation sheets each six weeks and hand in with their record books.

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



Private conferences are held if a boy or parents request or if the grade is D or F

These evaluation sheets are kept on file for the entire time the boy is taking Vocational Agriculture. These are used to help counsel parents, school counselors or others quite interested in the boy's progress. Parents who are disturbed about their son's grades tend to understand the problem and reasons when shown these grade sheets.

We wouldn't think of sending out grade cards, any more, without the students "grading themselves".

A study was conducted to determine the effectiveness of instruction in vocational agriculture in bringing about the application of selected soil conservation practices in six parishes in Southwestern Louisiana. This area comprised three distinct farming belts.

The major source of data was from records on file in the Louisiana Soil Conservation Service offices located in Southwest Louisiana. Information was obtained concerning 700 farmers who received 75 per cent or more of their income from the farm and who were cooperating with the Soil Conservation service during the period, 1960-1964. Additional data were secured from each of these 700 farmers through the use of a survey instrument.

Effectiveness

Farmers who had one, two, three, and four years of adult education in vocational agriculture and no high school vocational agriculture established a greater number of conservation practices in three, five, six, and seven out of nine comparisons respectively than did farmers who had no adult or high school vocational agriculture. In no case did farmers without adult or high school vocational agriculture put a greater number of the selected practices into use than did the farmers who had one or more years of adult vocational agriculture and no high school vocational agriculture.

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

Farmers who had one or more years of adult vocational agriculture and two years of high school vocational agriculture put a greater number of the soil practices into use in five out of nine comparisons than did farmers who had no adult or high school vocational agriculture.

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

No significant difference was found between 27 groups of farmers who had received the various levels of agricultural education in the establishment of selected conservation practices. Very little difference was noted between 17 additional groups of farmers who had received the various levels of agricultural education in the establishment of soil conservation practices.

In no comparison did farmers with adult or high school education in vocational agriculture incorporate a greater number of the conservation practices in their farming than did the farmers who had one or more years of adult and/or high school vocational agriculture.

Implications

1. There was a positive relationship between the number of years of adult vocational agriculture received by farmers and the number of conservation practices put into use by farmers. This leads to the conclusion that instruction in adult education in agriculture contributes significantly to the use of approved soil conservation practices.

2. There was a positive relationship between the number of years of instruction in high school vocational agriculture and the number of practices established by farmers; therefore, it appears that instruction in high school vocational agriculture has a significant influence on the acceptance of conservation practices.

3. Farmers with instruction in both adult and high school vocational agriculture established a significantly larger number of conservation practices than did farmers who had instruction in only one of these areas. Thus, it appears that a comprehensive program of instruction in vocational agriculture involving both all-day and adult education is desirable in order to insure the use of a larger number of soil conservation practices by farmers.

Evaluating Adult Programs

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

and

SAMUEL M. CURTIS, Teacher Education
Pennsylvania State University

Football coaches are fired and football franchises are lost when the team too often fumbles the ball in touchdown territory and fails to score. Adult vocational agriculture programs and teachers face the same dilemma as the personnel of losing teams if they fumble the "ball." The paying public demands results.

Within the past decade nearly one hundred Pennsylvania schools¹ have marched down the field by increasing amounts of teacher time for adult agricultural education instruction.

Show Results

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

Successful teachers, through years of experience in adult agricultural education work, have developed useful, clear-cut, and workable methods for analysis and measurement of results. The score for their adult programs can be posted for all to see. It is of no great surprise that many of these measurement criteria should come from the longest and proven methods used in high school programs.

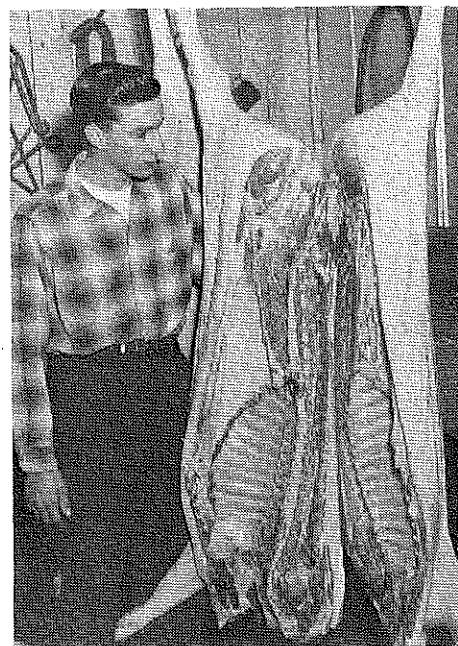
Here's How

The first step is for teachers to recognize critical problems and be cognizant of the needs of his students, the adult farmers of his school district. Problem recognition does not occur automatically; the teacher must work at it. He may use several approaches. One way is to visit with the individual farmers and learn their problems through observation and discussion. A logical tool to use is farm records analysis. The Pennsylvania Agricultural Records Association² accounts program has a modern accounting system for records analysis. The teacher

must draw on past experience, seek ideas from others and keep informed on research developments in order to recognize problems. The point is, teachers must carefully analyze the students in their environment. Next, he must explore with his students the alternatives for solving problems. Successful programs deal in depth with the understanding and application of vital subject matter material. Adults, like their high school counterparts, are not satisfied with anything less.

Problem recognition is only part of the job. The measurement of learning in actual practice among adult farmers is a necessary step. This is done by establishing and using measurable goals; the "second effort" that is needed by any good team to score that touchdown. Goal setting is an essential step in the learning process.³ Keep these goals simple and measurable. Some that have been used or suggested to be used are:

1. *Goal:* Have farmers fertilize according to soil test. Survey how many farmers in your class are doing this. Teach a corn unit, including fertilization. Provide individual and classroom instruction. One year later check how many of these farmers are using this practice. You are now on the scoreboard. Use yield checks and net return analysis to "kick the extra point."
2. *Goal:* Improve dairy herd replacements. Measure calves now being raised on the farms of your adult farmers. Also, sample feces for the presence of parasites.⁴ Teach a unit on dairy herd replacements individually and/or as a group. At a later date measure calves of the same age and check on internal parasites on the same farms. Any increase in size of calves before and after? Any decline in parasite infestation? If there is—you score again. To score the extra point, list approved practices employed by the class as a result of the instruction.
3. *Goal:* Have farmers make use of forage testing service. How many men in your school district are using the forage testing service? Don't know—survey them. Teach them what they can learn from forage testing. Help them improve both their forage production and feeding practices.⁵ Zieber⁶ constructed a complete dairy nutrition course around an analysis of dairy feeding practices of his class. A year later sample how many farmers are using forage testing. Touchdown!



Penn Manor Young Farmer examines hog carcass to determine quality after limited vs. full feeding trials under the supervision of the agriculture teacher.

4. *Goal:* Improve quality of milk produced. Why not check mastitis level in herds before and after teaching a quality milk unit to adults. Combine classroom and on-farm instruction. Williams⁷ documented the effectiveness of this instructional approach. Furthermore, your school board members will be happy to know that the milk they drink is more wholesome because of your teaching. A short demonstration for the school board with the California Mastitis Test would emphasize this point.
5. *Goal:* Improve farm management. Pennsylvania Agricultural Records Association and others offer electronic farm accounts as an excellent way to do systematic, individual on-farm instruction in farm management. Cook⁸ contends that a major responsibility of the teacher is instruction in record keeping. From his study the record needs of his students were identified. How is teaching in farm management measured? One way would be to check the percentage of growth as measured by net worth gains made in one year by your students. Compare their growth with the averages for your county. You now have concrete evidence for the administration and board of education.

Summary

Adults needs must be identified, goals must be established, and outcomes analyzed. Your teaching effectiveness can be evaluated only when measurable goals are guideposts for teaching adults. Don't lose your franchise, score those touchdowns. Determine your score with before and after surveys. List the approved practices adopted as a result of your instruction.

(Continued)

One additional step remains. Keep your administrators and school board informed. Give them more than reports; encourage them to help you evaluate instruction. Winning coaches are not fired but given new and more attractive contracts.

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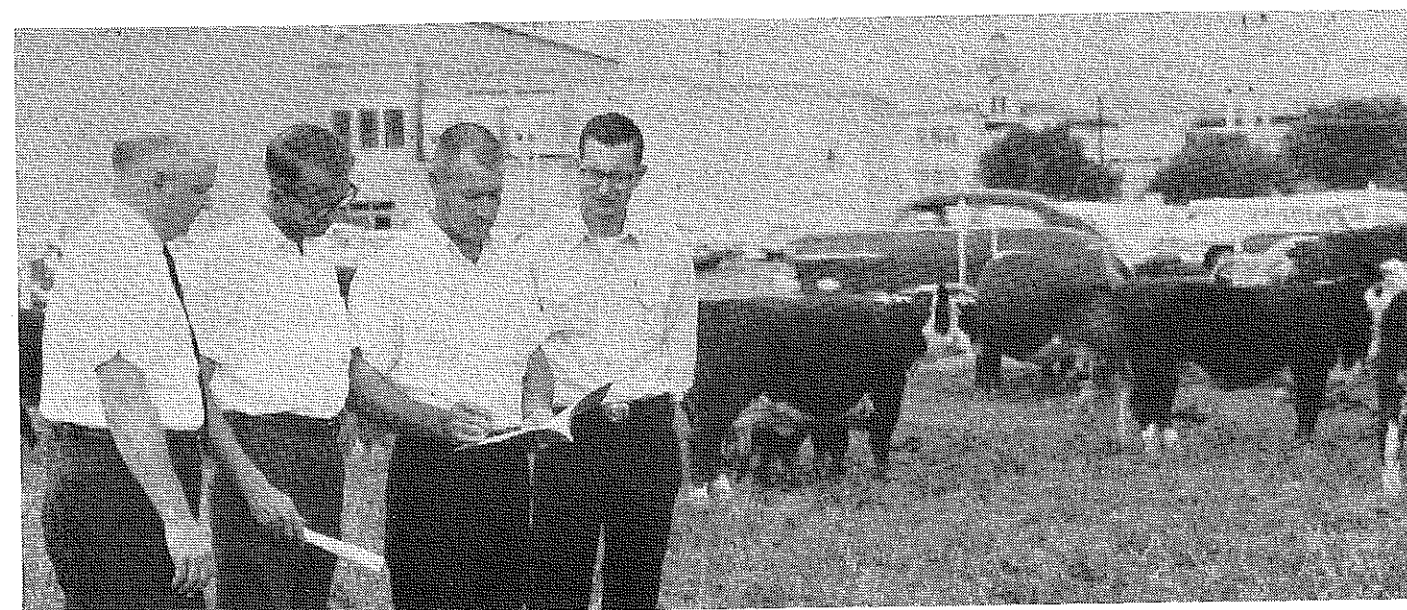
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The Editor



Dr. Arnold B. Nelson, Prof. Animal Science, New Mexico State University, discussing pasture experiments with beef cattle at New Mexico State University, with officers of the New Mexico Vocational Agriculture Teachers Association. (left to right): Dr. Nelson; State NMVATA President Glen Gabehart. Lovington; State Vice President Jim Dunlap, Kirtland; and Rosco Vaughn, Cloudcroft.

—A Case Study

You and the RCU

DANIEL S. ARNOLD, Associate Research Specialist
Kentucky Research Coordinating Unit



Daniel Arnold

Research and development activities in Kentucky, as in most states, were confined almost completely to those projects which the teacher education staff in vocational education could find the time and resources to carry out, as an addendum to their responsibility. While these projects were and are good, and while these activities have served as a stimulus for significant improvements in the vocational education program, the program of research and development was not sufficient for the size of the total vocational education program and the demands placed on it by a rapidly changing economy. The Vocational Education Act of 1963 and the resulting Research Coordinating Unit changed the situation.

It is believed that the Kentucky RCU should function in such a way as to supplement the research and development activities that have been carried on in more traditional settings. Especially it is felt that the RCU should serve to stimulate interest in and increase the quantity of such work that is being carried on *in the classroom, in the field, and at the local school level.* This paper describes, through the use of a single case, how the Kentucky RCU is reaching its objective of stimulating research and development at that level where its effect will be directly upon educational programs. The point that this instance best illustrates, we think, is the degree of involvement of several semi-independent agencies in a common venture which will result in an improved vocational-technical education program through research-based change.

Vocational Education and the RCU

In Kentucky, vocational agriculture has a direct voice, as do all other services, in determining the direction and emphasis of the research and development effort of the RCU through five Research Coordinating Committees. Each of these communities is responsible for one of five general areas that are envisioned as being essential to the vocational education effort. Each committee member is selected from the state level administration, supervisory staff and teacher education staff, and has the responsibility of representing the concerns of his service area which require

research and development activities. This means that vocational agriculture as a service is represented on each of five RCU committees by one person who occupies a leadership position in the state structure of vocational-technical education.

In this case study we are interested in the concern expressed to the RCU by vocational agriculture through one or more of its committee representatives regarding the number, type and job requirements of agricultural occupations, both on-farm and off-farm, in Kentucky. This problem was one of the earliest and continues to be one of the most persistent that the KRCU hears from vocational agriculture.

Attacking the Problem

The KRCU operates on the premise that the closer research and development remains to the level at which programs operate, the greater the likelihood that meaningful program improvement will be made on the basis of the findings. If programs of vocational agriculture other than traditional production agriculture are to be based on this research, then the greater the degree of involvement of those persons who are likely to be the designers, the implements, and the teachers of such programs, the greater the chance of acceptance of the programs will be. To be more specific, more innovative programs, quantitatively and qualitatively, will obtain when teachers and supervisors carry out the research.

But, Can They?

Kentucky, like most other states, does not have a large number of teachers and supervisors of vocational agriculture who can undertake independently a large research project. It was for this reason and also because of the determination to involve teachers and supervisors in research, that the KRCU offered during the summer of 1966 an eight-week research training institute for vocational educators supported under Title IV of the Elementary and Secondary Education Act. Seven teachers, supervisors and teacher educators in vocational agriculture participated in that institute.

So far as this case study is concerned,

the primary outcome of this institute was that one of the participants, Mr. C. O. Neel who is a state supervisor of vocational agriculture, designed a study of on-farm agriculture occupations in Kentucky. At the same time a separate group of participating teachers and supervisors designed a study of off-farm agricultural occupations in Kentucky.

As a beginning point to getting the total job done in the state, the on-farm occupational study was funded for one district with state funds in the fall of 1966. The study is being directed by the supervisor who designed it. The instrument was developed and tested by him with some consultation from KRCU staff members. He then recruited and trained vocational agricultural teachers from the district in which the study is being conducted to do the actual interviewing. These teachers are being paid a normal amount for their time, but not enough that the compensation could be their primary motive. Findings from the study will be available in the late spring or early summer.

Beginning in January the off-farm agricultural occupations study was funded from state funds to be carried out in a district adjoining the district in which the on-farm study is underway. One of the teachers who participated in its design, is taking a semester's leave of absence to direct the study in cooperation with Mr. C. O. Neel. The release of the teacher for this work was made possible by (1) the agreement of the state director of vocational agriculture to pay his salary, and (2) the agreement of the local school superintendent to an interim replacement teacher. Instrument design for the study was made again with advice from the KRCU. Local vocational agriculture teachers will again be utilized in data collection. This study will be completed in late summer 1967.

Expected Outcomes and the Future

When either of these studies is completed, the district involved will have an objective evaluation of the number and type of employment opportunities that are available and the number likely to

(Continued)

Advisory Council Not Another School Board

DWIGHT KINDSCHY—Teacher Education
University of Idaho



Dwight Kindschy

Most teachers of vocational agriculture realize the help they can receive from a well organized advisory council but too few of them actually have a functioning council. Harvey Wallace, who is working towards his M. S. degree at the University of Idaho, will conduct a survey in the near future to try and determine why there are not more advisory councils serving vocational agriculture in Idaho. Perhaps one of the most often heard reasons for not organizing a council given by local teach-

ers deals with the lack of encouragement provided by school administrators. The teacher states that his administrator does not want another board or citizen's committee to try and please. This reason is valid because there is no doubt that school administrators often have their hands full just meeting the demands of their official board. The average tenure of a school superintendent in Idaho is alarmingly short and another board would certainly not improve the situation.

A New Look

We have a few teachers in Idaho who are taking a new look at the organization and use of advisory councils. This method of organization is designed to eliminate the possibility of the advisory council developing into another board or citizen's committee to harass the administration and also relieve the agricultural instructor of the responsibility of providing a monthly agenda for his council. Some instructors have found it difficult to find enough problems where the advice of the council is needed when the meetings are held at regular intervals.

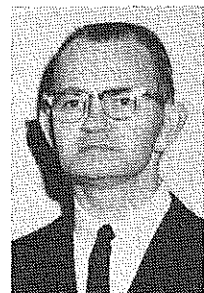
A council organized on this basis may consist of either eight or twelve persons depending on the number of people available to serve and the size of the community. The eight or twelve man council could be divided into four equal committees with a separate responsibility for each committee. Committee number one would help promote the high school classroom and shop program. Committee number two would be primarily concerned with the FFA, and a mother of two could be included on this committee. Committee number three would provide help in promoting and conducting the off-farm agricultural occupations program and its membership could consist of persons representing cooperating concerns. The fourth committee would have the responsibility of providing help in the organization and conducting of the adult farmer program. The selection of qualified advisory council members would be made easier due to the fact that each member would not necessarily need an interest in the over all vocational program but only their particular section.

The total council would meet but once a year, perhaps in January, and the annual meeting would consist largely of evaluating the past year's activities and establishing goals for the next year. This annual meeting could be an afternoon or even a dinner meeting and the school administration would be in attendance. Each of the four standing committees could report on their activities during the past year and suggest goals for future accomplishments. This meeting could also provide an excellent means of informing the community of the activities and accomplishments of the vocational agriculture program, and someone else other than the agricultural instructor would be providing the information.

Summary

Certainly, with the council, as a whole, meeting only once each year with the responsibility of reviewing the past year's accomplishments and establishing goals for the coming year, there would be very little tendency for the council to assume the authority of another school board. During the school year the agricultural instructor would work with small groups of interested laymen, only two or three persons at one time, and only when a need arises. Council members could be given definite responsibilities in regard to their particular area and this could be an important factor in reducing the work load of the local instructor. Actually each school system could have from eight to twelve people working in a public relations capacity. There is no doubt about the fact that the image of any program that directly serves the public must be considered and this could be an important additional benefit gained from the proper use of an advisory council.

Of course, in order to insure the success of any advisory council organization a definite written memorandum of understanding must be accepted by those concerned. This memorandum should include a statement of purposes, method of selecting both the original and replacement members, term rotation, and other information necessary for the proper function of the committees.



Glenn Hayes

Multilevel Reading Material Needed

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The broadening of the objectives and program of vocational education in agriculture to include instruction for all agriculture occupations plus the supportive instruction for other applied biological science jobs will increase the heterogeneity of the students enrolled in agriculture courses. This increased heterogeneity will or should impose many questions. A few of the questions for which agricultural educators will need answers follow:

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

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

Findings¹

Pupils in 21 different high schools in Illinois participated in an attempt to ascertain whether or not there was a difference in the reading ability of different social class groups and whether or not these pupils could learn better from materials written especially for poor readers.

Ninth-grade pupils (96) enrolled in vocational education in agriculture courses composed the sample of pupils studied. Three social classes were defined with the use of Sims' occupational rating scale. These classes were then divided into two groups. Pupils in one group read instructional materials written at an 8.5 reading grade level. Pupils in the other group read instructional materials written at a 5.8 reading grade level.

Same Reading Level

All pupils participating in the study completed a standardized reading test to ascertain their reading abilities for

¹ Findings abstracted from doctoral dissertation by Glenn Hayes, *The Relationship of Socio-economic Status of Pupils to their Comprehension of Reference Materials Written at Different Levels of Readability*, University of Illinois, 1966.

study and comparison. It was found that there were no significant differences in reading ability among any of the three social classes which were defined, nor between the two groups of pupils who received either the easy or the more difficult reading materials. This would seem to indicate that there was little difference in the reading ability of the pupils studied as a group. Differences between individuals were apparent when the test scores were visually examined, but evidently these same differences were to be found in each of the groups, and the total effect was that they cancelled each other.

Social Classes Differences

Pupils in the middle social class did significantly better than either the higher or the lower social class on a test designed to measure the understanding of the principles included in the written reference materials. This difference was still present even when statistical methods were used to equalize the reading abilities of the pupils. It is possible that these pupils are more highly motivated to succeed than pupils who are in the lower classes. Lower class persons may have little stimulation for achievement in their home and social environments. It is possible that pupils in upper groups are accustomed to less drive for achievement due to the fact that their environment has fewer challenges. In other words, they are not as aware of the need to do their best at everything they attempt as are middle-class pupils. Their success in life may not seem to them to depend so directly upon their achievement.

Reading and Recall

Pupils who read the material written at an easier level did significantly better on a test designed to measure recall ability, but there was no real difference between the scores of the three socioeconomic groups of pupils on this recall portion of the test.

While differences were found between the scores of pupils on the recall portion of the test and on the understanding portion of the test, no differences were found between scores of pupils in the three social classes on the total scores.

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

The data were subjected to a re-analysis by grouping the pupils into two groups according to their reading ability. A group was defined as a high-reading group, and another group was designated as the lower-reading group. The data were then analyzed using the F test and a *t* test.

These analyses revealed that there were no differences between the scores of the high-reading group who read either the easy or the more difficult written materials. The pupils in the lower-reading group who read the easy materials, however, earned significantly better total and recall scores on the test than did the pupils who read the more difficult written materials. This would seem to indicate that the poorer reader can benefit from materials rewritten at a lower reading level.

The pupils in the higher-reading group who read either the original or the rewritten materials did better on the recall part of the test, demonstrated higher ability to apply the knowledge they had learned, and earned higher total scores on the test. No difference was noted on the understanding portion of the test.

When pupils were divided according to their reading ability, the better readers scored higher on all tests covering written reference material than did the poorer readers. However, pupils with lower reading ability who read rewritten materials scored higher on tests than did those reading the original material.

Less able readers can understand more from reading assignments if materials at their own reading levels are available. Therefore, a variety of reading materials should be in your classrooms to enable each student to find reading matter about the subject studied which is written at his own personal level of competence.

Implications

The learning process does not have to be associated with a lot of dull, dry, difficult reading material. It is not nec-



Lloyd J. Phipps

How to "Sink or Float" in a Parade

NORMAN A. PAUTZ, Vo Ag Teacher,
Chilton, Wisconsin



Norman A. Pautz

Most all F.F.A. Chapters at some time or other are confronted with the task of building a float for a parade. Homecomings, centennials, fairs and promotions frequently involve and obligate the F.F.A. in this task. If you allow the ingenuity of your chapter to prevail and if you persist in the task, you might even end up with a reputation for inexpensive, winning floats. The Chilton Chapter passes along some of its experience to chapters confronted with similar obligations.

The Theme

Very basic and important is a good theme. The float must closely reflect what is suggested in the theme and the two cleverly tied together. Simplicity, shortness and originality are keys to success. Sometimes a cliché or current advertising slogan, bent to fit the situation rings familiar to the public. Floats and themes too intricate are of little value. The "point" should be grasped easily and rapidly by a viewer.

Essary that a pupil be able to read long complicated sentences in order to learn about soil, beef cows, crops, or any other topic.

The instructor should carefully review several textbooks before making a final selection for his classroom. He should choose materials which are clearly presented and organized for easier, quicker learning by pupils. He should choose written materials at a variety of reading levels to meet the needs of learners of different abilities.

Summary

In summary, the findings seem to indicate that, as would be expected, the middle social class group did better than the lower and higher social class groups regardless of reading level of reference material used. However, it appears that reference materials will not need to be adapted because of social class level but will need to be adapted because of differences in reading ability.

It appears from these findings that the use of reference materials that are written at a relatively low reading level does not have an undesirable effect on the good readers. They do have a desirable affect, however, on the poor readers.

An F.F.A. float might, on occasion, reflect an agricultural theme such as the often used "Rooting For Victory." This may not always be necessary, however.

Lettering should be bold and large. Regular 9 x 12 sheets of construction paper, used to full dimension, make good sized letters. They can be quickly ruled by a ruler and cut in block form.

Letters can be saved in a folder from year to year if care is used in removal. The following year only the missing letters of a new theme are made. Black is a good basic color, to which we may vary the colors of the back panels as we so chose. Letters are attached nicely to a covered, corrugated back panel with a nonclinking power stapler. The 14 or 16 foot back panels can also be saved, simply refaced and they are ready to use again. The framed F.F.A. banner is in good taste as a back drop panel on your float. It also identifies the organization.

Keep Costs Down

To build a float can be fun. To make money on a prize is even more fun. With good planning, costs may be kept as low as \$3.00 using as an aid a few minor donated materials and accumulated scraps. Most groups plan badly on materials in that students often times select the most expensive materials. Kleenex, roll tissue and spray bombs make floats expensive and cheaper materials should be sought.

Choice of Materials

With a little ingenuity almost anything can be built of cardboard. It is usually free and a good media to work with. The basic structure or frame can be of discarded softwood lumber accumulated around most any shop through the year. Crating lumber is also fine. Where rounded forms are required, a combination of discarded "chicken wire" stuffed with newspaper is excellent and cost free. Papier-mâché over wire forms using newspaper and wall paper paste works well.

Mâché and cardboard forms become very colorful when spray painted with a spray gun. Discard paints, odds and ends, or in some cases a quart or two of purchased paint, may be your only cost items. Paint sprayed floats are much more durable than tissue fill, in case of wet weather.

Artificial grass reserved well in advance makes a fine float floor covering. Natural items such as cattails, branches, and fall colored leaves can oftentimes be used depending on the theme. Cedar greens make an excellent edging and "cover all" material while it also adds life and vibrant color.

Soda bottle caps, with a shingle nail put through its center, make excellent holders for cardboard panels, as they grip but will not tear out. A power stapler, using ceiling tile length staples, is also a fast and efficient way to fasten cardboard to frames.

Animation a Key

The difference in many floats can be gained by adding animation or movement to some part of the float. Buggy wheel assemblies with spokes extended can become a turn table mechanism. Smoke, if needed, can be provided by dry ice or an old fashioned bee smoker. A concealed student or two in or under the float can provide the intricate movement device needed to insure success.

Floats shown at night must be well lighted. Frequently good lighting is the difference between winners and losers.

Safety a Factor

Implement dealers are most willing to provide a tractor to pull your float. Most will want to furnish a driver and that's most acceptable. Adult drivers discourage unnecessary driving around by students and also discourage any tractor riders. Follow the event with a thank you note to the dealer by your F.F.A. Secretary. The F.F.A. float, above all, should exemplify safety.

Keep a File

Last of all, take some pictures or slides of your float for the bulletin board or scrap book. Pictures make a fine record or slides may join the other visuals shown at parent's night or at your banquet.

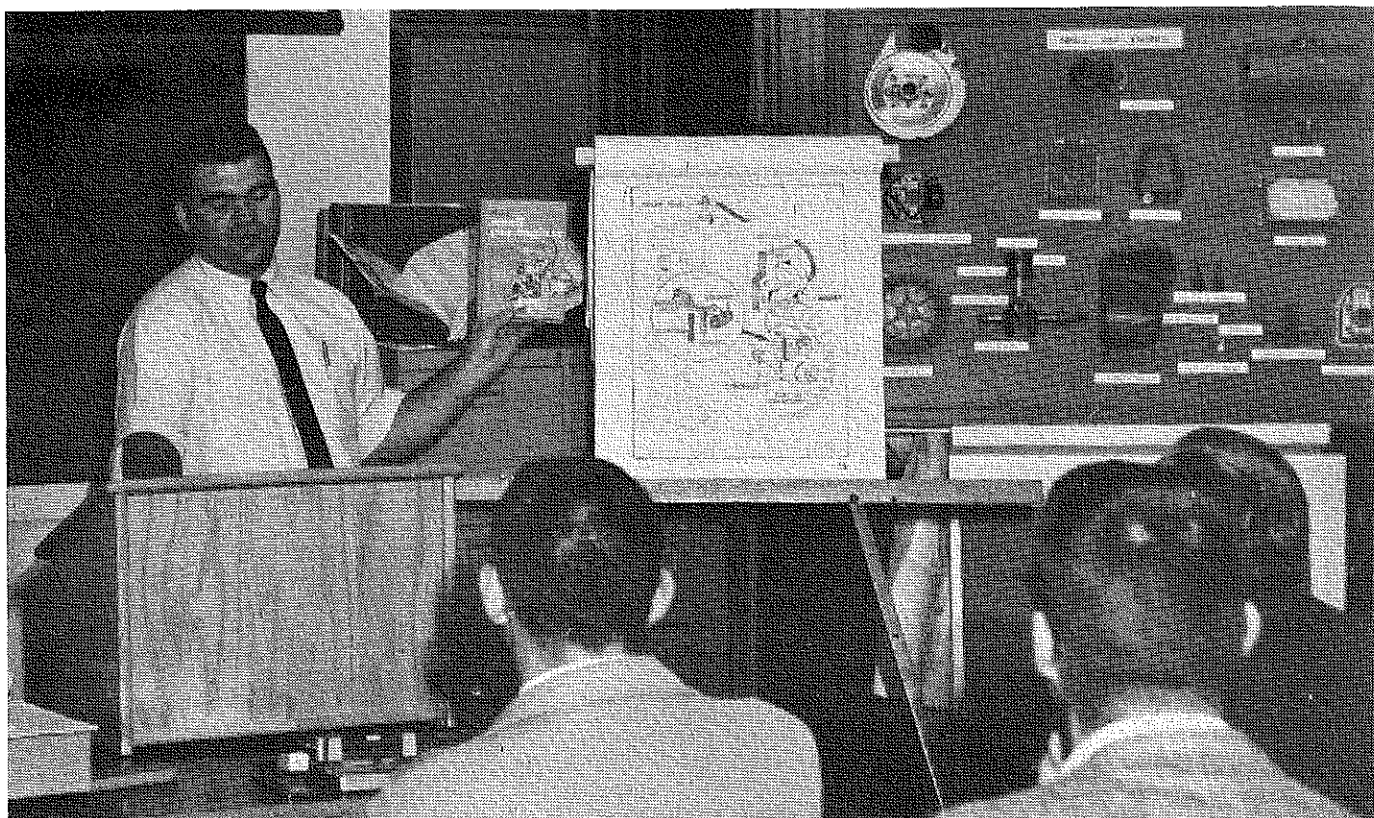
Keep a file of rough pencil sketches of the floats you have built. Any ideas that crop up during the year should be sketched and put in the file. These serve as a good planning aid when the next float is to be built.

Good luck in making the F.F.A. float the best one in your parade!

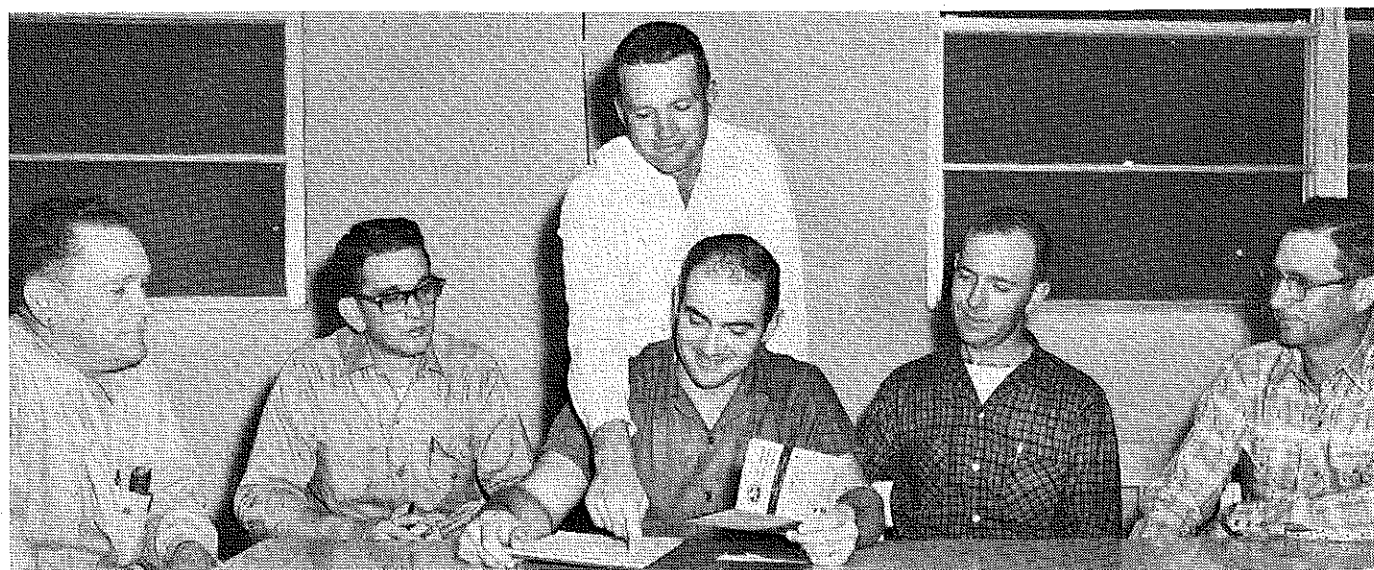
Herbert Bruce, Jr.
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Stories in Pictures

GILBERT S. GUILER
Ohio State University



Considerable interest is expressed by vocational agriculture teachers and supervisors in Arizona, attending a workshop on small gasoline engines, taught by Marshall Machado of the University of Arizona. Audio-visual materials and demonstration engines were used liberally during the two-day program. (Photo by K. Evans)



Texas Vocational Agriculture teachers, area supervisors, and young farmer teachers work closely in carrying out special educational projects. From left are: J. B. Payne, Supervisor of Vocational Agriculture; YFT State Officer Tommy Knowles; YFT President Kenton Harvey, and Dublin Vocational Agriculture teacher, Weldon Whitehead. Also, Young Farmer Bill Lane—general chairman of the Field Day committee.



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

1917.....50th ANNIVERSARY.....1967
1st National Vocational Education Act