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AGRICULTURAL EDUCATION

Volume 51

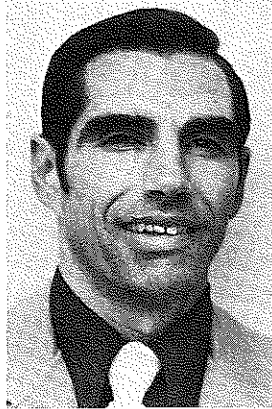
Number 4

October 1978



Theme—
Supervisors And
Consultants—
Important Members
of The Team

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FROM YOUR EDITOR

James P. Key

Truly Important Team Members!

As I sit reflecting on the work of supervisors and consultants, I realize just how important their contribution is to the team effort in educating for agriculture. To enumerate their tasks of aiding teachers, consulting with school administrators, coordinating with teacher educators, collecting information for state and national reports, coordinating FFA contests, shows, and other leadership activities, and so many other duties would be too great a task. I will instead give an example which I believe adequately illustrates the value of these team members.

As this is being written, we are finishing our annual vo-ag teachers conference in Oklahoma. This was a full week of activities, speakers, in-service workshops, and busi-

ness meetings for the Oklahoma Vocational Agriculture Teachers Association. Planning had been going on all year, but reached its peak last May when the supervisors, teacher educators and officers of the teachers association sat down together at a retreat to plan the annual conference. This kind of cooperative effort, instigated and coordinated by the supervisors, resulted in an outstanding conference containing meaningful activities for the teachers.

This is just one illustration of the supervisors and consultants' important contributions as coordinators of the team effort for educating for agriculture. Similar contributions are repeated numerous times throughout the year. Your part in the team effort is appreciated — supervisors and consultants! — Ed.

★ Special Features ★

Your contributions are needed for:

—CENTER PAGES FEATURE • Drawings, Sketches or Photos of Useful Ideas.

—THIS WORKED FOR ME • Methods you would like to share that might help other teachers.

—LETTERS TO THE EDITOR • Your concern, support or rebuttal of vital issues.

—FROM THE TEACHER'S DESK • Sayings, jokes, stories to help spice speeches, talks or teaching.

—COUNTRY STORE • Sources of inexpensive or free teaching aids.

(Please submit articles 2½ months in advance of Theme to allow publication time.)

COMING ISSUES COMING ISSUES COMING ISSUES

COMING ISSUES

NOVEMBER — Effective Teaching — What's the Basis?

DECEMBER — Professionalism—That's The Name of the Game

JANUARY — Golden Anniversary Issue — Looking to the Past and the Future

FEBRUARY — FFA — A Valuable Resource For the Agriculture Teacher

MARCH — Classroom Instruction — Getting the Ideas Across

APRIL — Supervised Experience—Doing to Learn — Learning To Do

MAY — Agricultural Mechanics — Developing Important Skills

JUNE — Summer Opportunities — Supervision, Planning, In-Service Education, Conferences, Repairs, Other Activities?

JULY — International Agricultural Education — Filling the World's Breadbasket

AUGUST — The Overworked Ag Teacher — Determining Priorities

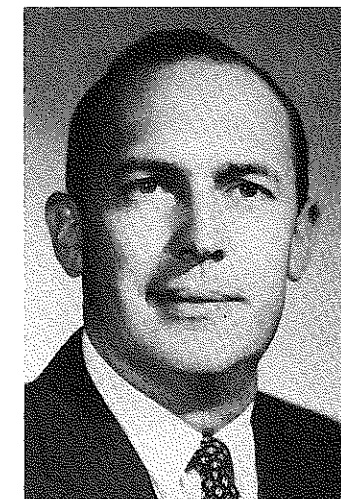
SEPTEMBER — A New School Year — Opportunities Unlimited

OCTOBER — Our Grass Roots Community Relations — Parents, Advisory Committee, Administration, Legislators

COMING ISSUES

The Role of Field Personnel In Agricultural Education

by
Henry G. Williams
Specialist, Agricultural Education
Tennessee



Henry G. Williams

I see the role of field personnel as that of consultants. The primary role should be that of a consultant whose major responsibility is the improvement of instruction. In the capacity of a consultant, he or she will be teacher educator, a resource person, and a promoter of positive human relations.

The three (3) essential skills of consultation are:

1. Technical Skill — Implies an understanding of and proficiency in your service area.
2. Conceptual Skill — The ability to see the enterprise as a whole, including recognizing how the various functions of the organization depend on one another and how changes in one part affects others.
3. Human Skills — (Working with people) — Ability to work actively as a consultant and to promote cooperative group efforts.

—A consultant does not direct. He or she helps to review alternatives, provide resources and technical advice.

—The consultant promotes the decision-making processes.

—The consultant evaluates, although he or she should not be seen as an evaluator. An analysis of the situation must be made in order to determine what needs to be done.

—The consultant is a specialist in Vocational Agriculture, and at the same time a specialist in working with teachers on such things as methods, techniques and procedures for successful teaching.

THE CONSULTANT AS A TEACHER EDUCATOR

Since the improvement of instruction is a primary function, much of the work of the consultant is on-the-job teacher education. Emphasis should be upon teacher education and not on the enforcement of rules, regulations and minimum standards. Vocational Agriculture presents many problems that are different from those encountered in

general education. Among these are the promotion of schools and classes for out of school youth and adults, the use of materials of instruction based on community resources and problems, the organization of classes to resemble conditions in the occupation and the application of standards used in industry and business to measure progress and achievement. These differences require specialized knowledge and skill, and consultants must possess these if they are to be of assistance in the improvement of instruction.

Consultants use various devices and techniques in assisting the improvement of instruction. Among these are individual and group teacher conferences, demonstrations, rating sheets, visitations to superior programs, contests, exhibits and professional courses. The consultant also coordinates in-service education with the university teacher educators.

THE CONSULTANT AS A RESOURCE PERSON

In order to improve instruction, the consultant must be aware of current commercial and state developed instructional materials and resources. He or she must be able to make appropriate recommendations regarding use of equipment and supplies. In addition, the consultant should be knowledgeable of the Occupational Safety and Health Act (OSHA) as it pertains to local instructional areas.

HUMAN RESOURCES

The skilled consultant never underestimates the complexities of the people with whom he works. He is sensitive to the possible causes of behavior. He must make an effort to understand the desires, motivations and frustrations of his associates and himself.

The consultant realizes that every teacher is capable of making some contribution to the improvement of education. Each contribution, regardless of how small, is graciously accepted as an evidence of growth. A good consultant

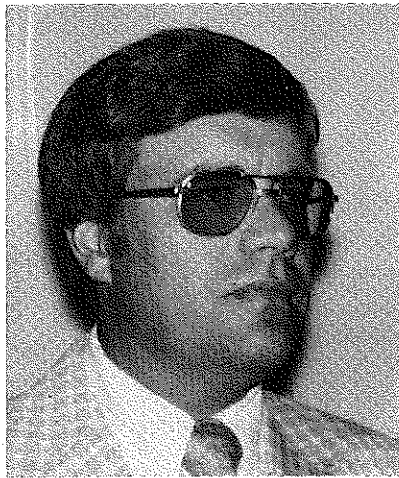
knows that growth and understanding cannot flourish in an authoritarian atmosphere. A good consultant seeks out strong points of a teacher and builds upon them.

Effective communication is an essential ingredient in promoting good human relations. It is important, therefore, that consultants maintain both good channels of communication and flow of information to and from the field.

Lack of response to new ideas which break sharply with old traditions is recognized as a trait common to most people. The consultant must realize that only through providing stimulating experiences for teachers can progress be made.

CONCLUSIONS

In summary it is clear that the role of field consultants contributes to the improvement of instruction at the local level. In order for this to be successful there must be a coordinated effort on the part of state and field staff members. A concerted effort must be made to eliminate non-essential administrative work by field consultants. More time must be given to individual teachers in the field. In certain school systems, supervision and consultation for teachers is more rapidly available than in some of the smaller systems. The consultants should make maximum use of local directors in the system to insure services are available for the improvement of instructional programs. Generally speaking, the consultants should concentrate on places where consultation is least available. ♦♦♦



David S. Bonde

STATE SUPERVISORS— THE TEAM LEADERS

by
David S. Bonde
State Director
Division of Voc. Ed.
Pierre, SD

In this day and age of "people labeling," it is common place to label state employees as "bureaucrats." Lay people too often imagine state employees, state vocational education supervisors in this particular case, as individuals sitting around with no responsibilities, collecting a fantastic salary, and hoping to retire at age fifty-five.

Webster defines a bureaucrat as a "government official following a narrow, rigid, formal routine." State supervisors may be classed in the realm of the bureaucrat but their actions and deeds in no way reflect a "narrow, rigid, formal routine." To the contrary, state supervisors with the South Dakota Division of Vocational Education are dedicated, professional, imaginative, well-educated and proven disciples of their profession—they are the leaders on this team known as "Vocational Education."

When we look at the role of State Supervisor, we see a manager/specialist assisting local instructors and administrators in carrying out their responsibilities to deliver vocational education on the local level. The state staff attempts to lessen the load by suggesting new and innovative teaching methods, coordinating in-service activities, assisting with and coordinating vocational student organization activities, correlating the federal law mandates into viable concepts and techniques, and the over-all general promotion of quality vocational education programs to the local level.

SOUTH DAKOTA STAFF

The division staff in South Dakota are not unlike other state supervisory personnel throughout the country.

There may be a quality of uniqueness in our staff that is important to the success of our goals and missions. The quality I am referring to is a combination of tenure versus young, aggressive ideas. We have staff members who were with the division prior to the Vocational Education Act of 1963 and others who have been employed during the past three years. This professional combination illuminates an aggressive/imaginative atmosphere within the division which creates some very spontaneous staff meetings. A younger supervisor wants to move out and attack the issue head-on; a tenured staff member may wish to progress at a slower pace to insure that the pieces of the puzzle fit together as they should. There are, however, common traits in the division staff which are actively sought and progressively maintained: positive attitude, belief in their convictions, a sincere empathy with people, dedication and enthusiasm. Without these elements, no team can be effective nor can it function as a team; the most crucial issue would be the loss of quality control and subsequently the deterioration of program management. Should quality control be lost the public vocational education diligently strives to serve would suffer greatly — that public is THE STUDENT.

STANDARDS

The South Dakota State Board of Vocational Education and the Division staff have adopted a working document to be used in developing standards for programs of vocational education at the state and local level. The document is entitled, "Standards for Quality in Vocational Programs." The publication is designed to strengthen and reaffirm the basic underlying principles and concepts in the administration, implementation and operation of "quality vocational education programs"; and to develop and implement standards of quality in all vocational education dis-

ciplines. The division staff has adopted the "Standards" and are currently conducting local instructors/administrators' in-service education on the principles and standards. Each vocational education offering — agriculture, business & office, distributive education, trade & industrial, home economics, and health occupations have adopted their own criteria to insure quality as well as seventeen general principles of vocational education. Equality in vocational education is infused throughout each program. Such a document further solidifies the team concept at the state level to insure that the key elements of quality in vocational education are maintained.

PRESSURES

The role of state supervisors, and local instructors/administrators for that matter, is without a doubt, embroiled in the changing times of vocational education. We are witnessing continued demand and growth in vocational education while academic education may be observing declining enrollments. We see the federal dollar, which originally offered the incentives to expand vocational education (Vocational Education Act of 1963) now leveling off. This, in turn, places a greater financial burden on state and local resources. Federal regulations (Vocational Education Act of 1976) have created open dissension in the ranks of some vocational educators with the advent of such mandates as sex-equality, comprehensive program review, handicap and disadvantaged emphasis, program improvement and evaluation.

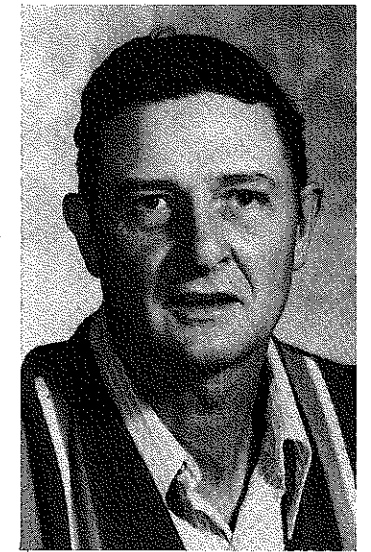
TEAM EFFORT

Such pressures could be the "ties that bind" or become the "straw that will break the camel's back." The team approach must insure the cooperative effort between state supervisors and their programs at the local level. The Vocational Education Act of 1976 (P.L. 94-482) is in itself a controversial piece of legislation. As the participants and recipients of P.L. 94-482, it is the responsibility of all to insure that the Law works and serves all citizens. If

(Concluded on page 81)

Supervisors and Consultants— Important Team Members

by
Wayne Volkman
Vo-Ag Teacher
Bellville, TX



Wayne Volkman

Having never been a supervisor or consultant of vocational education in agriculture, I have been commissioned, by the powers who know, to write something about their importance as members of the team. Possibly my experience of thirty plus years of teaching vocational agriculture and working with the Future Farmers of America, along with my observation of the supervisors and consultants, qualifies me for this job.

LIAISON ACTIVITIES

In our state of Texas we have ten supervisory areas of Vocational Agriculture. Each area has a supervisor whose official title is Consultant to Vocational Education in Agriculture. His headquarters is, or should be, located near the center of the supervisory area. In some instances, however, this is not true. His office may be located in the largest city in the area, or one which contains a college or university. The purpose behind this is that the consultant or supervisor should be a liaison for the local departments of vocational agriculture. In other words, he should expound the virtues of the program to the people in the cities in order to secure scholarships, grants, and better prices at the major shows and fairs, etc. This, not being a full-time job, the Supervisor of Vocational Agriculture is expected to coordinate the activities of the local FFA chapters and vocational agriculture departments in his districts and area. With approximately eighty chapters making up four districts in the area, the supervisor arranges for a meeting of each district each month. District and area meetings permit better coordination of the District's FFA Leadership Contest, in-service education for the teachers of vocational agriculture (many times he is called on to

secure the in-service program) and other activities of the districts; whereby they can come together later as an area unit.

REPORTING ACTIVITIES

With approximately 48 district meetings each year and approximately 12 area meetings, the area supervisor is expected to devote some time to administration, where he accepts all the reports which are due in his office from the teachers of the local departments. These reports are not always forwarded to the supervisor on time, and the supervisor must write the teacher and eventually the superintendent of schools in order to receive the report. He may in some cases have to recommend strong administrative action. Finally, after he receives the reports, they must be summarized and the summary forwarded to the consultants in the headquarters office for vocational education in agriculture which is usually located in the capital city of the state. The purpose of the reports is for the consultants to have statistical data to present to the legislators for future funding of departments of vocational agriculture.

PROGRAM JUSTIFICATION

With approximately 4% of our population actually engaged in the production of food and fiber, teachers are being called upon to justify programs of instructing in the broad area of agriculture. It is a duty of our consultants not only to work with the area supervisors, but to point out that approximately 40% of our population is employed in the field of agri-business, production, processing, and distribution in support of agriculture, such as feed, seed, fertilizer, farm machinery, etc. This 40% has remained consistent over the years.

FFA COORDINATION

Also, we feel it is the duty of the consultants to coordinate the activities of the state with the national association. Each year several state meetings involving FFA and the teachers of vocational agriculture are coordinated by the state staff. The state consultants and area supervisors are responsible for securing a location, organizing the programs, securing speakers, etc. for these state meetings. In order to do this, they are required to be absent from home and the office for long periods of time. Consultants should move into the convention city at least a week ahead of time in order to secure a block of hotel accommodations for the teachers and students, secure meeting rooms, arrange recreational activities, and tend to other important matters pertaining to the convention activities.

IMPORTANT COGS

We who have been in the instructional field of vocational agriculture feel that the supervisors and consultants are important cogs in the wheel which must continually turn for the betterment of mankind. Without them our system of instruction in vocational agriculture in our high school would flounder and fail. Consultants to supervisors, supervisors to teachers, local to district, district to area, area to state, state to national; we always look forward to the visit of our area supervisor.





Virgil O. Martinson

CONSULTANTS INFLUENCE VO-AG PROGRAMS

by
Virgil O. Martinson
State Supervisor, Ag Education
Madison, WI

What is the role of educational consultants in agricultural education? Do they contribute to the program of vocational agriculture/agribusiness? Are they vital to the growth and relevance of the program? What is their impact on the FFA and the FFA Alumni?

The program of vocational agriculture/agribusiness continues to flourish and the FFA is currently observing a golden past, and with a team effort from teachers, state staff, university educators, administrators, advisory committees, and Alumni members, the future will be even brighter.

One of the more important responsibilities of agriculture consultants is to coordinate the multitude of FFA activities and the many faceted aspects of the program of vocational agriculture/agribusiness. It is imperative that certain persons be designated to provide leadership for curriculum development, policy determination and program direction at the state level. This discussion is developed in terms of our responsibilities in Wisconsin but, except for specific examples, could apply to most states.

The role of consultants in agricultural education is becoming more complex as the program continues to grow in student numbers, diversity of course offerings and FFA activities.

COMPLEX ROLE

Administration and policy determination has taken on new dimensions to satisfy an expanding agricultural technology and the educational program which is designed to provide trained agricultural workers for the years ahead. Records and reports to fulfill state and federal mandates necessitate

additional consultant office time, teacher time, and support staff in the collection, summarization and dissemination of information to agencies and individuals requesting information.

Agricultural education programs are not carried out in isolation but are impacted by numerous agencies. To utilize their expertise and enlist their cooperation necessitates that the consultant assume a liaison role with VTAE educators, University of Wisconsin agricultural educators, professional organizations, livestock breed associations, farm organizations, and other state and federal agencies. These groups have much to contribute to the total program in providing resource persons for teachers at both the high school and the vocational technical and adult education level.

SERVICES TO NEW AND ESTABLISHED PROGRAMS

Providing consultative service to new and established programs in curriculum development receives a high priority. The consultant is able to share the successes of other strong programs with those in need. Since consultants usually have had a successful career in teaching and several years in consultative and supervisory roles, their advice is seriously considered by teachers, administrators and advisory committees at the local level. Consultants, during their attendance at regional and national meetings, are exposed to new educational concepts, curriculum innovations and educational resources, which they in turn bring back to their respective states and discuss with their teachers at various meetings throughout the year in monthly newsletters and other releases. The pilot programs in Wisconsin, which led to curriculum revision in various schools, resulted in a broader spectrum of the student population of many high schools. This innovation was largely initiated by Department of Public Instruction consultants and teacher educators of our state.

COORDINATE FFA ACTIVITIES

The FFA organization has grown steadily in membership and program activity these past several years. This growth is in part due to the extensive work in officer training and program development at the state and national level, which in turn filters down to the local level. The dissemination of program and contest information, the selection of contest locations and making other arrangements, does indeed require considerable time and knowledge of the program objectives and goals of the FFA organization. The selection of award winners and on-site visitation for purposes of certification is required. Workshops, the FFA Farm Forum, attendance at cooperative and breed association meetings, all contribute to the acceptance and relevancy of FFA programs.

INSTRUCTIONAL MATERIALS AND FACILITIES

The development of monthly book reviews and resource materials for circulation with the newsletter is essential in helping keep instructors appraised of the most current instructional materials available. As new facilities or remodeling of existing buildings are contemplated, it is essential that local persons have access to information which will result in an efficient teaching facility based on curricular offerings contemplated by the instructor, administration and advisory committee. Curricular changes also necessitate additional equipment, visual aids, texts and references. In many instances, consultants are able to provide valuable assistance during periods of planning and implementation. During the past five years, a series of resource units have been developed through a cooperative effort of state education consultants, teachers and university professors.

ADVISORY COMMITTEES

Agriculture consultants have found the advisory committee to be a valuable (Concluded on the next page)

asset in maintaining a relevant instructional program in vocational agriculture/agribusiness. One of the valuable outcomes of this group has been the development of position papers. This group has developed several papers regarding controversial issues which have served to guide the consultants in directing the program. Monthly newsletters written by consultants concerning information relating to FFA, WJDA, FFA Alumni, program requirements, observations based on attendance at conferences, meetings with advisory committees, school administrators and teachers, serve to develop a common understanding for those involved in the delivery system of agricultural education in Wisconsin schools.

IN-SERVICE EDUCATION AND MEETINGS

State-wide in-service education is essential to update agricultural instructors. Many teachers need to attend these sessions to fill competency voids as changes in curriculum occur resulting from advisory committee and administration recommendations. The planning, coordination, and implementation of the annual summer conference for agricultural educators is another of the very important responsibilities of the consultants. Additional in-service is provided by conducting district meetings and small group meetings in 18 locations throughout the state and specialty workshops in several areas of the state during the summer months. Other consultative service includes work with the local vocational education coordinators as they concern themselves with program improvement through the establishment of comprehensive programs in vocational education.

CONTINUED STATE SUPERVISORS . . .

there is one point I would like to state emphatically, it is to dispel the "fear element" of local teachers/administrators toward state supervisor/administrators. We are in this thing together! Program evaluation, program review, funding documentation, student follow-up and placement and the like, are not being conducted to form a "bureaucratic shadow" over local effort, but rather to assist local programs to provide the quality instruction our students need and deserve, while meeting the guidelines and intent of the Law. We often mention the fact that the Divi-

ALUMNI ACTIVITIES

The teacher shortage in vocational agriculture/agribusiness in Wisconsin, and throughout the nation, is partially due to publicity which has failed to identify those disciplines where severe shortages exist. The task of accommodating students with a greater diversity of interests has resulted in the offering of a larger number of courses and an expanded FFA program of activities. Since a large majority of the agricultural departments in Wisconsin are staffed by only one instructor, the job is becoming increasingly demanding. The likelihood of adding additional staff is complicated by a limited school budget and the unavailability of well-qualified teachers. Faced with these restrictions many Wisconsin instructors have provided leadership for the establishment of alumni affiliates in their school districts.

It is apparent that some persons believe that state consultants should not assume an active role in the development and the nurturing of this support group for the program of vocational agriculture/agribusiness. However, if we believe in the desirability of teacher retention in the community, the utilization of a broad base of people resources in the community and an expanded program of activities for FFA members, then it would appear to be a very appropriate activity for consultants to become involved in the formation of this support group. Certainly our ultimate goal is to provide the best possible program in agricultural education for our young people. To accomplish this it is essential that we tap all available resources and work diligently toward the fruition of our task.

SUMMARY

In summary, we must all recognize a willingness to adopt a change and, if such change is warranted, progress and yet adhere to our standards of excel-

EVALUATION

Consultants also render valuable assistance in the evaluation of local programs during visits to local schools, and during visits in cooperation with the North Central Association of Colleges and Schools and the University of Wisconsin-Stout.

SUMMARY

So, in essence the role of the consultants in agricultural education is one of program administration; policy determination; collecting, auditing and maintaining necessary records; liaison with other educational agencies; program development; providing leadership to and coordination of student organization activities; liaison with non-agricultural agencies; evaluating and disseminating information concerning publications; development, coordination and implementation of state wide in-service; and the providing of consultative service to LEA's. The task is ominous but the opportunity to be of service is without parallel. Wisconsin consultants have identified 99 specific staff assignments in 10 categories.

These responsibilities are shared by three consultants and are assigned as primary and secondary responsibilities. During peak periods each consultant willingly assists so major activities are carried to their successful conclusion. Successful programs in agricultural education are a team effort involving teacher educators, teachers, school administrators, advisory committees and consultants. Each has their vital role to perform. The success of the program of agricultural education in each state will be in direct proportion to the competence, dedication and the cooperation exhibited among those directly involved. ◆◆◆

lence. We must consider the intent of federal law. We must carry out the intent of the federal law while insuring the philosophies, objectives and goals that we have ourselves established to promote and encourage vocational education. Most importantly, we must listen to the needs and wants of business and industry who are the recipients of our end product—THE STUDENT. As a team (local, state and federal), we can all play the game and with the necessary cooperation, we will prove to all that "Vocational Education Works." ◆◆◆

LOCAL SUPERVISION IN AG. EDUCATION

by

Larry D. Householder
Supervisor of Instruction
Upper Valley Joint Vocational School
Piqua, Ohio

With passage of the Vocational Education Act of 1963 and the Amendments of 1968, vocational education in Ohio moved into an era of expansion, modernization, and improvement. Coupled with these developments in vocational programming was development and improvement of vocational supervision.

One of the more innovative steps in vocational supervision has been development of the local supervisor position in the various vocational service areas.

To date, there are approximately 400 local vocational supervisors in Ohio who work with vocational teachers in a coordinated effort to provide optimum learning opportunities for students desiring quality vocational education.

In agricultural education, 36 full- and part-time local supervisors are charged to provide local leadership for the approximately 740 vocational agriculture teachers in the state. The local agricultural education supervisors are located at joint vocational schools which are centers for vocational education for participating local school districts, or are located in larger comprehensive school systems which provide extensive vocational education programming. Each local supervisor's position is supported by a combination of state and local funding. State support for each local supervisor's position amounts to approximately \$5400 per year. A local supervisor position can be filled when more than eight vocational agriculture teachers will be directly supervised. Local supervision in agricultural education as well as in the remaining vocational service areas has been characterized by strong support at both the state and local level and has contributed much to the growth and improvement of the total agricultural education program in Ohio in recent years.

WHY LOCAL SUPERVISION?

The rationale for development of the role of the local agricultural education supervisor is couched in the recent expansion in vocational agriculture in Ohio as well as new administrative and

supervisory patterns developed at the joint vocational schools in the vocational education planning districts. In the past, state supervisors were given the responsibility for unification, coordination, development, and leadership of agricultural education programs. However, rapid expansion in the number of agricultural education programs, coupled with increases in the responsibilities assigned to the state supervisors, limited their effectiveness throughout the state. Some tasks that previously were performed by the state supervisors, therefore, became part of the role of the local supervisors.

With development of joint vocational schools, staffing patterns were designed to provide vocational teachers with effective supervision. The need for intensified supervisory services was at least in part necessitated by the influx of teachers in the specialized vocational program areas with little or no formal preparation for teaching. In agricultural education, teachers recruited from industry are now found in all taxonomy areas. However, they are most common in the highly specialized areas such as Agricultural Mechanics and Horticulture. A common staffing pattern at a joint vocational school would include a superintendent, a director or directors, and local supervisors in the various vocational service areas. With this type of administrative organization, time can be allocated to local supervisors to work directly with teachers in improvement of instruction.

In many of the vocational service areas, the local supervisors function only at the joint vocational school. However, in agricultural education, local school districts with traditional vocational agriculture programs are encouraged to develop working agreements with their joint vocational school for provision of supervisory services. With this working relationship between the JVS and the local schools, the local agricultural education supervisor provides leadership for the entire agricultural education program in the vocational education planning district.

Effective local supervision in conjunction with area supervision provided by state supervisors has, therefore, done much to enhance the continued development of quality agricultural education teachers and programs throughout the state.

THE LOCAL SUPERVISOR'S ROLE

The local supervisors' job descriptions are developed at the schools at which they are employed. There are, however, state department of education guidelines which are utilized by administrators in developing the parameters of the local supervisor's role. These state guidelines include job responsibilities in the general areas of curriculum and instruction, personnel administration, pupil personnel, school and community relations, and general administration. A recent study in Ohio (1) indicated that vocational agriculture teachers, school administrators, local and state supervisors, and teacher educators in agricultural education perceived that the local supervisors should perform tasks primarily in the curriculum and instruction and personnel administration categories of tasks. The ten tasks expected to be performed as perceived by the highest percentage of study participants included:

1. Conduct individual conferences with vocational agriculture teachers for the purpose of improving instruction.
2. Assist vocational agriculture teachers in developing courses of study.
3. Help vocational agriculture teachers develop instructional objectives.
4. Provide pre-service orientation for new vocational agriculture teachers.
5. Counsel vocational agriculture teachers with special problems.
6. Provide for communication among vocational agriculture teachers by memos and other written materials.
7. Plan and conduct vocational agriculture teachers' meetings.
8. Conduct surveys to determine long range needs for programming, equipment, and facilities in vocational agriculture.

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9. Recommend vocational agriculture program adjustments to meet student and community needs.
10. Recommend new vocational agriculture programs.

Although the local supervisors' job descriptions vary from planning district to planning district, they are oriented primarily toward improvement of instruction. At the Upper Valley Joint Vocational School, the local supervisor is designated the title, "Supervisor of Instruction". The supervisor of instruction is regarded as a teacher educator for the teachers served. The greatest amount of time is spent by the supervisor of instruction in helping teachers develop to their fullest potential. The heart of the supervision process at Upper Valley is the supervisor-teacher relationship, commonly defined as "clinical supervision". This process of supervision as described by Bellon (2) provides for a pre-observation conference with the teacher prior to classroom or laboratory observation, observation of the teacher in the classroom or laboratory setting, post-observation conference, and resulting evaluation of teaching. The post-observation conference is crucial to improvement of instruction in that each person has the opportunity to clarify and discuss his perceptions of the classroom activities, the teacher's strengths, areas needing improvement, and resources or activities that may bring about desired changes. The supervisor and teacher are in essence able to conduct an instructional needs assessment during the post-observation conference. At this point, the supervisor of instruction provides the teacher with strategies and/or resources which can be used to improve teaching competencies considered by both to be limiting factors in the teacher's performance. The supervisor of instruction follows up the post-conference by assisting the teacher in utilizing the available resources to improve the identified competencies.

YOUNG FARMER PROGRAMS: THE BUSINESS OF FARMING by Richard F. Welton. Danville, Illinois: The Interstate Printers and Publishers, Inc., 16 page script, 106 slides and audio tape cassettes, \$57.50.

Young Farmer Programs: The Business of Farming is a slide presentation intended for the promotion of the Young Farmer Organization. Using 106 slides, the presentation includes: (1) a description of the importance and need for a Young Farmer program, (2) the historical development of the

In addition to their own expertise, supervisors of instruction have at their disposal a number of resources or tools to assist the teacher in improving noted limitations in teaching competencies. Among these are *The Heart of Instruction* series (3) developed by The Ohio State Department of Education and the Performance Based Teacher Education Modules (4) developed by The Center For Vocational Education at The Ohio State University. The Upper Valley JVS utilized the Performance Based Teacher Education Modules in their staff development program through a State Department of Education funded project during the 1977-1978 school year. Supervisors of instruction and teachers at Upper Valley JVS found both of these resources to be of great value for improvement of teaching. "Clinical" supervision at The Upper Valley JVS, then, is a process which emphasizes the diagnosis of teacher strengths and limitations and implementation of an individual program for teacher improvement. Each teacher may experience the clinical supervision process from two to four times during the academic year with summative evaluation and goal setting as a part of the final process.

In addition to the "clinical supervision" process, supervisors of instruction at Upper Valley JVS are involved in implementation of a total staff development program which includes individual, small group and large group activities. In recent years, emphasis in the overall staff development program has centered upon state thrusts in improvement of vocational education in the areas of course of study development, improvement of instruction, and development of pupil personnel services.

Additional activities in which a supervisor of instruction at Upper Valley JVS becomes involved includes:

1. Recruitment and selection of teachers.

2. Orientation of staff members.
3. Curriculum development.
4. Assisting in the student teaching program.
5. Assisting teachers in obtaining and maintaining appropriate instructional materials and equipment.
6. Working with school administrators, teacher educators, and state department personnel.
7. Research.
8. Budgetary responsibilities.
9. Public Relations.
10. Working with guidance, placement and follow-up programs.
11. Program evaluation.
12. Teacher evaluation.

SUMMARY

Through development of the local supervisors' position to provide local leadership, vocational education supervision in Ohio has moved into an era of resurgence and modernization. However, the test of effective supervision is whether improved teaching and learning occur. This challenge is being met through development of new administrative patterns which provide local supervisors with the time and responsibility to work closely with teachers for instructional improvement. In addition, development of improved supervision techniques and resources for use with teachers have contributed to the overall effectiveness of local supervision. In agricultural education, these efforts are contributing to development of coordinated agricultural education programs in vocational education planning districts and high quality vocational agriculture programs. ♦♦♦

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2. Bellon, Jerry J., et. al. *Classroom Supervision and Instructional Improvement*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1976.
3. Ohio Department of Education. *The Heart of Instruction*. Columbus, Ohio: Ohio Agricultural Education Curriculum Materials Service, The Ohio State University, 1977.
4. The Center for Vocational Education. *Professional Teacher Education Module Series*. Athens, Georgia: American Association for Vocational Instructional Materials, 1977.

program, (3) the steps to follow in organizing a program, (4) identification of possible program activities, and (5) the steps to follow in evaluating the program. The slides are well done and are explained very well by the audio tape cassettes.

Dr. Welton has had extensive experience with the Illinois Young Farmers Organization. He was instrumental in organizing the program in the state and in setting up several of the state conferences for the Illinois Young Farmer Association. Assistance in the preparation of the slide series was given by Dr. Glenn Stevens, Teacher Educator at The Pennsylvania State Uni-

versity and one of the founders of the Young Farmer program; Jim Gullinger, advisor, Illinois; Wallis McGinnis, young farmer, Missouri; and members of the Illinois Young Farmer Advisory Council.

This slide series would be very useful in organizing new Young Farmer chapters by providing an overview of the program and its purpose. It could also be used by teacher educators as a part of pre-service instruction for prospective Young Farmer chapter advisors.

David L. Howell
Dept. of Agricultural Education
The Pennsylvania State University
University Park, PA

FEATURING— PLANNING VO-AG FACILITIES

When a school begins to think about a new vo-ag facility, time spent planning can sure pay off later in a more useful building.

The first consideration in planning should be size. One mistake commonly made is comparing size of the planned facility to the present one or to a neighboring school's building. A sheet of guidelines which has been developed helps to direct the planning. Some of the major considerations in planning are pointed out in the steps below.

STEP 1. Plan the size of the facility.

- Classroom — should be 35-45 sq. ft. per student with a minimum of 780 sq. ft.
(Based on the average largest class expected)
- Shop — 150 sq. ft. per student plus 1200 sq. ft. for tools and equipment.
- Office — 80-120 sq. ft. plus 60 sq. ft. for each additional teacher in the department.

d. Other Size Considerations

- Rest Rooms — both boys and girls — need not be large as washing facilities should be located in the shop.
- Tool Room — Size depends on how it is to be used — If metal is to be stored in it, it should be 24 ft. long to accommodate long pieces. If only used for tools, it can be much smaller.
- Laboratory — Should be adjacent to classroom and large enough to accommodate any size group that a teacher plans to have in it at any given time. This room should include cabinets and a sink.

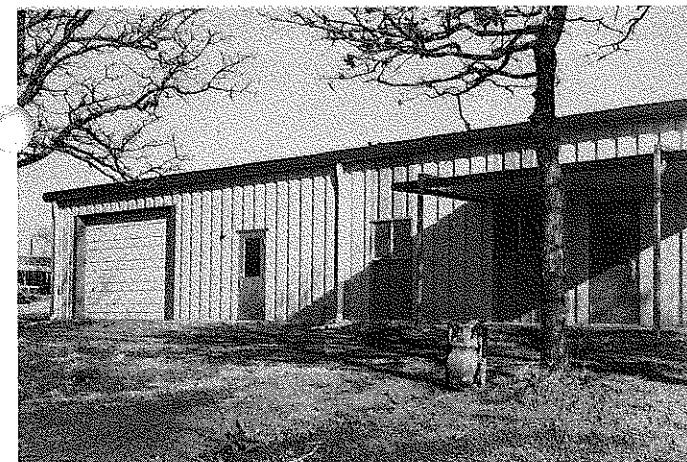
by
Verlin Hart
District Supervisor and
Ag. Mechanics Specialist
Stillwater, OK



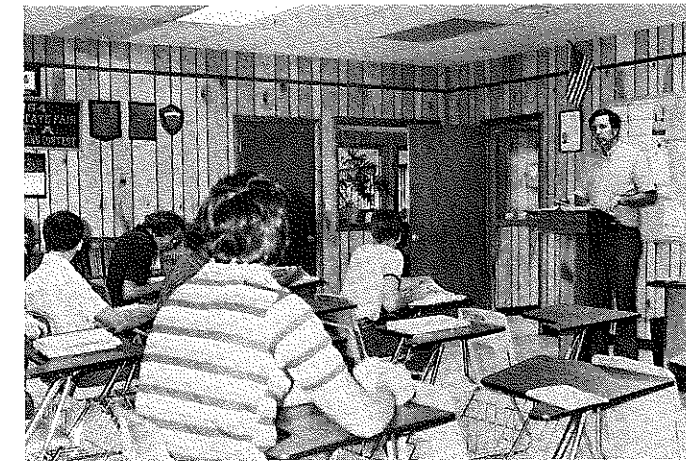
This planter and divider makes an attractive way to separate the classroom and library of this single teacher facility.



Trophy cases and student notebook shelves can be located near the entry. Visitors can enjoy viewing the trophies and students can get their notebooks as they enter for class.



A porch, partial brick and multi-colored panels can be added to steel structures to enhance the appearance.



Paneling is an economical way to improve the appearance in the classroom. This two teacher facility at Owasso, Oklahoma, is built according to the floor plan shown.

- Storage — Many times we fail to plan any storage space. As a result, many vo-ag teachers become "poor housekeepers" simply because they have no place to store materials.
- Student Locker Area — Students need a place to keep work clothes. Lockers on the wall of the shop or hangers on the wall are preferred over a specific locker room. This area should be near the wash fountain.

STEP 2. Decide the basic floor plan.

- Review available floor plans. (Two illustrations shown)
- Visit departments with outstand-

ing facilities. Snapshots of certain features can be helpful in planning.

STEP 3. Determine the type of structure — Steel, tilt-up concrete, concrete block and brick are all satisfactory types of buildings. Generally, cost and desire to match the general type buildings on the school campus are the two major considerations in this step.

If an architect is to be employed, steps 1 and 2 should be completed before an architect begins planning.

A vo-ag building should be functional and attractive. Windows in a building are more attractive than functional. Some windows may be planned

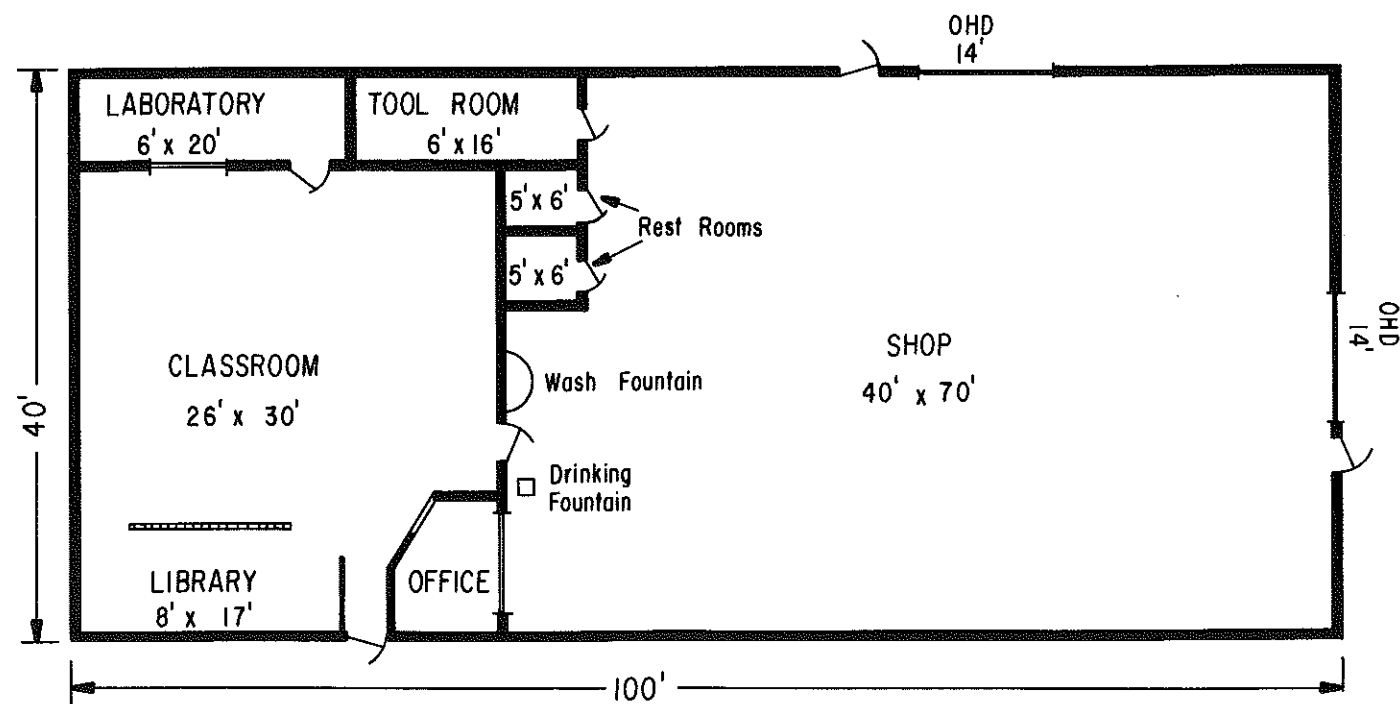
in the building but should be located at least four feet from the floor so outside activities will not be visible to students seated in the classrooms. Windows should be located in the office so both classroom and shop are visible to the teacher should he need to be there while class is in session. Also, a window between the classroom and laboratory is desirable so activities can be observed from the classroom.

OTHER CONSIDERATIONS WHEN PLANNING

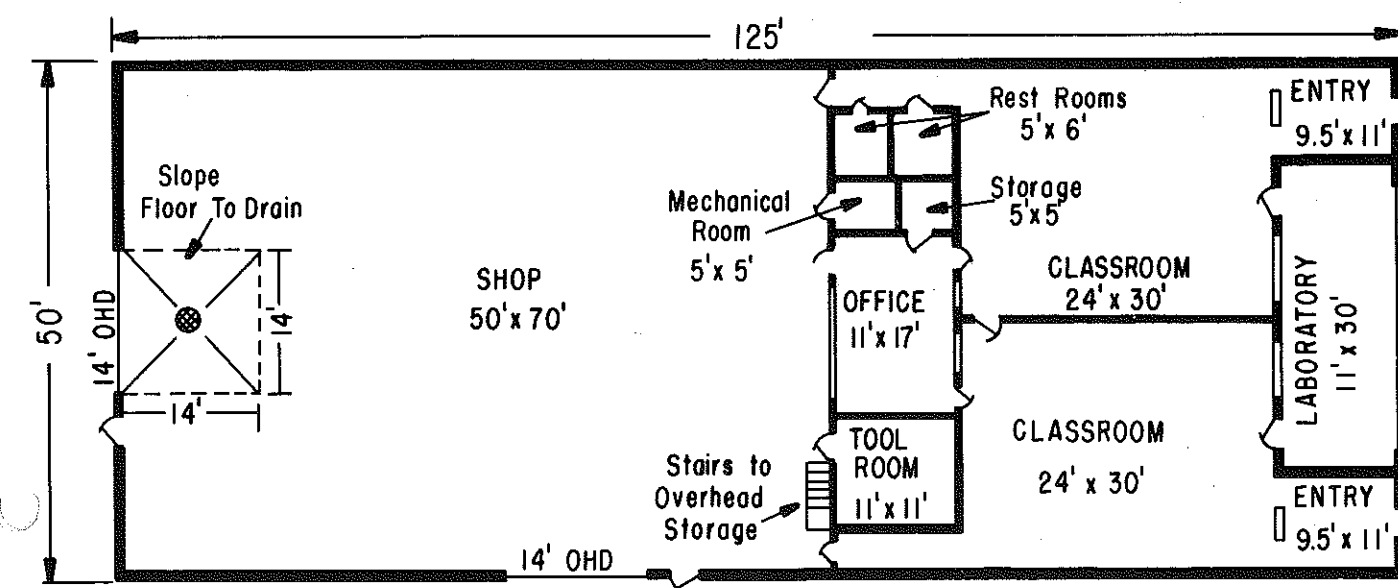
* Appearance — Steel buildings — a porch or partial brick can be added so the building will not have a "Barn" appearance.

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Single Teacher Vo-Ag Facility

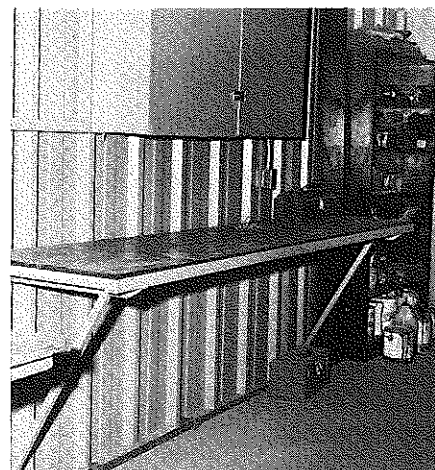


Two Teacher Vo-Ag Facility



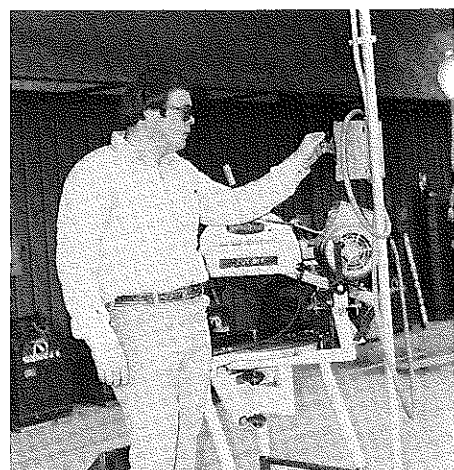
CONTINUED PLANNING VO-AG FACILITIES

- * Overhead Doors — Should be easily accessible. A walk-in door should be near each overhead door.
- * Floor Drains—Only the area around the drain should be sloped. (See two teacher floor plan).
- * Work Benches — A portion of wall space should be reserved for work benches. Diagonal braces make for easier cleaning. (See picture)
- * Ventilation — Some means of exhausting smoke is necessary. A manifold exhaust system for booths is effective for skill welding, but of little effect on project welding. A large exhaust fan in the wall should be provided.
- * Electrical Supply —Should be adequate to carry present and future load. Most local power companies have an engineering department that can assist in determining the size of service entrance.



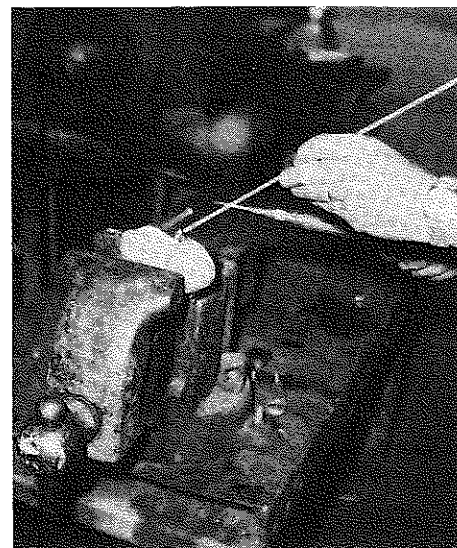
Workbenches should be 20 to 24 inches wide and 34 to 38 inches high. Workbenches mounted to the wall with diagonal bracing make a shop that is easier cleaned.

Careful planning is important for a more useful and functional vo-ag facility. ◆◆◆



Electrical outlets need to be well planned to provide flexibility in locating equipment in shop. This outlet located away from the wall allows this abrasive cut off saw to be located out in the shop with plenty of working space around it.

★ ★ ★ THIS WORKED FOR ME! ★ ★ ★



**EVER TRY TO HOLD
MINIATURE ITEMS
WHILE WELDING?
THIS
"IDEA UNLIMITED"
WORKS GREAT!**

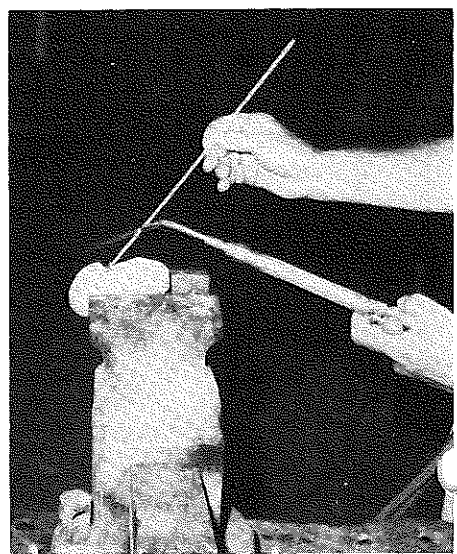
(You might even get French Fries in the process!)

by
Wayne Ills
Vo-Ag Teacher
Hagerman, Idaho

Very often when I welded something extremely small, I would burn my fingers trying to hold it in proper position. Conduction would often overheat an area of the item I didn't want heated or burned. Sometimes I would remove temper that I didn't want removed, other times I would be unable to hold two pieces in proper alignment resulting in welding them together crooked. Recently, I've discovered a solution for my problems. The solution is very simple and inexpensive.

Obtain an "Idaho Potato" or any potato and push or poke the workpieces into the potato in such a manner so they are in proper alignment and position for welding. Now secure the potato in a vise and begin welding. The potato will act as a coolant much the same as water or a wet rag. The portion of the metal that is secured inside of the potato will not get very hot and therefore lose very little temper. The potato holds the items in position, freeing the hands to do the welding. ◆◆◆

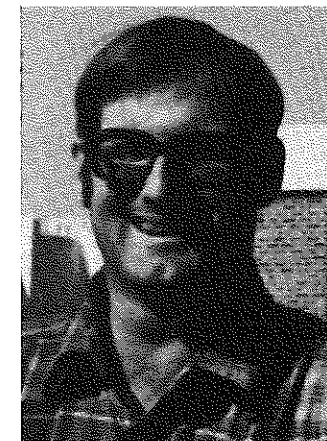
"HOME GROWN" METAL HOLDER



FFA ALUMNI— VALUABLE ASSETS

An F.F.A. Alumni can be the needed spark or addition to your local program for achievement of outstanding results. With proper planning and some personal contacts, the alumni can become a reality and go a long way toward tying the community and the F.F.A. into a working, cooperative team for support of all phases of the local vocational agriculture program.

by
Steve Forsythe
Vo-Ag Instructor
Ysleta High School
El Paso, TX



Steve Forsythe

tional dues to receive their charter. Like any other organization, there are various areas of competition on a state and national basis.

The formation of a viable, functional F.F.A. Alumni Association can be a real asset to an agriculture program and, like the Young Farmer program, it can provide a means for educational, recreational, and community service activities.

The F.F.A. Alumni affiliate is different from the Young Farmers in that it is comprised of ex-agriculture students and F.F.A. members from the local program. There is no age limit for membership or for serving as an officer.

There can be a place for both an effective, strong Young Farmer program and an alumni affiliate that can be a means for real community involvement for and in an agriculture program. The requirements or prerequisites for chartering an F.F.A. Alumni on the local, state, and national level are few and, with some effort, can be obtained.

An Alumni can be established in local units if a constitution or list of purposes are submitted to the National F.F.A. Alumni Association that are in harmony and agreement with the ideals and standards of the National F.F.A. and Alumni. Ten or more members must pay their state and/or na-

I think one of the selling points or advantages of an alumni association in the local agriculture department is it gives ex'es of all ages in all parts of the United States an opportunity to still retain membership and be a part of an active F.F.A. organization. The feeling of belonging to and supporting your old agriculture program is a good one for many ex'es and that minimum requirement of ten members for a charter is usually easily attained.

In our local agriculture program at Ysleta, we decided in this fiftieth year of the F.F.A.'s conception to research our own local "Roots." After discovering our program had fifty-five years of agricultural education offered (1923), we estimated some five thousand alumni could be offered the opportunity of Ysleta F.F.A. Alumni membership.

Many ways of letting the community know about the formation of an F.F.A. Alumni are available and can be used for each agriculture unit's situation. Letters with self-addressed envelopes informing ex'es can be sent out to community members, as well as the use of TV and radio. After several months of contacts, the Ysleta F.F.A. Alumni was chartered with fifty paid members and one life member.

After organizational methods are used and the alumni has been established, priorities or goals can be set. Alumni affiliates can be used for support and aid to the local agriculture unit in a variety of ways. Sponsorship of local F.F.A. shows and other activities can be the main community service projects the local alumni can initiate.

In our local alumni, the main project established after organization was setting up a Cooper-Lawrence Scholarship Fund in memory of two former local agriculture instructors. Alumni members raised over \$500 in their first year to award to a deserving graduating agriculture senior. Other plans include an expansion of this scholarship, as well as initiating other supportive projects for the good of the F.F.A. and agriculture.

The alumni in the local program can have a place, as well as the Young Farmers, without one interfering or conflicting with the other. In our particular situation, the Young Farmers sponsor a successful yearly livestock show and sale with alumni help. Many alumni belong to both the Young Farmers and Alumni and both groups can be used together and work together in a successful program of work. ◆◆◆

MODERN MARKETING OF FARM PRODUCTS by W. P. Mortenson, Danville, Ill.: Interstate Printers and Publishers, Inc., 1977, Third Edition, 348 pp., \$9.25.

Modern Marketing of Farm Products presents, in very easy to understand language, the basic components of our agricultural products marketing system. Geared to high school students, Mortenson authors an overview of the marketing structure for the following commodities: livestock, milk and other dairy products, grain, fruits and vegetables, eggs and poultry, cotton, tobacco,

peanuts, and rice. He also stresses the importance of the marketing system in today's agriculture, by keying in on its basic components: transportation and storage, processing, financing, and the organizations that directly participate like farmer co-operatives. The author also addresses the topics of contract agreements, margins, costs, profits, how prices are determined, and what is in the future for the marketing of farm products.

To quote the author, "The job of marketing farm products is to make them available to the consumer where they are wanted, when they are wanted, and in the form they are wanted." Mortenson makes

the point that the procedures of marketing are different for practically every product, which explains why each commodity is given a separate chapter.

This book should be in every vocational agriculture library for two reasons. The first is that it is an excellent aid for students beginning a study into the marketing system. The second is that it would serve as a useful resource in the career planning library. The author does not pass up the opportunity to include in his text a description of marketing careers that should be considered by any student of vocational agriculture.

Doug Loudenslager
Columbus, OH



Harry E. Peirce

Agricultural Educators Play A Vital Role Overseas

by
Harry E. Peirce
*Dir. of Educational Development
American Farm School
Thessalonica, Greece*

Why does an agricultural educator get involved in overseas development projects and how does an interested person go about it? Can a U.S. ag educator make a meaningful contribution to agricultural development in less sophisticated societies? What effect would an overseas assignment have on an individual, his family, and his career?

Most ag teachers and teacher trainers are interested in the answers to these questions. Even forsaking a natural adventuresome spirit and desire to travel, most Americans are proud of their technical ability and are willing to share their expertise with those less fortunate.

But why should an ag educator, comfortable in his routine and surroundings, consider a short or long time overseas assignment? Whatever the reason why he goes the first time, it is likely that he will want to go again at the earliest opportunity.

It is only a privileged few who have been honored by a group of grateful counterparts upon the completion of a successful mission and who have known the self satisfaction of making a contribution of this type. Such a mission may have been short (1 or 2 months) or long (2 to 4 years), maybe with discomforts (though not likely) and constraints such as limited local budgets, lack of adequately trained counterparts, and poor transportation facilities. Yet, usually practical objectives are achieved and the counterparts are sad to see their new friends leave. The farewell occasion may take place in a village townhouse, under a large Banyan tree, or in the patio of a high government official, yet, wherever it is, it will likely be repeated at the airport. It is at this point (if not sooner) that one realizes the magnitude and importance of his contribution.

AG EDUCATORS ARE NEEDED

Practically all developing countries are requesting technical assistance to feed and clothe their undernourished people living in substandard conditions. Large investments in the form of loans and direct grants have been made to adapt modern production and marketing practices to local conditions. In each case improved agricultural education and training programs are needed to effectively transmit applied production technology to small farmers. Ag educators are needed at all levels and with all types of competencies from identification of training needs and project design, to project implementation including pre/in-service training for ag teachers, extension agents and agricultural technicians and farmer training programs. An experienced agriculture teacher with a masters degree is considered qualified for many project implementation positions.

Well paid assignments exist with United Nations agencies, the U.S. Agency for International Development and private foundations, and less lucrative (but just as satisfying) opportunities exist with voluntary agencies and churches. In most cases a foreign language is necessary (Spanish and French are the most useful) and often such training is provided. On the other hand, a foreign language may not be required in many countries.

AFFECT ON THE INDIVIDUAL AND HIS FAMILY

What are the advantages and disadvantages of an overseas assignment to an individual, his family, and his career? The experience will be eye-opening, mind-broadening, and a definite learning experience. One finds that foreigners are not different from Americans. They have similar intelligence, likes and dislikes, and aspirations for their families. The main difference is their limited educational and economic opportunities, often due to their country's limited natural resources and a history of political oppression. One learns how it feels to be a minority in a world of browns, blacks and yellows. It is shocking to see pot-bellied, undernourished children and families living in huts or cardboard shacks in which Americans wouldn't leave their dogs. Yes, living standards and economic conditions are as bad as depicted on TV and in magazines.

The family also has the opportunity to share these experiences. The formal education of the children may or may not measure up to U.S. standards, but the informal educational experiences will be invaluable. How better to learn geography and history than to crawl through the pyramids, sail on the Amazon, and visit the home of Christopher Columbus' son in Santo Domingo. Invariably, youngsters return to the U.S. without academic handicaps.

AFFECT ON CAREER

How will an overseas assignment affect one's career? This depends on the individual and his career. If a leave of absence can be arranged, it may have little effect, however, unfortunately most administrators place little academic value on such experience. Many who go overseas have already decided, for various reasons, to change jobs and cut their local employment ties. When they return, some continue in similar positions while a few complete their graduate studies. The decision to leave a secure position, pension, etc. is a big decision. A lot depends on the confidence one has in himself. If an individual lacks such confidence he probably would be unhappy and ineffective overseas anyway.

HOW TO PREPARE

Opportunities for short term overseas assignments are
(Concluded on the next page)

sporadic and seldom coincide with vacations, however, with patience, they may be worked into a sabbatical or accumulated leave time. If one is interested, it is important to have a current resume on active file with one or more agencies; make tentative arrangements with administrators; apply for a passport; and, develop a foreign language proficiency.

Below is a partial list of public and private agencies that sponsor rural development projects in developing countries. Interested persons should send a letter of inquiry along with

a resume including areas of specialty. U.N. agencies and USAID also have their own employment applications. USAID uses the civil service standard Form 171 available at post offices. Another good contact would be the Director of International Agricultural Programs at each land grant university. Most universities work either directly with USAID or use the consortium approach. Some also contract directly with foreign governments. Many church denominations also sponsor rural development projects overseas. ♦♦♦

INTERNATIONAL AGRICULTURAL DEVELOPMENT AGENCIES

U.S. GOVERNMENT

*U.S. Agency for International Development
Recruitment Branch
Office of Personnel and Manpower
Washington, D.C. 20523*

*Peace Corp/ACTION
Recruitment Office
Washington, D.C. 20525*

*U.S.D.A.
Economic Research Service
International Training
Washington, D.C. 20250*

*U.S.D.A.
Foreign Agricultural Service
International Organizations
Washington, D.C. 20250*

PRIVATE AGENCIES

*Academy for Educational Development
1414 22nd Street, N.W.
Washington, D.C. 20037*

*ATAG
Westgate Research Park
McLean, VA 22101*

*Checchi and Company
1730 Rhode Island Ave., N.W.
Washington, D.C. 20036*

*Experience, Inc.
1725 K Street, N.W.
Washington, D.C. 20006*

*EXOTECH Systems
1200 Quince Orchard Blvd.
Gaithersburg, MD. 20760*

*Human Resources Management
2555 M Street, N.W.
Washington, D.C. 20037*

*Louis Berger International
100 Halstead Street
East Orange, N.J. 07019*

*Multinational Agribusiness Systems, Inc.
1725 K Street, N.W.
Washington, D.C. 20006*

*Public Administration Services
1776 Massachusetts Ave., N.W.
Washington, D.C. 20036*

*Research Triangle Institute
P.O. Box 12194
Research Triangle Park, N.C. 27709*

*Action Programs International
606 Wilshire Blvd., Suite 516
P.O. Box 638
Santa Monica, CA 90406*

UNITED NATIONS AND RELATED AGENCIES

*United Nations Development Program
Division of Personnel
One United Nations Plaza
New York, N.Y. 10017*

*Food and Agriculture Organization
Liaison Office for North America
1776 F Street
Washington, D.C. 20437*

*UNESCO Recruitment
Division of International Education
HEW, Office of Education
Washington, D.C. 20202*

*World Bank
Personnel-Applicant Inquiries
1818 H Street, N.W.
Washington, D.C. 20433*

*Robert R. Nathan Associates
1200 18th Street, N.W.
Washington, D.C. 20036*

*The BLK Group, Inc.
1730 M Street, N.W.
Washington, D.C. 20036*

MISCELLANEOUS

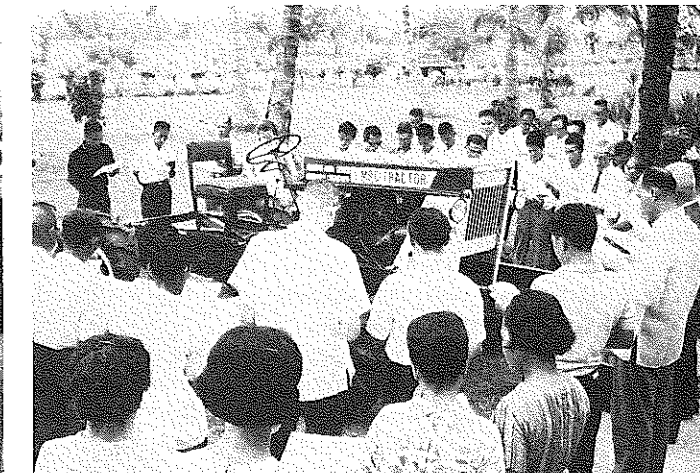
*Inter-American Development Bank
Employment Section
Washington, D.C. 20577*

*Institute for International Education
Overseas Technical Programs
809 United Nations Plaza
New York, N.Y. 10017*

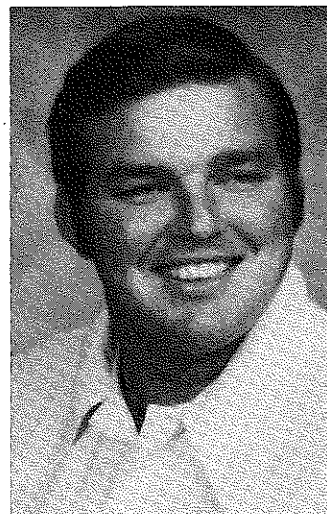
*International Voluntary Service
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20016*



A test plot field day for Extension Agents in El Salvador.



Dedication of a home-made tractor from U.S. Army truck parts designed and built by an Agricultural Missionary in the Philippines.



Bob Waitman

LEADERSHIP DEVELOPMENT— AN ADVISOR'S POINT OF VIEW

by
Bob Waitman
Vo-Ag Instructor
Tuttle, OK

One of Webster's definitions of a leader is, "a horse harnessed at the front of the team."

TEAM CONCEPT

The FFA, better than any organization I know, teaches leadership. The FFA also teaches the team concept. The horse at the front of the team is no doubt an outstanding individual. The horse has been selected to head the team for a variety of reasons. 1. The lead horse sets the pace. 2. The lead horse is a *steady* worker. 3. He is also a team member. 4. He can perform under stress. 5. The lead horse is the first to respond to a challenge or difficult situation. 6. He possesses a good disposition. 7. He has the ability to draw the best from the team he pulls with.

The criteria in selecting a lead horse is very similar to those qualities we try to instill in FFA members to enable them to become competent leaders in agriculture and other fields. The FFA provides numerous activities for young people to develop these qualities.

The period we are now living in may in the future be referred to as an era of shortages, i.e., the baling wire shortage, sugar shortage, gas shortage, etc. I propose that America's and agriculture's most damaging shortage would be a shortage of leaders.

A portion of the FFA Creed says, "I believe in leadership from ourselves and respect from others." Certainly leadership creates respect; but how do we create or train leadership?

CREATING LEADERSHIP

Let's look back at the qualities of a lead horse. He is an outstanding individual. While we are busy about our work of classroom instruction, project visitation, and numerous other duties, let us never forget that we also have an *important* part in the development of the individual. When a Greenhand walks through our doors for the first time, let's begin right there. Take him or her by the hand, shake it firmly, look him in the eye, and let him know that you are glad he chose FFA. Make them feel like "someone". Perhaps this is a small step, but I shall never forget that experience as a Greenhand myself. That's one reason I chose this profession.

Individual development goes far beyond that, of course. As the individual develops and is capable of taking on additional responsibility, certainly the FFA can provide the activity.

INDIVIDUAL DEVELOPMENT

FFA offers a chance for ownership. With ownership comes extra responsibility. The supervised project allows the individual to make decisions, learn, and grow.

FFA offers the individual opportunities to develop skills in public speaking, judging contests, and parliamentary procedures. These activities help the individual to express ideas, make judgments, and implement his thinking.

The skills that result from such contests enable a young person to grow into an effective citizen—one that can 1. influence others, 2. make decisions through an orderly thought process, 3. implement ideas and put them into action.

The FFA offers many other opportunities for development. I see one challenge of the instructor as that of encouraging the members to participate in as many of these activities as possible.

An agricultural leader sets the pace. To be effective, his work must also be consistent.

TEAMWORK

A good leader is also smart enough to allocate responsibility. This is taught in FFA. For a chapter to receive the Superior Chapter Award or National Gold Emblem, each member must have a part. No one person, however outstanding, can pull the full load. No, not even the lead horse. Thus our team concept prevails.

FFA members are called upon to perform under all kinds of conditions. In performing under adverse conditions, the member gains valuable knowledge for the "world outside"; the stage we cannot always rehearse for.

FFA teaches sportsmanship. The members learn how to lose as well as how to win. The FFA member leans heavily on the creed in discouraging situations, "and holds an inborn fondness for those associations which even in the hours of discouragement I cannot deny." All this helps the member to develop an even and strong disposition.

When one works with the team in such a manner, the team is more likely to respond.

TEAM MEMBERS

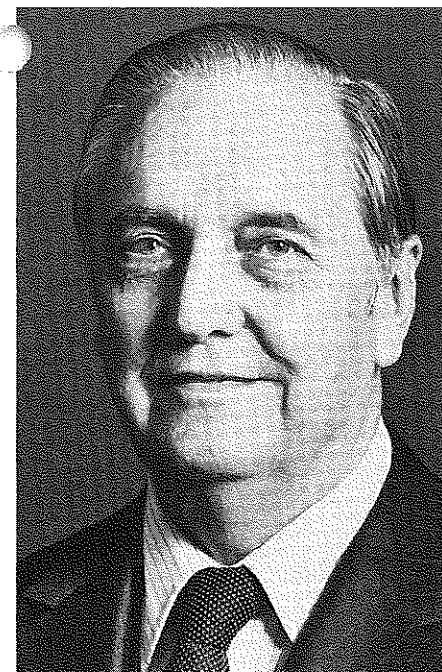
While every member may not be the lead horse, our challenge is to help make him a strong member of the team—a team harnessed together with common interests and goals, with a good lead horse, and strong team members. When that team pulls something, it is going to move.

We each have a challenge to develop each member to his or her potential. With each FFA advisor working with the development of the total individual in mind, we need not fear a leader shortage. ◆◆◆

Leader in Agricultural Education:

THURSTON L. FAULKNER

by J. C. Hollis and Frank Killough*



Dr. T. L. Faulkner, State Director of Vocational Education in Alabama, is an individual who places job dedication foremost. He is convinced that vocational education deserves his undivided attention. He is determined to let nothing get in the way of placing 100% effort behind his work. This dedication has proved fruitful for Alabama and its vocational education program. Under his leadership, the Vocational Division has doubled the opportunities for students and adults to receive job training in Alabama.

Dr. Faulkner recognized the serious need for serving the student that sought employment immediately upon graduation from high school. Armed with data on numbers of students not entering college, he fought all odds to get a fair share of the educational dollar for students seeking job skills.

His devotion to agri-business education has provided the fiber to keep FFA and agriculture strong. A large percentage of the growth in FFA membership, teacher and supervisory staff numbers is a direct result of his efforts.

Dr. Faulkner has distinguished himself as one of Alabama's most outstanding educational leaders and citizens. His performance during his thirty-seven years of service has led to the achievement of goals for the advancement of the State of Alabama in many different areas of service. Under his leadership, expansion and improvement have re-

sulted in new programs, innovations in existing programs and additional program services. Some of his accomplishments as State Director of Vocational Education are as follows:

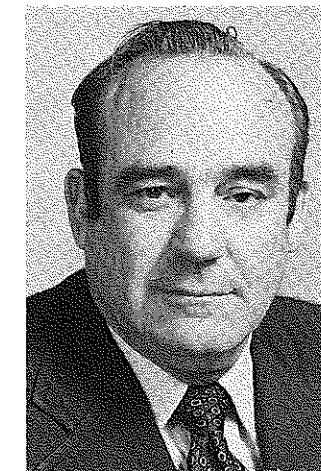
- Nationally recognized consulting firms studied and made recommendations for improving and expanding vocational education at both secondary and post-secondary levels. The curriculum in each vocational service has been assessed and is being revised.
- A Teacher Education Program in Health Occupations Education was initiated.
- Staff specialists were appointed to coordinate programs for students having special needs, adult education and area vocational centers.
- Expansion has focused on Area Vocational Centers.
- A Management Information System has been established for budgeting, accounting and reporting and a computer system is now being used to keep information current and immediately available.
- Professional Leadership Development programs for state staff,

local vocational directors and counselors have been conducted, focusing on program improvement, career guidance and meeting needs of students having special needs.

The Alabama Industrial Development Training Program has been prominent in attracting new industry to Alabama. Dr. Faulkner reasoned that attracting new industries without having available trained personnel to fill the newly created jobs would be an adventure in futility. Out-of-state industries, he predicted, would not be likely to invest their millions in plant sites, buildings and expensive equipment without an available trained work force. Thus, after an extensive study of industrial training needs, Dr. Faulkner initiated the efforts which led to the inauguration of the Industrial Development Training Program, July 1, 1971. This program, which trains the start-up manpower for new industries, has been influential in helping Alabama to become number one in eight southeastern states in investments in new and expanded manufacturing plants.

In recognition of his contributions to the field of education, many honors have been bestowed upon Dr. Faulkner on the state and national levels. He was one of the six in the nation selected in 1972 to receive the American Vocational Association's Outstanding Service Award in recognition of his outstanding leadership and contributions to vocational education on the national level. Dr. Faulkner is the only person in America to have received two life memberships in the American Vocational Association. He was awarded the "Outstanding Service Citation: by the National Vo-Ag Teachers Association, and life membership in the National Vo-Ag Teachers Association. He was recipient of plaques for "Outstanding Contributions to Education Programs in Farm Business and Cooperatives," by the American Institute of Cooperation and for "Service to Vocational Agriculture

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Improving Student Teacher-Cooperating Teacher Communication

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A common complaint among student teachers is that they do not receive enough feedback from their cooperating teachers during student teaching. On the other hand, many cooperating teachers complain about the lack of time to provide in-depth guidance for their student teachers. One possible solution to both of these problems is the use of a cooperative notebook. The cooperative notebook is a valuable addition to the student-teacher conference.

WHAT IS A COOPERATIVE NOTEBOOK?

A cooperative notebook is a notebook in which both the student teacher and the cooperating teacher write continuous comments, questions and responses to each other throughout the student teaching experience. Usually, a large spiral notebook is sufficient. A line is drawn down the middle of each page. One column is reserved for the cooperating teacher and the other for the student teacher. During the classes in which the student teacher teaches, the cooperating teacher writes comments and questions concerning the lesson, students and various teaching skills. At other times, the notebook is placed in a central location where both teachers are free to write in the notebook. At the end of the day, the student teacher takes the cooperative notebook home and responds to the comments and questions of the day, adding some in return. And, so a continuous system of communication has begun which lasts throughout the student teaching experience.

Here is an excerpt from a cooperative notebook:

Cooperating Teacher	Student Teacher
<p>4/15 Period I Sophomore Voc Ag II</p> <p>Your shop looked very organized this morning. Did you have any trouble checking the capacity of your tools? Did you notice Bill and John were not listening again to your instructions - what can you do to prevent this? Your demonstration was very good.</p>	<p>4/15 Period I Sophomore Voc Ag II</p> <p>Thanks, I had no idea the shop would take so long to set up. I'm glad I did check out the rig - the hose was bad so I changed it to tomorrow. I'm separating John and Bill and Jan going to make them repeat the instructions. They caused needless delays during the class. The demonstration first helped students to do better work. Shop is so busy - the students all ask questions at the same time!</p>
<p>4/15 Period III Senior Animal Science</p> <p>You didn't announce the FFA meeting did you want to? Clever introduction - created a lot of motivation. Did you know that Harry's parents raise Simmental cattle? What other information might be important in leading these cattle?</p>	<p>4/15 Period III Senior Animal Science</p> <p>Ups, I did forget to announce the FFA meeting. I will have to develop a better system for remembering the announcements. I had no idea Harry's parents raised Simmental cattle. Have you ever taken a field trip out there? I should have included artificial insemination. I will do this tomorrow.</p>
<p>4/16 Period I Sophomore Voc Ag II</p> <p>Your strategy for John and Bill worked much better today. Sometimes your instructions are hard to understand. What could you do to improve this? Are you going to repeat your demonstration for Chris and Terry who were absent? If not, what will you do?</p>	<p>4/16 Period I Sophomore Voc Ag II</p> <p>I don't start out at the beginning with my instructions. I seem to have to back up a bit and explain things they have forgotten from last year's. Today I put the instructions on the chalkboard and it seemed to help. I also practiced giving the instructions last night so I wouldn't hesitate so much. I never knew there would be so much "catch up" work. I think I'll ask Bill to do a demonstration. He has been doing excellent work.</p>
<p>4/16 Period III Senior Animal Science</p> <p>We have gone out to Harry's farm every year. They are always happy to have us - you may want to arrange this. Your students can provide a lot of different learning experiences. How well do you know your students? The film of breeds of cattle was excellent. I haven't seen it before. I'd like the mailing address. Your film follow-up activity really helped to stimulate their thinking.</p>	<p>4/16 Period III Senior Animal Science</p> <p>I called Harry's father last night. We are welcome to come on Wed. He has quite a program planned. I don't know the animals too well. Before we go on the field trip, I'm going to ask more questions about what experiences they had and what they know.</p>

ADVANTAGES OF USING A COOPERATIVE NOTEBOOK

Often, the first reaction to using a cooperative notebook is that it is easier to talk with a student teacher in between classes and after school than it is to write everything down. This of course, is true to a certain extent, but a totally verbal supervision program lacks some of the major advantages of using a cooperative notebook. These advantages are:

1. As in any learning situation, the cooperating teacher has a number of comments and questions for the student teacher daily. Many of these comments require time and thoughtfulness to answer. The student teacher responds in the cooperating notebook usually in the evening when he has an opportunity to reflect on the events of the day in relation to the comments and the questions. This prevents defensiveness which sometimes occurs when a student teacher must respond quickly to a question or critical comment.
2. Student teaching is a busy time for both the cooperating teacher and student teacher. Often times it is

easy to forget a comment or question if it isn't written down. The student teacher must make the same mistakes several times before the cooperating teacher will remember to provide help. The cooperative notebook provides a memory bank for valuable information.

3. Receiving critical comments all day long can be defeating to the student teacher. It is as if he can't do anything right. Often, what time is available for discussion, the cooperating teacher must devote to the problems of the day and praise sometimes gets left behind. The cooperative notebook logs all the comments, both critical and praise. The student teacher can face these all at once, at his convenience, and in privacy if he so desires.
4. Recurring problems often become visible when they are repeated over and over again. The student teacher can see, in writing, his growth and areas of needed improvement. Unanswered questions or comments can alert a cooperating teacher early to weaknesses in teaching. Common repetitive comments include references to discipline, lack of motivation,

missing technical information and distracting mannerisms.

5. Finally, the cooperative notebook provides written evidence of the growth of a student teacher. Both strengths and weaknesses are recorded. This information can provide the foundation and support for evaluating the student teaching experience. The cooperative notebook provides descriptive information for more accurate student teacher recommendations.

CONTINUOUS FEEDBACK THROUGH COOPERATIVE NOTEBOOKS

It is difficult to expect a high level of growth and development of a student teacher without providing a high level of feedback. It is not uncommon to hear a student teacher say, "If only my cooperating teacher had told me, I would have done things differently." The cooperative notebook provides consistent and continuous feedback for both the student teacher and the cooperating teacher. It's easy, doesn't cost a lot of money, saves on time in the long run, doesn't wear out and, it does make a difference. ◆◆◆

CONTINUED LEADER . . .

on a National Basis," by the National Association of Supervisors of Agricultural Education. He was awarded the American Farmer Degree by the Future Farmers of America; received the Certificate of Merit for Outstanding Service to the Textile Industry in America; received the Service to Agriculture Award from the Alabama Farm Bureau; and was awarded the Certificate of Merit from the Home Builders Association of Alabama.

Dr. Faulkner's contributions to various groups and organizations as a leader and/or member include: Member, State Advisory Committee, Farmers Home Administration; Past Chairman and Member, State USDA Council; Past Chairman and Member, State Soil and Water Conservation Committee; Past Chairman and Member, Rural Resource Development Committee; Member, Land-Grant Council on Higher Education in Agriculture; Chairman, State Agricultural Committee, Partners the Alliance Program (Alabama-Guatemala); Past president, Regional Agriculture Education Workers; Member, National FFA Board of Directors;

and President for two years of the National Association for State Supervisors of Agricultural Education.

Organizations in which Dr. Faulkner holds membership are many, including Phi Delta Kappa; Theta Upsilon Omega Fraternity; Alpha Zeta Honorary Fraternity; National Education Association; Alabama Education Association; Alabama Vocational Association; Alabama Vocational Agricultural Teachers Association; American Vocational Association; National Association of State Directors of Vocational Education; Alabama Farm Bureau Association; Cattlemen's Association; Alabama Poultry Association; and the Alabama State Administrators Association.

Dr. Faulkner is recognized as a leader in civic, church and charity activities. He served as Chairman of the Montgomery Finance Committee to raise funds for the construction of the Alabama Christian College, promoted programs to raise money for Boy's Ranch near Selma and is a strong supporter of the National and Alabama FFA Foundations.

Dr. Faulkner was reared in Lamar

County, Alabama. He graduated from Lamar County High School in Vernon, Alabama; spent two years at the University of Alabama; received the B.S. Degree from Mississippi State University, the M.S. Degree from Auburn University, and LL.D. from Athens College. His occupational experience includes publisher of county and national newspapers and a series of 18 books of Vocational Agri-industry which were distributed and used in all states.

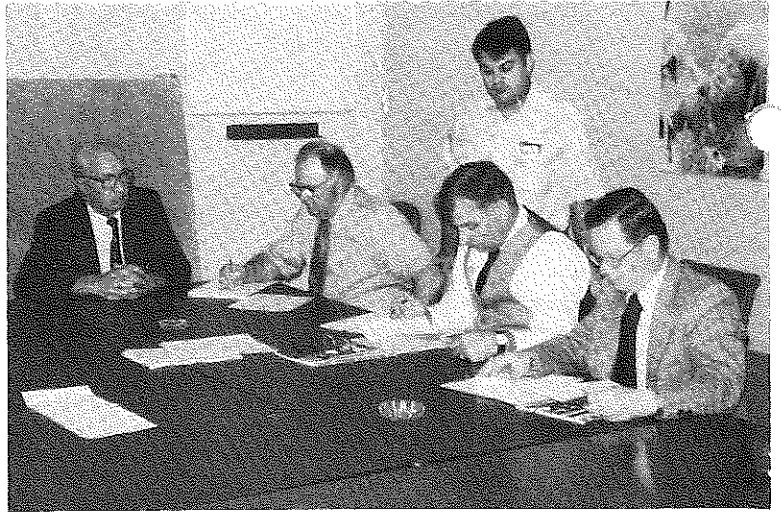
Dr. Faulkner's experience in vocational education encompasses 37 years with the State Department of Education including 16 years as Assistant State Supervisor, Agricultural Education; 13 years Head State Supervisor of Agricultural Education and eight very successful years as State Director, Vocational Education.

His hobbies include flying as a licensed pilot, electronics and gardening.

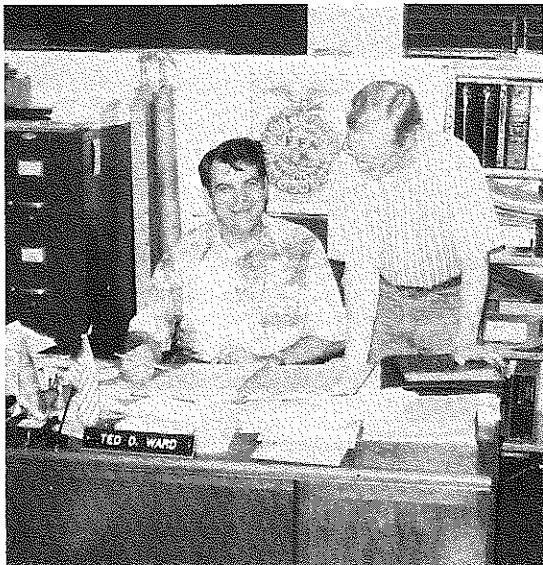
He is married to the former Odette Northrup and resides at 3042 Overlook Drive, Montgomery, Alabama. They have two daughters and two grandchildren. ◆◆◆

STORIES IN PICTURES

by
Joe
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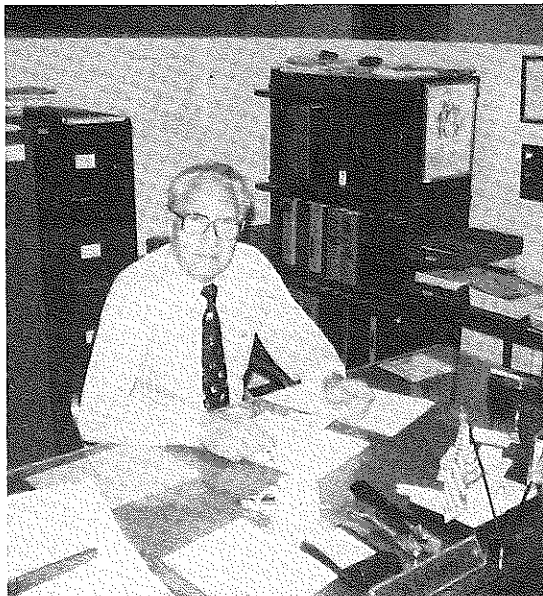
Reviewing American Farmer Candidate's records and applications (L to R) B. E. Gingrey, Duane Chamberlain, Dr. Ted Ward (standing), Dave Howe, and Richard Mills. (Photo courtesy B. E. Gingrey, Dir. of Ag. Ed., Lincoln, Nebraska)



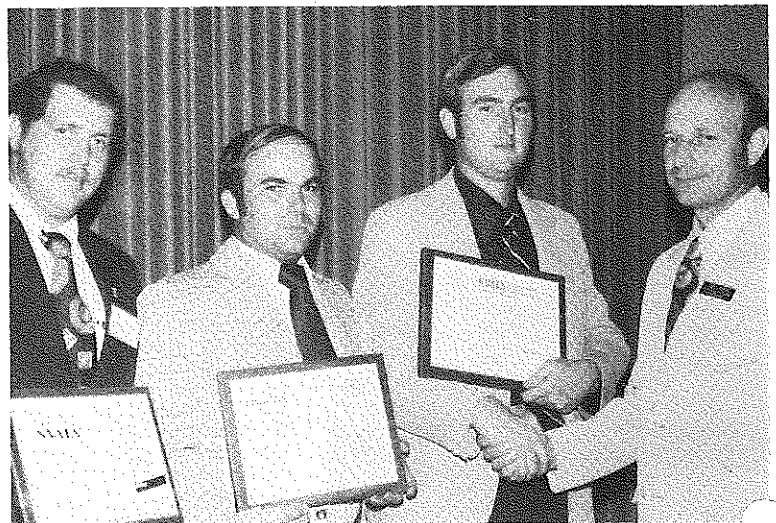
Dr. Ted Ward, Consultant Ag Ed., Nebraska, conferring with former state officer Dale Grosback.



The Oklahoma State Supervisory Staff, Teacher Educators and Officers of the Vo-Ag Teachers Association meet at a retreat to plan the annual conference and jointly solve other problems which may be identified. (Photo Courtesy Larry Shell, FFA Exec. Sec., OK)



B. E. Gingrey, Nebraska Director of Ag. Ed., working on program administration. (Photo courtesy B. E. Gingrey, Dir. of Ag. Ed., Lincoln, Nebraska)



Robert McBride, NVATA, Vice President, Region IV, Kenton, Ohio, presents NVATA awards to Illinois Association Vocational Agriculture Teachers state winners. (L to R) Allen Dietz, Sycamore, IL, "Sound Off For Agriculture"; Michael Nordstrom, Roanoke, IL, "Outstanding Young Member"; John Hatzler, Roanoke, IL "Agribusiness Career Exploration". (Photo courtesy John Feddersen, Asso. Exec. Dir., IAVAT, IL)