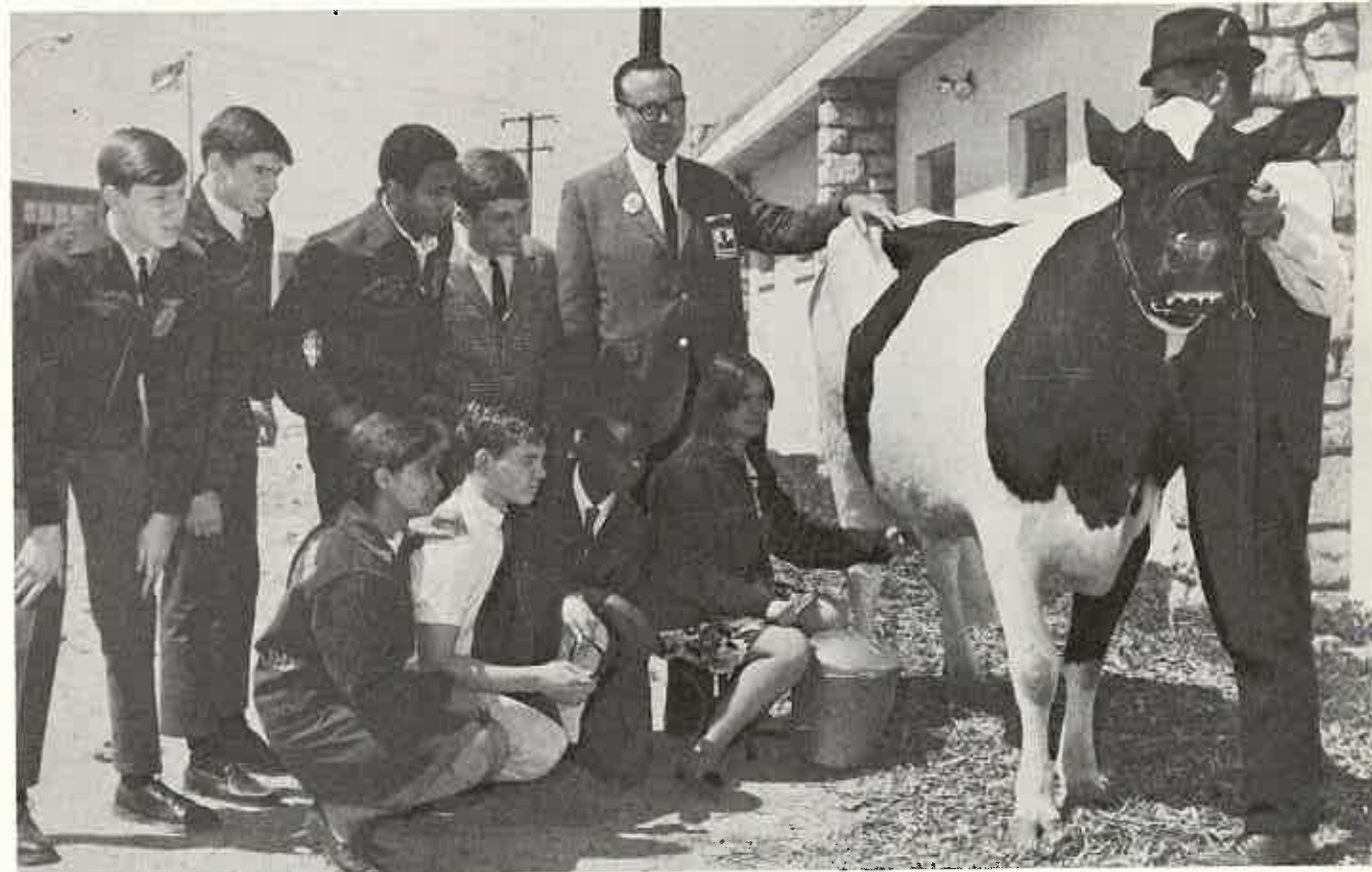


Stories in Pictures

GILBERT S. GUILER
Ohio State University



The program of horticultural education in the Cleveland (Ohio) Public Schools includes a school gardening program for elementary school students. These students are harvesting produce from their tract garden.



The farm at the Walter Biddle Saul High School of Agricultural Sciences, Philadelphia, Pennsylvania, includes a demonstration herd of nineteen registered Holstein cows. Robert Harbison (hand resting on cow), Vice President of Harbison's Dairy, presents a registered Holstein cow to the school.



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Featuring —
SUPERVISION IN AGRICULTURAL EDUCATION

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MAGAZINE

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Editorials

From the Editor . . .

Some Leadership Tasks for Supervisors



J. Robert Warmbrod

If change aptly characterizes agricultural education during any period of time, that time is now. Broadened purposes, new and improved programs, and a changing clientele characterize public school education in agriculture during the decade of the sixties. Although these changes occur sometimes willingly, sometimes reluctantly, sometimes actively initiated by the profession, sometimes better described as reacting rather than acting, sometimes timely and progressive, sometimes belatedly and a last resort, the fact remains that during this decade agricultural education is undergoing changes that are unparalleled during any comparable period of time in the past.

Change in agricultural education also involves change in the role and activities of teachers, supervisors, and teacher educators. Some of the current changes in education and agricultural education are particularly relevant to super-

vision and the role of supervisors. Reorganizations in divisions of vocational and technical education in state departments of education are resulting in new and different duties and responsibilities for supervisors of agricultural education. Reorganization of local schools and local school districts frequently results in the employment of local supervisors of vocational education. So the state supervisor's direct line to teachers is interrupted by local supervisors who become another group with whom they must work. Programs of agricultural education are developing rapidly in post-secondary institutions and in area schools both at the secondary and post-secondary levels. Traditionally, state supervisors of agricultural education have not only been associated with secondary schools but usually are employed in the secondary school divisions of state departments of education. Consequently, supervisory staffs in agricultural education are not being asked in some instances to play a prominent role in the development and supervision of agricultural education programs in post-secondary institutions. In these cases super-

(Continued on next page)

Guest Editorial . . .

Challenges to Supervision



Dale C. Aebischer

Throughout its history vocational agriculture has encountered many challenges to its objectives and methods and to its very existence. The basic soundness of the program as a part of public education and the determination of its personnel and its supporters to keep all people properly informed have enabled vocational agriculture not only to survive but to grow. Growth and the development of a diversity of programs within vocational agriculture have brought new problems of coordination and of agreement on what goals and procedures will best accomplish the general objectives of the program. Those responsible for the administration and supervision of vocational agriculture are in crucial positions of leadership in bringing the divergent

viewpoints together into well coordinated and effective programs of agricultural education.

The growing need to relate more effectively agricultural instructional procedures to other vocational services and to general education is a constant challenge. While attempting to create programs of vocational agriculture to meet the varying needs of students, the wise use of improved instructional methods and resources is mandatory. Obsolete information, instructional materials, and techniques will not motivate present-day students.

The emphasis on individual instruction, challenging occupational experience programs, the project method of teaching, and other instructional techniques of demonstrated value need to be retained and adapted to present circumstances. Guidance of students within the field of agriculture has assumed greatly increased importance. At one time a fairly large proportion of vocational agricultural students could be encouraged to become farm operators or operators of businesses which provide supplies, equipment, or service to farmers. Managerial competency of the caliber necessary to operate the larger farms and agricultural businesses today will be limited to fewer persons.

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From the Editor . . .

visors do not have as direct a working relationship with post-secondary teachers of agriculture as they do with secondary teachers.

These and other changes affecting supervisory personnel are highlighted in this issue. Aggressive leadership on the part of state supervisors is needed in all facets of a changing program of agricultural education. State supervisors are playing a prominent role in bringing about needed changes in agricultural education, but there are certain problems and issues facing agricultural education today where supervisors must play the key role in influencing change.

First, supervisors play an important role in developing state policy for agricultural education. Since state plans and other policy and procedure documents for vocational education are developed primarily in state departments of education, supervisors must present clearly and forcefully the interests of agricultural education in the policy-making process. Recent reorganizations of divisions of vocational and technical education both at the state and national levels tend to accentuate uniformity of vocational education programs in all occupational areas. For example, common standards are being applied to length of programs, requirements for supervised occupational experience, and qualifications of teachers. Shouldn't state policy for vocational education also allow and encourage diversity in educational programs? All occupational areas should be encouraged to develop unique programs related to the specific needs of their clientele and industry. If the position of agricultural education on policy issues such as these is to be presented effectively in state departments of education, state supervisors are the primary group upon whom the task falls.

A second problem accompanying change in agricultural education in which supervisors play a prominent role is that of the image of agricultural education. State supervisors are the primary communicators of information about agricultural education to school administrators, to persons in the state department of education, and to persons in other state agencies. Supervisors prepare state department bulletins and reports which convey to the public and public information media, as well as to schools, the "official" image of agricultural education. For example, written or oral pronouncements describing agricultural education primarily as vocational education for farming with education for off-farm occupations given a secondary role are not only inaccurate but do little to change the image of agricultural education. Emphasis upon farm boys and rural youth as the clientele of agricultural education is equally ineffective in describing accurately the groups served by present-day public school education in agriculture. When the goal is to project a new image, new and different aspects of the program are accentuated rather than subordinated to the older and more familiar aspects of the program. Supervisors have a vital role to play in projecting the new image of agricultural education.

A third problem accompanying change in agricultural education in which supervisors have a vital role is the redirection and updating of the purposes, program, and activities of the FFA. At the local level FFA is teacher-directed; at the state and national levels FFA is supervisor-directed. There seems to be general agreement within the

profession that appropriate and timely changes are overdue if FFA is to maintain its rightful position of prominence and influence in programs of agricultural education for high school students. With present administrative arrangements at the state and national levels, this responsibility falls heavily on the shoulders of state supervisors.

My intent is not to imply that responsibility for remedying the three problems mentioned rests solely with supervisors. Teachers and teacher educators must share this responsibility. But by virtue of their position, if on no other grounds, state supervisors must assume a dynamic leadership role in relation to these problems which are a part of a changing program of agricultural education. —JRW



Guest Editorial . . .

At the same time the demand for supporting personnel in agriculture is greatly expanding. Agricultural education programs must provide the help and guidance to students not only to enable them to make wise occupational choices but to follow realistic educational programs to attain their goals. Supervision in agricultural education must assume the responsibility of marshalling and coordinating all of the resources which will enable students to establish realistic goals and to work toward them on a systematic basis. Constant evaluation of how well graduates of vocational agriculture are meeting their respective responsibilities must be the basis for continued improvement of the program.

Themes for Future Issues

- December **Supervised Occupational Experience in Agricultural Education**
- January **Teacher Education**
- February **Agricultural Education in Area Schools**
- March **Student Organizations**
- April **Teaching — Instructional Materials**
- May **Program Planning and Curriculum Development**
- June **Public Information Programs**



L. C. Dalton

What is wrong with supervision of vocational agriculture? Why are some states changing from the accepted and approved methods of supervision to methods that are untried and unproven?

Role of Supervision

Let's look at the role of supervision and its accomplishments over the past fifty years to see if there should be a change in the methods of supervision. Under the regulations of the U.S. Office of Education and the state plans of each state, supervision is charged with the responsibility for the administration and improvement of instruction, evaluation, and promotion and public relations of the vocational education program. The primary aim of supervision is to improve instructional programs.

To accomplish this aim in agricultural education, the supervisor must be dedicated to agriculture and to the aims of vocational agriculture. He must be interested in the rural youth of America. Supervisors must accept a leadership role to inspire, stimulate, and motivate teachers to conduct effective programs of instruction. Supervisors must be able to work individually with teachers of vocational agriculture in an impartial, enthusiastic, and dedicated manner.

THE COVER PICTURE

Wilbur Rawson (left), Assistant State Supervisor for Vocational Agriculture in Kansas, and Dean Prochaska, Vocational Agriculture Teacher at Manhattan, Kansas, review and evaluate reference materials during a visit of the state supervisor to a local school. (Photo supplied by Wilbur Rawson, Kansas)

A New Look at Supervision

L. C. DALTON, Supervision

New Mexico Department of Education

The supervisor must be well versed in technical agriculture, methods of teaching, farm mechanics, and the FFA if he is to do an adequate job of assisting teachers in improving the instructional program. Teachers must have confidence in the supervisor's experience in agricultural education before they will accept his leadership. If the supervisor is not dedicated, is not enthused, or does not have confidence in the program in which he works, the program will falter and go downhill instead of improving.

Providing Leadership

In providing leadership to improve programs of vocational agriculture, the supervisor must work effectively through state and district conferences, in-service training sessions, providing instructional materials, and through individual conferences with teachers. The most effective method of improving vocational agriculture programs is the one-day visit to a school and its teacher of agriculture.

The vocational agriculture program has continually improved over the past fifty years due to the cooperative attitude between teachers and supervisory staffs. The program has been made useful and practical so that those completing vocational agriculture are adequately prepared to enter farming, ranching, or other agricultural occupations. Vocational agriculture can point with pride to the development of agriculture in the United States where the advances have been phenomenal and the development of agriculture as a business has been equal to, or more than, the advances in other industries. This could not have been accomplished without the leadership of inspired supervisors who were dedicated and spent long hours to help improve programs in cooperation with teachers and their state vocational agri-

culture teachers' associations. Even with the great advances that have been made, we need to improve supervision by having dedicated staff members who are well trained and qualified to work individually with teachers to inspire them to do a better job in the instructional program, to strengthen the image of agriculture, and to improve agricultural leadership.

Some Trends

There are trends in the United States toward change for the sake of change, whether it is good or bad. There are two new concepts of supervision that are being established in some states at the present time. Some state staffs are being reorganized such that the supervisory staff supervises broad areas of vocational education regardless of their specialty. And in some states, the supervisory staff works only with local directors or supervisors and not with individual teachers.

The concept of supervising broad areas of vocational education will lead to disintegration of vocational education programs. A person cannot be trained well enough in all areas to do an adequate job of supervision. Neither will he be able to inspire teachers to do an excellent job or provide the leadership necessary to improve programs. This is an age of specialization and not generalization. Agriculture is becoming more specialized. This specialization necessitates a supervisory staff trained in agriculture that can assume the role of leadership and give assistance to teachers for improving programs.

The concept of working only with local directors or local supervisors eliminates the most effective technique of supervision; that is, face-to-face individual conferences with teachers. Working through a third person is never

(Continued on next page)

OPPORTUNITY FOR LEADERSHIP

W. T. JOHNSON, Supervision
North Carolina Department of Public Instruction



W. T. Johnson

Recently I attended a series of meetings conducted for vocational agriculture teachers. The FFA program was emphasized and discussed. Stress was placed on guidance and counseling of students.

It was pointed out that the new program are designed to provide experiences that will help students select an occupation in some phase of agriculture. As we discussed new programs of vocational agriculture, it was discouraging to hear teachers relate excuses of yesteryears. I heard some teachers make comments such as the following:

- We don't have the type of students we used to have.
- We only get the dull students.
- The parents are not interested in the boys doing anything.
- The boys don't want to farm.
- The parents are not interested in their sons studying agriculture.
- There is no future in agriculture.

An Action Program

There might be some truth in these statements. I have heard them before. It has been proven that students learn

effectively through the action program of vocational agriculture and the FFA. It is true that we have a few students with handicaps and some who are undecided, but there is still a large number who should be guided into the study of agriculture. It is the subject they know the most about, and it is a subject that offers a great opportunity in a variety of occupations.

The rural community is a fertile field for students who will become leaders in all fields of agriculture. The agriculture teachers and other agriculturists have discovered and inspired many of our current leaders. Unfortunately some teachers have not stressed the importance of farm boys studying for big jobs in agriculture. For this reason many rural boys have decided against the study of agriculture in high school and thus lost a golden opportunity for a good position.

Some Problems

We must be reminded that there will always be a need for the production of food and fiber. There will always be a need for the processing, conservation, and distribution of food and other commodities produced on the farms of this nation. It must be remembered that we will not have any more land and that we have a population explosion going on now. Thousands of

acres are taken out of production every year.

It is not necessary to wait for someone to do research in the future production and demand for agricultural products. We only need to recall what has taken place in the last twenty years and we can readily see that there is need for keeping a balance between the production and demand. There must be some type of balance in the use we make of our land.

With proper guidance many of the rural youth in schools today will make a great contribution toward keeping a balance in the production, processing, conservation, and distribution of our food and fiber production. This same group of students is in a position to make a great contribution to the conservation of our natural resources and aid in bringing about a balance in our land use.

Awareness of Problems

Teachers of agriculture are in direct contact with individuals who should do much to bring about a balance between production, processing, and distribution of our food and fiber as well as properly using our land and natural resources. So instead of agreeing with the critics, we should study the individuals and the conditions and strive to redirect the thinking of youth and their parents. The responsibility rests upon the shoulders of our present rural leadership.

We need to spark the imagination of youth so they become aware of what is happening. Youth need to be made conscious of the fact that some deep thinking will have to be done to cope with this rapid population increase and that we must bring about a balance between production and consumption.

A New Look at Supervision (Continued from page 105)

as effective as working personally with the individual teacher. The role of leadership cannot be as direct or as effective in this manner as when state supervisors work directly with vocational agriculture teachers. It is granted that the state supervisory staff should cooperate and work with the local director or local supervisor. This will enable the local director or supervisor to assist effectively in conducting the program during the year while the state supervisory staff may only be in

the school one day during the year.

A New Look

To offset these trends of changing methods of supervision, state supervisors of agricultural education must take a new look at their methods and approaches to supervision. With a firm determination supervisors must do a better job of supervision by improving their techniques, by making each individual visit and program review some-

thing that is worthwhile and by assuring that teachers gain something from each supervisory visit that will improve the program in their schools. We can continue to improve agricultural education by improving supervision and instruction. Programs of vocational agriculture can be expanded and improved so that students will be strengthened in their leadership ability and in their ability to think and make decisions so that they can enter agriculture or related occupations.

Developing Educational Programs in Rural Recreation

R. H. PEDERSEN, Supervision

California Department of Education

Recreation is usually defined in extremely broad terms and is interpreted in a variety of ways. However, all of these definitions and interpretations may be boiled down to one common concept—the refreshment of mind or body.

A large segment of our population seeks some form of outdoor recreation. The variety of activities they undertake is enormous. They may be rock-hounds, hunters, fishermen, bird-watchers, hikers, golfers, campers, sight-seers, or what-have-you, but they all have one thing in common—the things they enjoy doing are things that must be done outdoors.

Employment Opportunities

California's greatest resources are its land and its people. But while the population is increasing at the rate of 1,600 persons per day, the land resource remains static. Thus there is a constant shrinking of the land that is available for outdoor recreation. In this situation the farm can play a valuable and vital role. The farm that only a few years ago was considered an economical unit is today undergoing financial stress due to expansion and increasing costs of production.

With the growing demand for recreational space and the ancillary services that go with recreation, the farmer can supplement his income by using his talents, his acreage, and his farm operations to develop recreational facilities that are compatible with his agricultural operation. This new aspect of farm operation, coupled with the increasing acreage being utilized as recreational parks and beaches, is providing new employment opportunities for students with agricultural training.

A Rural Recreation Training Program that has been in operation for two years in a rural area of California has been unable to train enough stu-

dents to even begin to meet the demands of rural recreation employment in the area. Following graduation students are being employed by the Forest Service, by large ranches that are expanding their operations to include rural recreation, by state and county park systems, by wildlife agencies, and by other employers.

Workshop Program

To expand rural recreation training programs, a one week workshop on Rural Recreation and Natural Resources was conducted during the summer of 1968 for teachers of agriculture in California. Twenty-seven teachers attended the workshop which was held at the Medocino River Ranch, Covelo, California. The workshop was designed to meet the demand for new training programs in rural recreation.

The workshop was sponsored by the Bureau of Agricultural Education of the California Department of Education in cooperation with the Mendocino County Schools. The instructional program was designed to develop the teachers' knowledge and skill in the following instructional areas.

- National and state forest systems
- Wildlife and game management
- Health and sanitation in rural recreation.
- Resource development through soil and vegetation
- Youth camps
- Environmental control of rural recreation
- Principles of equitation
- Management guides to assessing possibilities on a private ranch
- Outdoor cookery
- Farm ponds
- Related skills in agricultural mechanics

Each unit was taught by a specialist in the area. Demonstrations and field trips were used throughout the



Phillip Lowell (left), District Ranger of the California State Division of Forestry, served as a specialist instructor for the unit on national and state forest systems. Thomas Bowles (right), Vocational Agriculture Director at Round Valley Union High School, Covelo, California, was the teacher in charge of the workshop.

workshop. Teachers actually performed the skills taught in the workshop. A packet of bulletins, pamphlets, and reference materials on rural recreation was provided each workshop participant.

Evaluation

Teachers' evaluations of the workshop indicated that it was very successful. Several of the participants requested another workshop next year. Many of the participants wanted follow-up workshops designed for their specific geographical areas.

The teachers are implementing the ideas and information they gained from the workshop in a variety of ways. Some teachers are integrating the content of the workshop into courses of ornamental horticulture, forestry, agricultural science, and other courses. Particular emphasis is being given to informing students about the employment opportunities in rural recreation. Other teachers are developing specific units of instruction or new courses on rural recreation, natural resources, wildlife, and related topics.

An Agenda for a Decade of Education for Agricultural Occupations

Programs for High School Students

High schools should provide instruction in agriculture for all persons who are interested and can profit from such experiences. Instruction for rural and urban boys and girls should prepare for employment in occupations where agricultural competencies and knowledge are necessary or desirable. Students should be so prepared as to permit maximum flexibility in their choice of post-high school occupational and educational options.

• Curriculums of a flexible nature should be developed to qualify students for entry level occupations as well as to pursue additional educational options and to fulfill their role as effective citizens in a democracy.

—Programs should be provided in various areas such as agricultural production, mechanics, supplies and services, products and processing, ornamental horticulture, forestry, and rural resource development and recreation.

—Four year curriculums, including specialized programs following two years of basic instruction in agriculture, should be provided.

—Agricultural curriculums should be closely integrated with general education.

—Emphasis should be given to vocational and educational guidance including the counseling of students concerning technical schools, four-year college programs, young farmers or other appropriate post-high school programs as well as placing them in employment opportunities and providing follow-up service.

• Appropriate supervised occupational experience programs should be provided for all students enrolled in agricultural education.

—Occupational experience programs should be related to the interests and needs of the student and the course of study pursued.

—Programs may be conducted on the farm (home or otherwise), in agri-business, on the school laboratory, or as simulated experience in the classroom and shops.

—Cooperative work experience programs coordinated with other vocational services of the school should be available.

—Opportunities to secure some financial remuneration commensurate with the scope and responsibility of the experience should be provided. However, the emphasis is primarily upon learning rather than earning.

• The FFA as an organization of students of vocational agriculture should be used as a method of teaching

and learning to supplement and enrich the instructional program by developing leadership, cooperation, and citizenship.

—All students in agriculture should participate in the FFA which is an integral part of the educational program.

—The terminology, degrees, ceremonies, and activities should be consistent with the broadened program of agricultural education.

—The program of the FFA should be designed and conducted primarily for students in high school.

• The teacher of agricultural education should be a director of learning who has a broad knowledge of the teaching-learning process and uses the resources of the school and community to provide the most effective learning situation for each individual.

—Teaching assistants and technicians should be used in supplementing the teacher.

—Larger, more comprehensive schools including multiple teacher departments that are more adequately equipped should be provided in order to facilitate the teaching-learning process. Area vocational schools and residential schools are needed in some locations to supplement the local programs.



H. Neville Hunsicker of the Division of Vocational and Technical Education, U. S. Office of Education, served as General Chairman for the National Outlook Seminar on Agricultural Education.



Carroll P. Streeter, Executive Vice President and Editor-at-Large for the FARM JOURNAL, addressed the seminar on "America's Future in Farming and Ranching."



"Rural America in the Years Ahead" was the topic of an address by John A. Baker, Assistant Secretary of Agriculture, U. S. Department of Agriculture.

Programs for Post-High School Students

• State staffs for agricultural education must exert leadership and accept responsibility for the initiation and development of programs in agricultural occupations at the post-high school level.

—At least one member of the state staff should be assigned the responsibility for leadership and direction of post-high school programs in agriculture.

—The state staff should develop standards for the certification of all instructors in post-high school programs.

—The state staff should develop pre-service and in-service training programs for teachers conducting post-high school programs.

—The state staff should develop criteria for approval of post-high school programs.

• Industry and trade organizations and associations must be actively involved in program planning and evaluation.

—Statewide and local advisory councils of capable and knowledgeable people who are recognized as leaders in their field must be deeply involved.

—Representatives from government, industry, education, and trade organizations should actively work with agricultural educators.

• Supervised occupational experiences must be included as an integral part of the educational program.

—Experiences must be planned which will complement the classroom instruction.

—The length of the experience program will be determined by the competencies to be gained.

—Occupational experiences may be gained on-the-job, in school laboratories, on other appropriate places.

• Articulation of high school and post-high school programs must be an on-going activity.

—Post-high school programs must build upon the existing level of student knowledge taking into account previous experience and education, if any, in the area of study.

—Opportunities for exchanging ideas and concerns between staffs of the high school and post-high school is essential.

• Appropriate student organizations should be established.

—The state staff should encourage the development of organizations for post-high school students as an integral part of local instructional programs.

—The local organizations should be federated on the state and national levels.

• Continuous evaluation and re-planning is necessary to meet changing manpower needs in agriculture.

Programs for Continuing Education in Agriculture

Programs designed to provide continuing education in agriculture for out-of-school youth and adults should be provided. Such education is designed to serve the needs of all persons in both farm and off-farm agricultural occupations.

• Continuing education in agriculture should be provided for all persons who desire and can profit from such education.

—Education in production agriculture should be provided for persons becoming established in agriculture, for all established farmers, and for all farm and ranch workers.

—Education in agricultural technology should be provided for persons preparing for employment in off-farm agricultural occupations, for persons presently employed in off-farm agricultural occupations, and for persons preparing for employment or presently employed in occupations which meet the recreational or avocational needs of rural or urban groups of adults.

—Education in production agriculture should be provided for persons becoming established in agriculture, for all established farmers, and for all farm and ranch workers.

—Education in agricultural technology should be provided for persons preparing for employment in off-farm agricultural occupations, for persons presently employed in off-farm agricultural occupations, and for persons preparing for employment or presently employed in occupations which meet the recreational or avocational needs of rural or urban groups of adults.

• An administrative organization should be established which will insure that continuing education in agriculture will be promoted and developed.

—Personnel should be employed at the national, state, area, and local levels with specific responsibility for the promotion and development of programs for continuing education in agriculture.

• Teacher education institutions should recruit and educate personnel specifically for continuing education in agriculture.

• Young farmer organizations should be promoted at the state and local levels.

—A state association of young farmers should be organized in states which have ten or more local chapters.

—Organizational activities for young persons involved in continuing education for off-farm agricultural occupations should be developed which are parallel with the objectives of the young farmer organizations.

• Annual and long range goals for the expansion and improvement of continuing education in agriculture should be established.

• State and local advisory committees should be organized specifically to meet the needs of continuing education in agriculture.

Programs for Persons with Special Needs

• The state staff should be organized to provide leadership in the administration of and consultative services for the program for persons with special needs in agriculture.

• Special needs programs in agricultural education should be planned, organized and implemented so as to meet effectively the individual needs of those enrolled.

—Teachers should be fully qualified, committed to, and have respect for students with special needs.

—School administrators should provide a wide variety of realistic materials, supplies, and equipment for students to work with in light of their interests, abilities, and objectives.

—Teachers responsible for these programs should have a low student-teacher ratio and be given ample time to plan the program, to provide the instruction, and to give individual attention to students at school, home, and other places of supervised work experiences.

—Supporting courses in such areas as reading, mathematics, and communicative skills should be taught with practical application to the students' agricultural employment objective.

(Continued on next page)

An Agenda for a Decade of Education for Agricultural Occupations (Continued from page 109)

—The school should provide supervised occupational experience situations.

—Membership and involvement in activities of youth organizations should be provided to develop leadership, cooperation, and desirable qualities of citizenship.

• Teacher educators should design and conduct in-service education programs for teachers who are serving students with special needs.

Teacher Education

• Specialized national and regional programs must be formed to enable teacher educators in agricultural education to develop guidelines and give direction to teacher education in agriculture.

—Teacher education in agricultural education should be developed in joint planning and evaluation with administrators and supervisors of vocational education, vocational teacher educators, teacher educators in general education, local school administrators and teachers, and others in the broad field of agriculture.

—Contracts for teacher education and special services should take the form of long term or continuing cooperative agreements rather than applications for approval to state boards.

• There should be a common core of professional content at undergraduate and graduate levels in teacher education in agricultural education.

—Teacher education in agriculture will become an integral part of vocational-technical teacher education.

—Teacher educators in agricultural education will become involved in team teaching with other educational specialists such as guidance personnel, sociologists, economists, and other occupational teacher educators.

—Teacher educators in agricultural education will prepare teachers for greater involvement in pre-vocational occupational education and career guidance in agricultural occupations.

—Graduate level programs will be more interrelated to total vocational education programs.

—Teacher educators will be responsible for preparing supporting personnel for instructional programs in agriculture such as teacher aides, agricultural technicians, and specialists in agricultural technology.

• Flexibility in technical subject matter and professional education preparation must become a reality at the undergraduate and graduate levels.

—Requirements for graduation and certification of prospective teachers of agriculture must be more flexible and oriented toward occupational education.

—Specialization must be built into undergraduate and graduate programs in agricultural education permitting students various options such as post-high school and continuing education, agricultural mechan-

ics, horticultural occupations, off-farm urban agriculture, and agriculture for those with special needs.

—Teachers of specialized programs will be certified on their occupational competency and experience as well as their formal educational training.

• In-service education and professional improvement programs for teachers of agriculture must receive considerably more emphasis in order to upgrade teachers and to assist teachers to keep abreast of changing technology.

• Innovative approaches to teaching need to be emphasized.

—Use of educational media, internships, teacher aides, subject matter specialists, resource personnel, communications technology, student teaching, and other innovations must be researched in order to improve teaching.

—Teacher education experience programs should be provided for those prospective teachers requiring occupational and/or professional experience.

• Special attention must be placed upon recruiting prospective teachers of agriculture.

• Teacher education programs will become more deeply involved in international agricultural education.

Administration and Supervision

• The administration and supervision will be provided by a state staff of experienced agricultural trained personnel to supervise, promote, and expand agricultural education programs.

—Supervision of local programs will be provided mainly by local personnel. State staff will coordinate this supervision.

—State staff will work with local administrators, vocational directors, local supervisors, and teachers to develop new and innovative programs in accordance with local needs.

—State staff will be assigned supervisory responsibilities geographically and by special service areas such as instructional materials, FFA, adult, post-secondary programs, or special needs.

—Opportunities will be provided for the upgrading of staff members through workshops, seminars, and sabbatical leave.

—The state administration and supervision staff will join with teacher education staffs to plan, promote, and coordinate total vocational education programs in agriculture for the state.

• Reimbursement policies will reflect the philosophy of program emphasis of the state administration and supervision staff.

—Special funding will provide added in-



Gene L. Schwilch, Vice President of Danforth Foundation discussed with the seminar participants the "Trends in Secondary Schools Which Have Implications in Training for Agricultural Occupations."

centive for high cost, pilot and experimental programs, realistic research, and evaluation projects.

—Emphasis on an extended school day and school year will be reflected in reimbursement policy.

• The state administration and supervision staff will provide special services to local administration of agricultural education programs.

• The state administration and supervision staff will obtain and summarize statistical data which will be helpful to the evaluation of programs of agricultural education.

Curriculum Development and Educational Media Services

• Curriculums must reflect the behavioral objectives to be accomplished.

• Regional educational media centers for vocational education should be established with agricultural education identified as one of the components.

• State educational media centers should be funded to prepare or modify curriculum materials and other media in accord with state needs.

• States should freely exchange materials and other educational media.

(Continued on page 115)

SUPERVISION IN THE SEVENTIES

T. L. FAULKNER, Supervision

Alabama Department of Education



T. L. Faulkner

Dialogue on supervision for the years ahead is indeed timely. As we look ahead to the challenges of the seventies, we are certain that the seventies will be characterized by change just as the sixties have been.

The chant today is change. All of us move in relation to its rhythm. As educators in vocational agriculture, we welcome the future and the changes it may bring. I believe that we will have a hand in shaping the future. Our commitment as supervisors is to develop creative leaders who cannot only adjust to change but who can bring about change.

Function of Supervision

As we look back on the program of vocational agriculture in the last ten years, the tempo of change has been quick. We have moved with a fast step to accomplish more changes than had been made in the previous forty years. In the next ten years, I foresee that this fast tempo will not only continue but will likely be tuned to a deeper pitch as the expanded goals of vocational agriculture become more widely understood.

The development of leaders for now and for the next decade is a challenge and responsibility which takes priority over all others for state-level supervision in vocational agriculture. The primary task and the major function of supervision in vocational agriculture for now and the future is the improvement of instruction. This is true whether it be on a local, county,

district, or statewide basis. Effective supervision demands leadership that gets results.

Everything seems to be changing these days except responsibility. I do not anticipate any major changes in duties and responsibilities of supervisors during the seventies. The methods of supervision may change some; however, the major function will continue to be the improvement of instruction, including the recruitment of personnel. Another major problem will continue to be that of keeping personnel up to date on new subject matter, teaching methods, skills, and the use of equipment. Curriculum adjustment by all teachers will continue to be a need as conditions change and new knowledge is available from research.

Desirable Qualities of Supervisors

Perhaps one top priority of a good supervisor is a concern for people and the sincere belief that people are worth being concerned about. The supervisor who is guided by a deep and driving desire to help teachers do their best is a real pro. A concern for people is basic to getting along with people.

Another essential quality of a good supervisor is a commitment to purpose. In other words, commitment to the job and enthusiasm for it. This means work for its own sake, total involvement, and devotion to it. This is a contagious factor that inspires teachers and enables the supervisor to accomplish program goals through teachers. Commitment to purpose carries a connotation of offense, not defense. Commitment to purpose for the supervisor will carry with it loyalty to the profession.

Another quality needed in super-

visors for the seventies is the ability to communicate. Supervision is communication. Communication is more than just talk. It is a sharing of one's own feelings, purposes, and knowledge and an understanding of the feelings, purposes, and knowledge of others. The supervisor has an extra communication task. He is a sender and a receiver, but he is also a facilitator. He is a developer and maintenance man for the communication system as well as a participant. These are vital roles for a leader on the state level.

Maturity will be a quality to be looked for in a supervisor in the seventies. This means emotional stability and openness to experiences. The old rules of behavior told us to "make your decision and stick to it no matter what." In a changing world wearing mental blinders after you make up your mind on a course of action is foolish. The ability to carry through a decision is important, but total inflexibility can blind an individual to wise actions.

Creative Thinking

Another quality needed in the supervisor is creative thinking. A man is not what he thinks he is; but what he thinks, he is. Creative thinking is simply finding new and better ways for doing things. Innovations in the local vocational agriculture program must have as its basis the individual teacher. To get a better program, an environment in which the teacher can be creative and improve his teaching must be established. The supervisor who sees his task as curriculum improvement through encouraging creativity in his teachers will place emphasis on creativity as the means to program improvement. Creative teaching involves being dissatisfied with the results obtained with present procedures. It is a feeling that perfection is something never quite attained but constantly sought. Creative teaching means having new ideas, being willing to try new ideas, and evaluating the results produced.

One of the most powerful weapons for progress in vocational agriculture in the seventies will be creative, courageous, mature, and intelligent leaders who have a concern for people and a commitment to the purposes and progress of vocational agricultural education.

Agricultural Education and Reorganization in the U.S. Office of Education

LEON P. MINEAR, Director
Division of Vocational and Technical Education
U.S. Office of Education

It is a privilege for me to be given the opportunity to extend greetings through *The Agricultural Education Magazine* to the 10,000 teachers of vocational agriculture throughout the United States. I am looking forward to the privilege of meeting with many of you at the American Vocational Association Convention, the National FFA Convention and at other similar occasions.

You are serving a great industry. Farming and the broad field of agriculture have always been and will always be important to our nation and to the entire world. You have a great responsibility to provide agricultural education for those who work on the 3,400,000 farms in the United States. It is recognized that there is a decline in the number of farms and in the number of workers on farms. At the same time farms are becoming larger.

Never in the history of our country has there been a greater need for efficiency in agricultural production. As our population increases it is vital to have an adequate supply of food and fiber. At the same time our country is being called upon to help alleviate hunger in many nations by providing food. Even though the number of farms and farm workers are declining the business of agriculture is increasing in volume each year. It is important to recognize that farmers now market annually more than 40 billion dollars worth of products and that the total assets in farming exceed \$275 billion. The efficient American farmer today produces enough food for himself and 40 other persons. This major achievement is a tribute to accomplishments in the agricultural sciences, technology, experimentation, and agricultural education. By your instruction and counsel you have helped to develop in the United States the most efficient agricul-

tural programs that have ever been produced.

I wish to commend you also for the excellent training and experience you provide for high school students through the Future Farmers of America. I have been closely associated with this organization for many years and believe it to be one of the most worthwhile and effective youth organizations in the Nation.

For several years I have been watching with interest the progress that you are making in the broadening of the agricultural education program to serve the entire field of agriculture. I commend you for the progressive way in which you are extending your programs to provide instruction for those who are preparing for the agricultural business field. Until the 1963 Vocational Education Act was passed your assignment was largely limited by law to providing training programs for those who were preparing to farm. I am pleased to know that last year you enrolled more than 150,000 persons who are preparing for careers in agricultural occupations other than farming.

The Editor of *The Agricultural Education Magazine* has invited me to reply to a number of questions about agricultural education and the relationship of the Division of Vocational and Technical Education to agricultural education. I am pleased to have the opportunity to reply to these timely thoughtful questions.

What do you see as the role of the Division of Vocational and Technical Education, U.S.O.E., pertaining to the development and improvement in programs of vocational education in general and agricultural education in particular?

The Smith-Hughes Act which was enacted in 1917 provided for the co-

operation of the Federal government and the States in the promotion of vocational education. Since the original Federal Board for Vocational Education was abolished, the Office of Education has assisted the States in the promotion of vocational and technical education. For many years the Agricultural Education Branch in the Division worked directly with the States in the promotion and improvement of educational programs in the field of agricultural education. This relationship was maintained until the reorganization of the Division took place as a result of the passage of the 1963 Vocational Education Act. It was decided

by the Office of Education that professional assistance should be made available to the States on a regional basis so that the States might have greater access to office services. Plans were made to develop adequate staff in each of the regional offices. At the same time plans were made for the reorganization of the Division. At that time it was decided that the Division staff in Washington would provide national leadership in areas such as program planning, evaluation, the development of course outlines, the leadership of youth organizations, the sponsoring of conferences of State leaders in vocational education and work with government agencies, national associations, organizations, and international associations. The Division was also expected to cooperate closely with the vocational education staff members in each of the regional offices.

We hear a great deal of discussion about the recent reorganization of the Division of Vocational and Technical Education. Would you please explain the nature and rationale of the reorganization? How will the reorganization better serve the development and improvement of agricultural education in the states?

The reorganization of 1965 was never fully implemented because funds were not provided to employ the staff needed to carry out the programs planned for both the regional and the national offices. These restrictions were a part of the total restrictions on expenditures of Federal funds because of the high cost of the war in Viet Nam. The staff was reorganized again in 1968 in an attempt to improve the services of the Division and to utilize more fully the limited staff of the Division.

The mission of the Division of Vocational and Technical Education is to administer, within the framework of policy and under directions given by the Bureau of Adult, Vocational, and Library Programs, the several national vocational education acts: the Smith-Hughes Act of 1917, the George-Barden Act of 1946 as amended, the supplementary acts which make provisions for outlying territories, the Vocational Education Act of 1963 and the Appalachian Regional Development Act 1965. In so doing, the Division cooperates with State boards for vocational education in the promotion and further development of vocational education. It assists the States in maintaining, extending, and improving existing programs of vocational education, and in developing new programs of vocational education so that person of all ages in all communities of the State may have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training. Further, it provides interpretation of policies, planning, professional advice and assistance, and evaluative services to assist the States in the development of balanced and coordinated programs of vocational and technical education consonant with the educational and occupational needs of the Nation.

The accompanying chart shows the present structural organization of the Division. Unfortunately we still do not have enough staff to provide all of the services which are included in the program for the Division. It is our intent to broaden and improve the services to vocational and technical education, including agricultural education, by providing assistance in program planning, evaluation, teacher education, instructional materials, research, youth

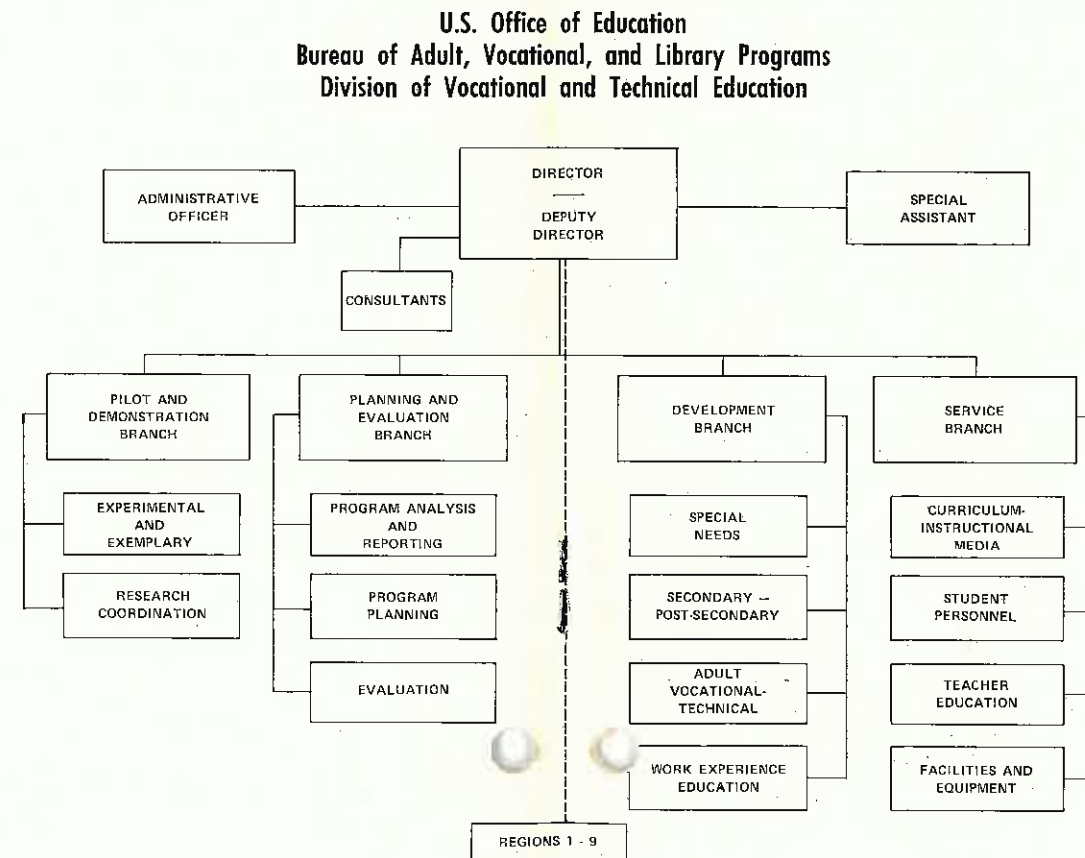
activities and in other ways. It is intended that the Division will continue to serve effectively the total program of agricultural education. A specialist in agricultural education is employed by the Division. One other staff member in the field of agricultural education serves as National Executive Secretary of the Future Farmers of America.

The Division has shared in the planning of a number of national centers which are also designed to be of assistance to agricultural education as well as to other areas in vocational and technical education. The center for Research and Leadership Development in Vocational and Technical Education at The Ohio State University was originally developed as a national center for agricultural education.

It is my understanding that persons in professional staff positions in the Division of Vocational and Technical Education are no longer designated as having primary or full-time responsibilities as specialists in the occupational categories of vocational education, e.g., agricultural education, distributive education, trade and industrial education, etc. Would you comment on the reasons why persons are no longer designated primarily as specialists in the occupational categories of vocational education?

It is true that staff members in agricultural education have been given additional responsibilities so that they may assist other programs in the Division such as program planning and evaluation. At the same time services of other staff members are available to render assistance to the agricultural education specialists. We are pleased to have serving in the Division seven staff members with an agricultural education background. In addition six professionals in the regional offices have been employed from the field of agricultural education. The experience and training of these persons make it possible for them to help enrich the entire field of vocational and technical education. They devote a portion of their time to the improvement and advancement of agricultural education in the United States. Plans have also been completed to use a number of agricultural education specialists in the States annually as consultants to the Division.

(Continued on next page)





Leon P. Minear

Dr. Leon P. Minear was appointed Director of the Division of Vocational and Technical Education, U. S. Office of Education, in April of this year. Since 1961 Dr. Minear had served as Superintendent of Public Instruction for the State of Oregon. He received the baccalaureate degree in 1938 from San Francisco State College and his master's and doctorate in education from Stanford. Dr. Minear has been a teacher in elementary, junior, and senior high schools in California, a demonstration teacher at the University of California, a high school vice principal, assistant to the dean of Denver Junior College, assistant professor of education at the University of Denver, and President of Stockton (California) Junior College. In 1952 he became principal of Benson Polytechnic High School, a nationally known vocational-technical secondary school in Portland, Oregon.

Agricultural Education and Reorganization in the U.S. Office of Education

(Continued from page 113)

Are there, or will there be, full-time specialists in each occupational area in the Regional Offices of the U.S. Office of Education?

At the present time it is not planned to provide full-time specialists in each occupational area in the regional offices. The professional staff members in the regional offices provide assistance as needed in all areas of vocational and technical education, including the development of programs which are of value to agricultural education.

Do you think that the reorganization of the Division of Vocational and Technical Education will influence similar types of reorganization of divisions of vocational and technical education in state departments of education?

The state departments of education in the various States are being expanded and changed so that they may better serve education including vocational and technical education. It is the responsibility of each State to develop the most effective administrative structure possible in the state department of education to provide the services needed within the State for vocational and technical education. It is not the responsibility of the Office of Education to make decisions concerning the administration and conduct of vocational and technical education within the States.

In recruiting new personnel for the Division of Vocational and Technical Education (including Regional Offices), what is the relative degree of emphasis placed on a person's accomplishments, experience, and preparation in an occupational area of vocational education in comparison to other qualifications?

When new positions are created in the Division or in the Regional Offices, job descriptions are prepared for these positions. An earnest attempt is made to recruit through civil service the best qualified persons for these positions. Most of these positions require broad training and experience in the field of vocational and technical education. There are a few supportive positions that require other types of training and experience. A review of the employees of the Division and of the Regional Offices will show that a large percentage of the employees have had many years of training and experience in vocational and technical education.

Is one implication of the recent reorganization the point of view that programs of vocational education, particularly at the high school level, should be general in nature rather than separate programs for the various occupational areas?

There has been no intent in the recent reorganization to change vocational education so that it should be only general in nature. For many years it has been recognized that there is a need to extend vocational education and to provide the instruction that is necessary to prepare people for employment. The recent hearings concerning the 1968 amendments of the 1963 Act emphasized the need to provide occupational information and education for students before they enter high school. There is also a growing demand that students in vocational education who are not competent in language, mathematics, or science should receive the necessary general education to make possible thorough vocational education. The decision concerning the types of courses which should be offered in vocational and

technical education should be made at the State and local levels.

In the field of agricultural education the tendency is to become more specific rather than more general. There has been wide acceptance of the cluster approach where students are prepared for several agricultural occupations so that if it is advisable for them to move to another occupation they can do so without difficulty. The division staff is cooperating with the U.S. Department of Labor in the development of a classification code for industrial areas. The Federal acts make it possible to offer instruction in hundreds of occupations. Vocational agriculture was limited to farmer training until 1963. Now programs are being offered in more than twenty occupational areas in the agriculture field.

Who in U.S.O.E. should a superintendent, teacher, supervisor, or teacher educator write for help concerning a problem in agricultural education, e.g., a question concerning curriculum development or evaluation in agricultural education?

Persons who require information on agricultural education, should write to one of the specialists in this field on either the regional or headquarters staffs or to the Director of the Division, who will refer the letter to the person who is most competent to provide the assistance requested.

Public Law 81-740, an act to incorporate the Future Farmers of America, states that the national advisor and the executive secretary of FFA shall be members of the Agricultural Education Service of the Office of Education. What are the implications of the recent reorganization concerning

those persons who are or will be designated for these leadership positions in the FFA?

Public Law 81-740 has given great prestige to the Future Farmers of America. A specialist in agricultural education will continue to serve as National Advisor of the FFA. Another specialist in agricultural education will continue to serve as National Executive Secretary of the FFA as authorized by Congress.

The Division considers it a privilege to share with the States in the promotion of the activities of the Future Farmers of America. The local and State leaders of this organization are to be commended for the outstanding achievements which made possible the creating of a Federal charter by the Congress. The comments made during the recent hearings held on the Vocational Education Amendments for 1968 in the Senate were most complimentary to the Future Farmers of America and to the other youth organizations in vocational and technical education. My recent instructions have been to give more assistance to FFA, not less. I can assure you my only wish is to help you keep up the good work.

What do you see as the future role of agricultural education in a total program of vocational and technical education in the United States?

Teachers of vocational agriculture,

teacher educators and supervisors must play a major role in the continuation and improvement of agricultural education programs in the years ahead. As the farms become larger it becomes more important to have farmers who are well educated. This will make it necessary to continue programs on the secondary and post-secondary levels to provide the training needed for those who are preparing for farming. It will likewise be essential to continue the young farmer and adult farmer programs so that those who are now farming may have the opportunity to keep up to date with the new research and technological developments. The farmers of the Nation have greater responsibility in the years ahead to provide the increasing quantities of food which will be needed by this Nation and by other nations in the world.

There is need for more emphasis in the expansion of additional programs in agriculture for the other agricultural occupations. Some of these occupations are new and others are emerging. Many new programs in agricultural education need to be offered in area vocational schools including junior and community colleges.

Teachers of vocational agriculture have the ability and can be of great assistance in helping to eliminate poverty in rural areas. We know that untrained migrants from rural communities are compounding the problems in our cities. We must experiment,

conduct research, and initiate changes to help us develop new programs to more effectively serve the hard to reach, the poor families, and others who need special services.

Workers in agricultural education must also render assistance in the ghetto areas in the large cities. It is timely for many new agricultural education programs to be established in the cities to prepare workers for the fields of floriculture, landscaping, turf specialists for parks and golf courses and employees for the many agricultural business firms. The development of these programs will make possible the formation of many FFA chapters in the cities. These chapters can cooperate with other youth organizations in training, motivation and serving youth in the ghettos. We must learn more about methods and programs which can be used to serve these young people.

I am aware of the many studies that you have been conducting to determine the occupational training needs in the field of agriculture. I challenge you to match the training programs in agricultural education with the need for farmers and workers in the broad field of agriculture. Agricultural educators have always been progressive, industrious and farsighted. I have confidence that teachers, supervisors, and teacher educators will continue to improve and expand programs of agricultural education based on sound research and occupational needs.

An Agenda for a Decade of Education for Agricultural Occupations

(Continued from page 110)

Research and Development

• Research in agricultural education should be generated and coordinated by research coordinating units for vocational education, teacher educators, supervisory staffs, and local school administrators and teachers.

• Adequate funds should be provided for research and development activities on a long-range continuing basis.

• Sequential level training programs should be provided for selected staff members in agricultural education to further develop research competencies.

• Agricultural educators should identify and assign priorities to research areas by utilizing research and development consulting committees.

• There should be a nationwide approach to coordinate research activities and diffuse research findings in vocational education.

Guidance and Counseling

• The teacher must have increased understanding and appreciation of guidance and counseling philosophy, concepts, and techniques.

• Vocational guidance personnel should have increased understanding and appreciation of career opportunities in the broad field of agriculture.

• Students enrolled in vocational programs in agricultural occupations should have sufficient career information available to encourage individual acceptance of responsibility for self-development.

• The local department of agricultural education should accept responsibility for first placement of all completing students.



Edwin W. St. John

Change in Agricultural Education

JAMES HANNEMANN, Vocational Consultant
Pontiac, Michigan

and
EDWIN W. ST. JOHN, Supervision
Michigan Department of Education



James Hannemann

Are departments of agricultural education keeping pace with the change in education and the changes in agriculture? Ability to change is a vital prerequisite for survival. A review of "Publication 1" of *Vocational Education: The Bridge Between Man and His Work* implies that we give more attention to meaningful change.

THE STUDY

The tripartition of agricultural education, the local school, the state department of agricultural education, and the teacher education institutions, all have a responsibility for stimulating, coordinating, and disseminating innovations in agricultural education. To assist these groups with the task of creating meaningful change in vocational education, the Research Coordinating Unit, of the Michigan Division of Vocational Education, undertook to study the process of change in agricultural education, home economics, business-office occupations, and trade and industrial education in cooperation with each of the four service areas.

The Agricultural Education Service identified some relatively new practices that would vary in terms of recency of invention, complexity, and cost. From this list, the following five practices were selected to be used in the study:

- Land Laboratory
- Off-farm supervised experience program
- Course for students entering off-farm agricultural occupations
- Enrollment of girls in vocational agriculture on a regular basis
- Adult or young farmer programs cooperatively operated by two or more schools.

This statewide study sought to determine the rate of adoption, the source of influence, and the degree of aware-

ness, adoption, and demonstration of these practices. The data were collected by a questionnaire sent to 205 Michigan high schools offering vocational agriculture in 1966. The following findings and conclusions are based on the data from 118 returns.

RATE OF ADOPTION

An adoption time line was calculated for each of the practices. Figure I shows practices that were specifically not in accordance with legislative intent prior to 1963. Figure II shows the time line for those practices operating under legislative approval at the time of the 1963 Act passage.

An analysis of the figures indicates that the passage of the 1963 Act did not significantly increase the adoption rate of the land laboratory and adult-young farmer practices. The adoption

of the off-farm courses and off-farm experience increased immediately after the signing of Public Law 88-210. The "girls in vocational agriculture" practice is a bit confusing however. The Act of 1963 tended to encourage the enrollment of girls in vocational programs yet the National FFA tended to discourage their participation in FFA activities.

SOURCE OF ADOPTION

What and who influences teachers to adopt a given practice? The sources of influence shown in Figure III are based on the source or sources of influence indicated, rather than the most important or initial source of influence.

Spontaneous adoptions, such as the land laboratory, tend to rely upon professional interaction and other schools as the source of influence. Directed

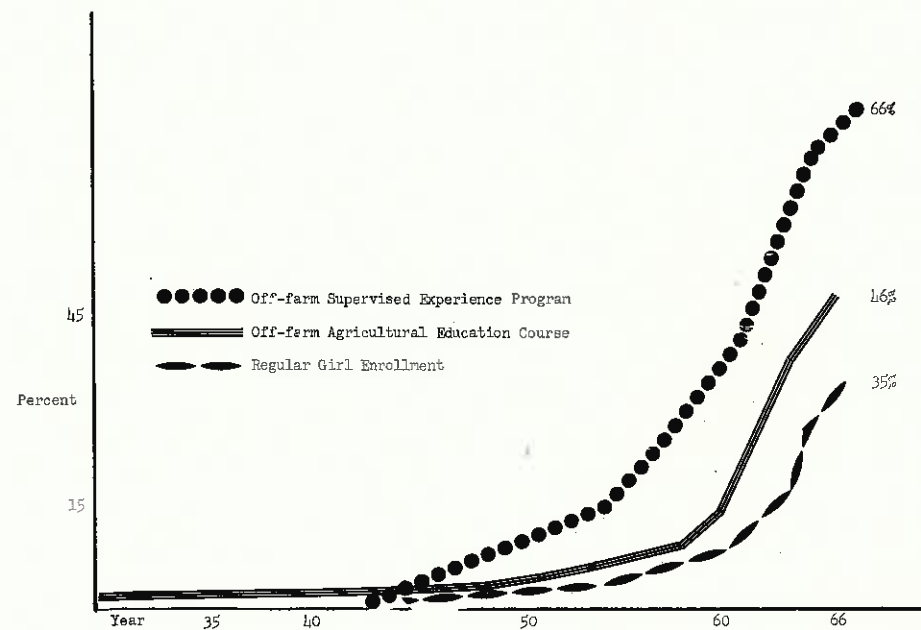


Figure I
Practices Authorized by 1963 Act

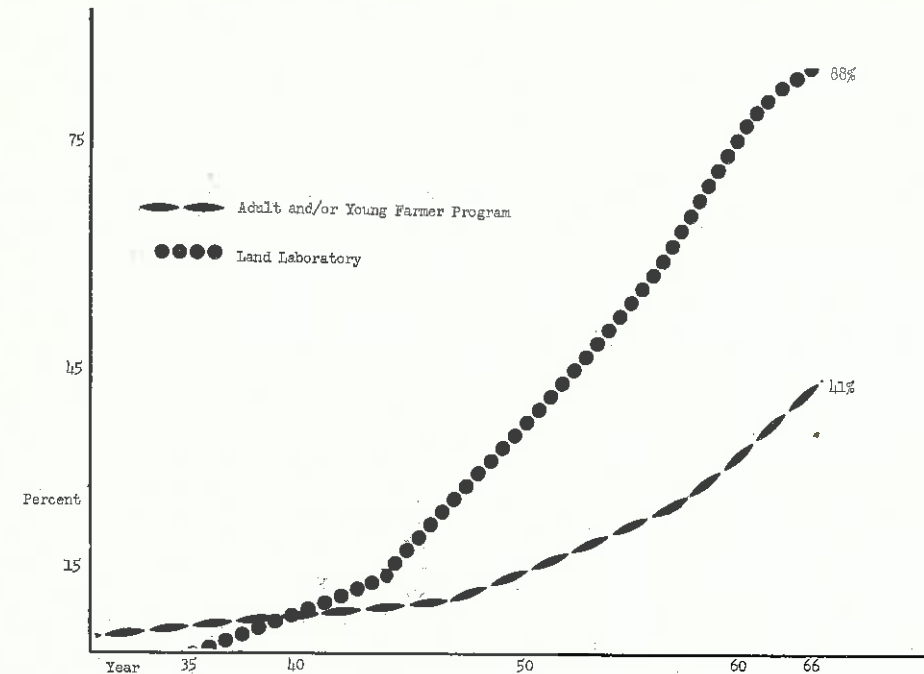


Figure II
Practices Authorized by Legislation Prior to 1963

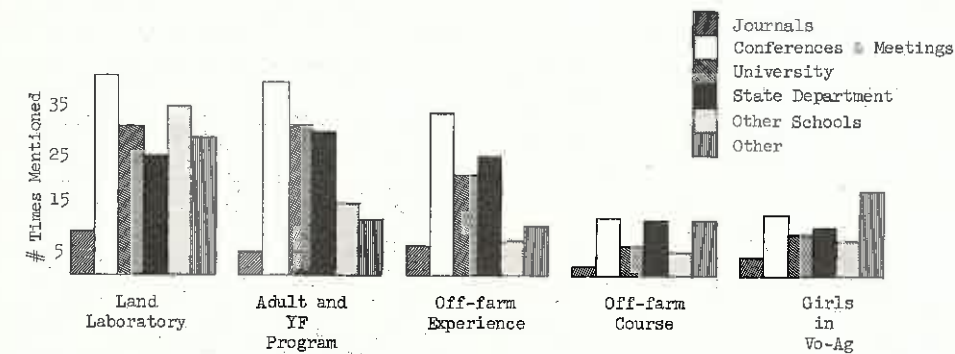


Figure III
Source of Adoption Influences

Table 1
Degree of Awareness, Adoption, and Demonstration

Practice	Awareness (Percent)	Adoption (Percent)	Demonstrated (Percent)
Land Laboratory	100	88	41
Off-Farm Experience	100	66	10
Off-Farm Occupational Course	98	46	6
Girls Enrolled	97	35	4
Adult-YF Program	91	41	9

innovations, such as off-farm experience and off-farm courses also rely upon conferences and meetings but are less influenced by other schools than spontaneous adoptions. It is interesting to note that the adult-young farmer program innovation, which is not closely related to enabling legislation or FFA regulations, is more influenced by something else than the universities, state department, or other schools.

AWARENESS, ADOPTION, AND DEMONSTRATION

The teachers were asked the following questions for each practice: Awareness . . . had they heard of the practice; Adoption . . . were they using the practice; Demonstration . . . had others come to observe the practice in their school. The responses to these questions are shown in Table 1.

CONCLUSIONS

This study raises nearly as many questions as it answers. For instance, it indicates that legislation inhibits but also encourages changes; however, it fails to indicate what type or at what level it would encourage certain innovations and discourage other innovations.

The study confirms that an informal communication network does exist among the teachers of agriculture; but it does not indicate how to use the informal network without reducing its informality.

The study indicates that the state department of education is a significant source of influence. If one acknowledges that most conferences and meetings attended by teachers of agriculture are initiated by the state department, the state department's leadership role in influencing change is very significant.

There appears to be a correlation between the degree of observation of a

(Continued on page 121)

At the time the study reported in this article was conducted, James Hannemann was a consultant in the Michigan Research Coordinating Unit. He is currently Vocational Education Consultant, Oakland Schools, Pontiac, Michigan. Edwin W. St. John is supervisor of Agricultural Education, State Department of Education, Lansing, Michigan.

Personal Influence — A Factor in Designing Supervisory Programs

CECIL H. JOHNSON, JR.
South Carolina Department of Education

History indicates that the time required for the adoption of new ideas in education has been too lengthy. The result is the theory-practice gap with which educators are all too familiar. Various estimates place the theory-practice gap as being from thirty to fifty years in length. In view of the investment being made to research, develop, and refine educational innovations applicable to vocational agriculture, efforts must be made to shorten this theory-practice gap.

The work of sociologists, especially rural sociologists, indicates that state leaders in vocational agriculture should utilize some of the research findings pertaining to the flow of ideas in rural social systems. The central idea of this research is that innovations spread from sources of new ideas via relevant channels to opinion leaders and from them by way of personal communication channels to their followers. Essential to this two-step flow of information is a distinction between opinion leaders and their followers. Following this line of reasoning, one would assume that all individuals do not exert an equal amount of influence on others and that sources of personal influence would vary according to the problem area in which the individual is seeking information.

The Study

To determine whether such findings would apply to teachers of vocational agriculture, the study reported in this article was designed to gain some insight and understanding of the opinion leadership phenomenon as an element of a change strategy for agricultural education. The specific objectives of the study were:

—to develop a means of identifying opinion leaders among teachers of vocational agriculture, and

—to determine selected personal and social characteristics of opinion leaders among teachers of vocational agriculture.

The study was based on data obtained from 272 teachers of vocational agriculture in South Carolina, representing 97 per cent of all teachers who were teaching at the time the study was conducted.

Teachers were placed in opinion leader and peer categories on the basis of the sociometric technique of identifying opinion leaders. The sociometric technique consists of asking group members to indicate who they go to for advice and information about a specific idea. Those teachers nominated by their peers four or more times as a source of advice and information in a specific area were considered to be opinion leaders.

Findings Concerning Opinion Leaders

Opinion leaders were identified in each of eleven areas of the vocational agriculture program. The number of opinion leaders ranged from a low of three in the area of specialized programs in agricultural supply to a high of sixteen in the FFA area.

Opinion leadership was concentrated in the hands of a relatively small number of vocational agriculture teachers. Fifty-one of the 272 teachers qualified as opinion leaders.

Twenty-one of the opinion leaders were influential in more than one area of the vocational agriculture program.

Opinion leaders chose other opinion leaders as their sources of advice and information. Seventy-two per cent of those chosen by opinion leaders were other opinion leaders.

Opinion leaders:

—were significantly older than their peers,
—had taught vocational agriculture



C. H. Johnson, Jr.

Cecil H. Johnson, Jr., is Coordinator of Area Vocational Schools, State Department of Education, Columbia, South Carolina. This article is based on Dr. Johnson's Ph.D. dissertation, "The Identification of Teacher Opinion Leaders: An Element in a Change Strategy for Agricultural Education," which was completed at The Ohio State University in August 1968.

- for a significantly longer period of years than had their peers,
- had attained a significantly higher educational level than had their peers,
- had a significantly higher income from teaching than did their peers,
- held a significantly greater number of offices in professional educational organizations than did their peers,
- exhibited a significantly higher degree of social participation than did their peers, and
- were significantly more innovative than their peers.

Implications for Supervision

The important finding of the study is that a hierarchy of opinion leaders was identified, with pervasive opinion leadership concentrated in a few individuals. This finding implies that in attempting wholesale efforts to create change and to increase the adoption of approved educational innovations, the state supervisory staff should identify those individuals in whom opinion lead-

(Continued on page 121)

WHEN THE SUPERVISOR VISITS A SCHOOL

JAY M. WOOD, Supervision
Washington State University

What should a supervisor do during a visit to a school? Letters from twelve state directors of vocational agriculture in the United States revealed the following guidelines.

Involve School Administrators

The directors generally agreed that the first stop at the school should be with the chief administrator to inform him of the purpose for the visit and to get his permission to visit the teacher of agriculture. Other administrators such as the high school principal or vocational director should be informed of the visit and be given a chance to ask questions or make comments pertaining to the vocational agriculture program.

A conference with the school administrators and the teacher of agriculture is very beneficial. During the confer-

ence there can be a discussion concerning the present vocational agriculture program and projected programs. Suggestions for improving and expanding the local program's effectiveness can also be discussed.

Follow These Guidelines

Responses of the state directors of vocational agriculture revealed the following additional guidelines for supervisors when visiting a school.

—Supervisors should assist teachers with individual student programs and records, subject matter, teaching materials, handbooks, and public relations.

—Supervisors should take a look at the teaching calendar and activities for the teacher's secondary, adult, and post-high school programs, as well as his scheduled FFA activities.

—Secondary school students and

young and adult farmers should be visited. This is one way of evaluating the effectiveness of local programs.

—The teacher's major objectives for the total program of agricultural education should be studied.

—Classroom teaching, including the attitude of students and the enthusiasm of the teacher should be observed.

—In making evaluations, consideration should be given to the atmosphere of the department and the school, the morale of the teacher, and the apparent growth of the creative ability of students and their active participation in the instructional program.

—The chief administrator of the school should be visited before leaving the school if possible. During this visit the supervisor should find out the administrator's and the board of education's evaluation of the vocational agriculture program. Also the supervisor should give his recommendations to the administrator.

—Ordinarily visits should be brief; two hours is usually long enough. One or two good suggestions for improvement are enough for one visit.

—The main purpose of the supervisor's visit should be the improvement of the instructional program.

—The teacher should be complimented on the good things he is doing. Visits by supervisors are to help teachers.

BOOK REVIEW

DIAGNOSTIC AND REMEDIAL READING by Robert M. Wilson. Columbus, Ohio: Charles E. Merrill Publishing Company, 1967, 260 pp. \$6.50.

I have found a book authored by an educator who has considerable expertise in dealing with students who have reading problems. This book is readable. In fact, one short evening with the book will enable the reader to gain valuable insight into a systematic procedure for making an attack on the reading problems of individual students.

The role of the teacher is stressed. A step-by-step procedure is given for

dealing with the reading problems that are discovered in the classroom. On-the-spot techniques for contending with problems that are not deep-rooted are vividly illustrated. The teacher is encouraged to become involved in systematically diagnosing reading problems. However, the teacher is reminded that he has a cooperative role to play with the reading specialist who has time and training to deal with deep-rooted problems.

Best of all, I like a chapter that focuses on the parents' role in diagnosis. Agricultural teachers have always recognized the importance of the parents' role in developing excellent experience programs and the writer of

this book enlightens the reader with the opportunity for cooperative teacher-parent interaction in providing remedial direction for the child who has reading difficulty.

This book is easy to read and provides the teacher with an insight into techniques that work and can be implemented. The book is packed with charts, outlines, and lists that will prove to be valuable aids in guiding the student through a remedial involvement. This fine book will be pulled from the shelves and used as a reference time after time.

I highly recommend that *Diagnostic and Remedial Reading* be read by all teachers of agricultural occupations. May I go even further and state that all teachers who are concerned with students who have "special needs" will find this book invaluable.

Robert W. Walker
University of Illinois

The Articulation of Secondary and Post-Secondary Programs

MONTY E. MULTANEN, Supervisor
Oregon Department of Education



Monty E. Multanen

It is important that we in agricultural education continue to develop effective vocational agricultural programs in our secondary schools and equally effective technical agricultural curriculums in post-secondary institutions. However, if the needs of today's student and the needs of production agriculture and agri-industry are going to be met, a systematic approach to planning and operating a comprehensive occupational preparation curriculum for agricultural occupations must be implemented.

Planned Articulation

This procedure must provide for strong occupational preparation in agriculture at the high school with planned articulation for students to move into the more specialized vocational-technical curriculums in the community college. Articulation means the progression students make from one level of occupational training in agriculture to the next higher level. The implementation of effective articulation for agriculture education programs from the secondary to post-secondary levels would minimize confusion and needless duplication in program planning and development. It would also allow for a smooth transition for those students who wish to pursue their occupational objectives in agriculture through further training in a community college program.

Essential to the development and implementation of a comprehensive and articulated program is the identification of those competencies that are common for most agricultural occupations, both production and off-farm. This core of competencies should then serve as the criteria for the de-

velopment of the occupational cluster curriculum in agriculture at the secondary level. Program specialization in areas such as forestry, landscape horticulture, agricultural mechanics, agriculture supply, and farm management should be provided for most students after they have successfully progressed through the agriculture cluster curriculum.

A Proposed Approach

Charts I and II are schematics of a proposed approach to the articulation of high school vocational agriculture curriculums to the vocational-technical agriculture curriculums in the community colleges.

Chart I depicts the agriculture education program from a cluster curriculum in grades nine, ten, and eleven through moderately specialized options in grade twelve, then progresses through more intensive specialization

through the second year of the community college programs. With the successful completion of the twelfth grade curriculum, a student would be prepared for at least entry level employment in an agricultural occupation or would be prepared for advanced placement in a community college technical agriculture curriculum. In the chart the cross-hatched areas in the twelfth grade options depict the basis for advanced placement into the first phase of the community college curriculum.

Chart II presents a more detailed breakdown of the articulation from the twelfth grade option through the second year of the community college program using as examples two of the five second year options as illustrated in Chart I. In this chart program progression is related to subject matter coverage in addition to program level and title. The cross-hatched areas in this chart mean the same as those

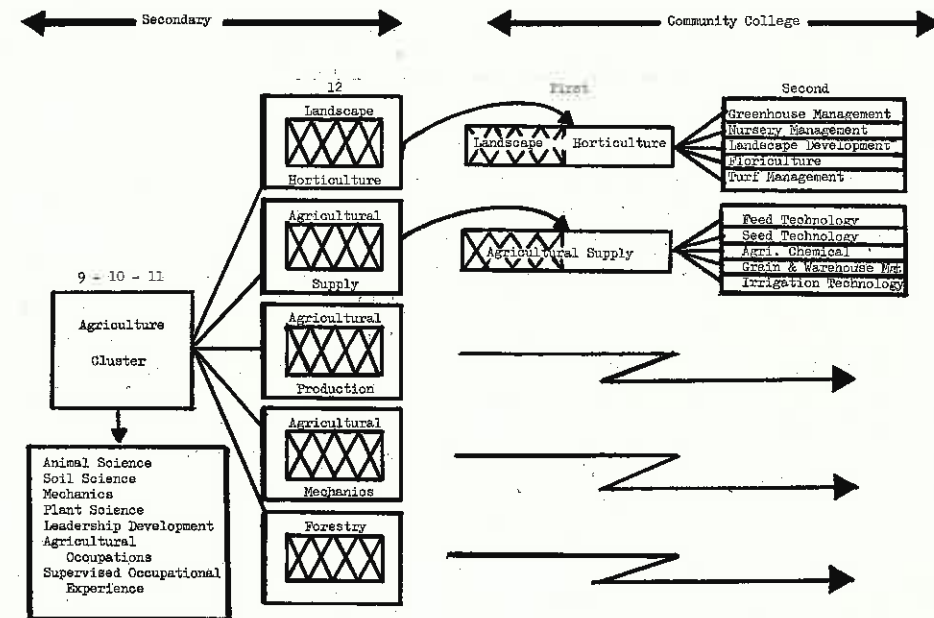


Chart I
Articulation Pattern in Agricultural Education

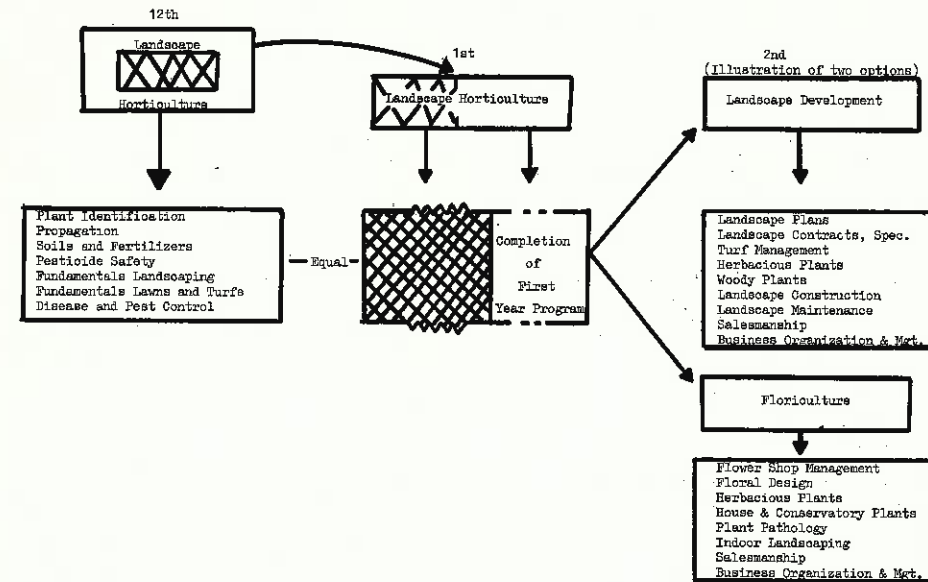


Chart II
Articulation Pattern in Landscape Horticulture

in Chart I. Under each of the options illustrated in the second year of the community college are examples of course titles for the Landscape Development option and the Floriculture option. It should be noted that each community college would have to have a basic beginning point in each vocational-technical curriculum for those students who have had no previous experience or formal education in agriculture.

Implementation

It becomes obvious that to offer related class instruction in all specialized phases at the high school level would require a large number of students. Therefore, each secondary program should continue the basic agriculture cluster through the twelfth grade and then provide one or more of the

options as shown in Chart I. The number and kind of options offered would depend upon the size of the student population, available resources, and needs of the community. In one-teacher departments where it is not feasible to cooperate in program development with other school districts, specialized instruction could be accomplished partially through effective individualized instruction and placement in supervised occupational experience programs.

The implementation of an articulated and comprehensive program of agricultural education is vital to the continued success of agriculture. The accomplishment of that goal will require that education and agriculture make a concerted effort to open the lines of communication between all levels of education and all agricultural employment areas.

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Change in Agricultural Education

(Continued from page 117)

new program and its subsequent adoption. This tends to agree with Brickell's conclusion in *Organizing New York for Educational Change* that the only way to judge a new program is to visit it. But again, additional information is needed to determine what really influences the observer's decision about the new program. Is it the discussion with the principal, superintendent, teacher of agriculture, the students, or simple visual observation of the program in action?

Earlier we stated that this study raises almost as many questions as it answers. At this stage of identifying innovations and diffusion patterns in vocational education, this may be virtue rather than a vice. We need to know what kind of questions to ask if we are to initiate meaningful change and only by asking questions can we identify the key that unlocks the door to change.

Personal Influence—A Factor in Designing Supervisory Programs

(Continued from page 118)

ership is especially concentrated. By identifying these opinion leaders and focusing their efforts in accelerating change in the programs of these individuals, supervisors could reap benefits from the internal dynamics whereby individuals who have adopted an innovation or have made a change influence others to do so. Opinion leaders with greater personal influence than others should accelerate the interaction effect. Opinion leaders who are influential in more than one area of the vocational agriculture program tend to multiply their personal influence thereby compounding their interaction effect.

In this era of innovation in vocational education and vocational agriculture, state leaders should not lose sight of the importance of the personal influence of teachers of vocational agriculture when designing and developing supervisory programs intended to shorten the time required for a new idea or innovation to be adopted.

THE SUPERVISOR AS A DIAGNOSTICIAN

WILBUR RAWSON, Supervision
Kansas Department of Education



Wilbur Rawson

The successful medical doctor is one who can diagnose a patient's ailments and prescribe a treatment. Supervision of vocational agriculture departments for improvement of instruction requires diagnosing the problems before improvement can take place. A cooperative effort between school administrators, the vocational teacher, and the supervisor is necessary to establish goals for the successful department and steps necessary to reach those goals.

GUIDELINES FOR EVALUATION

The appraisal of a vocational agriculture department requires guidelines or standards. The criteria used to judge the success of a vocational agriculture department depend on the whims of the person making the evaluation. Factors such as number of students enrolled, success of the department's graduates, the quality of shop work completed, the winnings of its judging teams, FFA awards won, and even the teacher's salary are examples of things that may be used to judge the success of a vocational agriculture department.

Inclusion of the teacher's opinion in evaluation can stimulate changes necessary for improvement. The supervisor can inject outside observations and the local administrator can provide the school's philosophy toward vocational education. But the key to the success of a vocational department usually rests with the teacher.

EVALUATION BY TEACHERS

Certain factors are relevant to the efficiency and effectiveness of a voca-

tional agriculture department and its part in the educational experiences of its students. The vocational agriculture teacher may make a self-evaluation by answering certain questions aimed at problem areas of his department and his teaching procedures.

The purpose of this self-evaluation questionnaire is not to determine how high a score can be attained but to determine where weaknesses may be found in a vocational agriculture program. The procedure followed in completing the questionnaire may vary with each vocational agriculture department. The supervisor should assist the teacher in arriving at a rating for each statement. The administrator should be aware of the purposes and assist in answering some of the questions. A joint conference involving the administrator, the teacher, and the supervisor will be helpful in many cases to explore changes proposed in the vocational agriculture program. Realization of problems may be the first step to improvement.

GUIDE FOR SELF-EVALUATION

• Atmosphere for Learning

—Is the classroom arranged to be conducive to learning?

—Is the shop neat, orderly, and inviting to good shop work?

—What is the attitude of students toward learning and the teacher (address of teacher, horseplay, permission to talk, respect for decisions)?

—Have guidelines governing actions been established and are they known by the students?

—Does the teacher attempt to handle discipline problems?

—Is there a sincere and genuine interest in the work covered?

• Curriculum and Course of Study

—Is there a course outline developed

for the vocational program?

—Is the outline up to date and is it being followed?

—Are the objectives for the vocational program clearly defined for the student, the community, the faculty, and the administration?

—Has a survey been made to determine occupations of previous graduates?

—Is a weekly outline of work to be covered turned into the administration previous to teaching?

—Does the school-day provide time for the teacher to carry out the vocational agriculture program?

—Is time provided for the teacher to plan and prepare lessons?

—Is the school schedule arranged so that vocational education does not compete with other required courses?

—Does the school offer other "shop" classes in addition to vocational classes?

• Teaching Procedures

—Is 50 per cent of the time spent in classroom type instruction?

—Are adequate references available?

—Are overhead, 35mm, and 16mm projectors available?

—Is visual aids equipment used each week?

—Are lesson plans used?

—Are other types of lessons used in addition to the question and answer type?

—Are lessons crisp, motivating, and interesting; do lessons indicate planning?

—Are students involved in the teaching process?

—Are class sessions held in connection with teaching shop skills?

—Are plans required before shop projects are constructed?

—Are only shop skills taught in shop for first-year students?

—Are advanced skills taught to second and third-year students?

—Are repair and maintenance jobs done in shop by second and third-year students?

—Are cars allowed as a shop project?

—Are field trips used regularly?

—Are resource people used in the classroom to help teach?

—Is a grading system set up and known by students?

—Are competitive events used to gain interest of students?

• Administrative and School Personnel Relationships

—Is the school administrator acquainted with the vocational agriculture program?

—Has the administrator been invited to visit the class and shop?

—Has the administrator been present while a class was being taught?

—Are problems concerning classes discussed with the administrator before they are discussed with faculty, students, or parents?

—Is there an attempt to work with other faculty members on problems concerning students?

—Does the administration cooperate in operating an effective vocational department?

—Are faculty meetings held regularly?

—Are problems of class schedules and curriculum changes discussed with the administrator?

• Discipline

—Does the teacher recognize discipline problems?

—Does the teacher handle discipline problems in a direct way?

—Are appropriate penalties given those needing disciplining?

—Are sarcasm, ridicule, and grades used to enforce discipline?

—Is the class ever left unattended?

—Does the principal support the teacher on discipline problems?

—Does discipline exist in other segments of the school?

—Is the vocational program used as a place to put students causing discipline problems in schools?

—Does the teacher arrive on time or ahead of time for school and other events?

—Does the teacher set a good example for students?

—Does the teacher dress appropriately?

• General

—Is a home visit made to every beginning student by November 1?

—Is a meeting of parents held to explain the vocational program?

—Is the teacher an active member of the teacher's association?

—Is the teacher a member of a local service club; does he take a part in community affairs?

—Does the teacher conduct an adult education class?

—Is school time provided for club meetings once each month?

—Is the student organization under the direction of the teacher?

—Does the school have a salary schedule, and as nearly as possible, is the vocational teacher on that schedule?

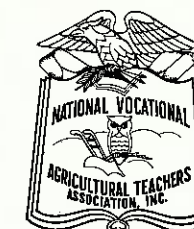
—Is an advisory committee used for some part of the vocational program?

—Is the teacher on an eleven-month contract and is an outline made of the duties expected of the teacher for the extra time?

—Does the teacher have regular attendance at vocational conferences?

After completing the score card the teacher should appraise his answers and discuss with the supervisor ways of correcting the weak areas. Justification of the teacher's answer to some questions may be necessary before a supervisor can assist in any program improvement.

This method of attaining program improvement has been used successfully in Kansas. Teachers accept assistance when their involvement dictates needed changes in the vocational agriculture program. Teachers want ways of attaining a more effective program rather than criticism of their faults by a supervisor.



News of
NVATA

JAMES WALL
Executive Secretary

Plans have been completed for the Twentieth Annual Convention of the NVATA to be held in connection with the AVA Convention at Dallas, Texas, December 7-13. The NVATA Executive Committee will meet for two days prior to the convention.

The first NVATA General Session will be called to order at 10:00 a.m. on Saturday, December 7. It will be followed in the afternoon by a special program, regional meetings, and a dinner for the state presidents jointly sponsored by The American Institute of Cooperation and The National Rural Electric Cooperative Association.

On Sunday morning A. O. Smith Harvestore Products, Inc., Arlington Heights, Illinois, will sponsor a breakfast for the entire Agricultural Education Division at which time the winners of 1969 Harvestore Travel Scholarships will be recognized.

Delegates will be busy Sunday afternoon attending the Second General Session, group meetings, and the NVATA and AVA Receptions.

Delegates will have an opportunity to meet in regional sessions again on Monday morning. NVATA activities will be concluded with the Annual Awards Breakfast and final session on Thursday morning. The breakfast will be sponsored by the Farm Film Foundation and the Foundation for American Agriculture.

In addition to NVATA activities and meetings delegates will also participate in the various meetings of the AVA and especially in those of the Agricultural Education Division of AVA.

Meetings and business sessions of the Agricultural Education Division have been scheduled on Monday, Tuesday, and Wednesday afternoon and on Thursday and Friday forenoon.

The AVA Convention will close with the House of Delegates meeting on Friday, December 13.



Stories in Pictures

GILBERT S. GUILER
Ohio State University

Cliff Lee, vocational agriculture student in Winter Haven, Florida, receives instructions from his employer-supervisor in an agricultural insurance business. (Photo by L. W. Harrell, Florida Department of Education)



Ardell Kimmel (center), Agricultural Mechanics Instructor at Rend Lake College (Illinois), observes the partsman in an agricultural equipment dealership prepare a sales ticket. This is one of the many operations of the business firm observed by Mr. Kimmel during a structured occupational internship in the summer of 1968. (Photo by Thomas Stitt, Southern Illinois University)



Roger Lawrence (right), Supervisor of Middletown, Connecticut, explains the digestive system of a fowl to a group of students. (Photo by L. L. Turner, Connecticut)

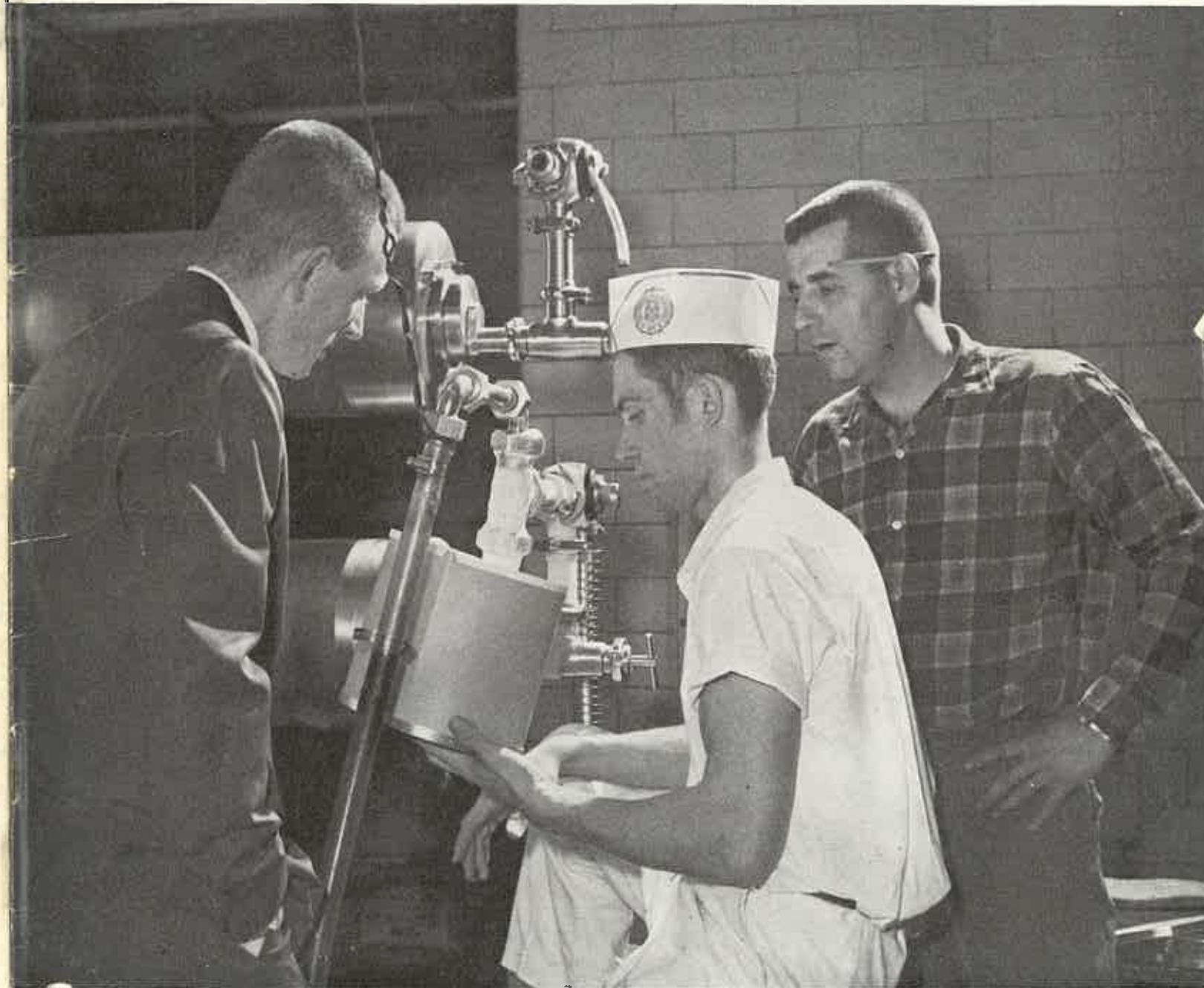


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