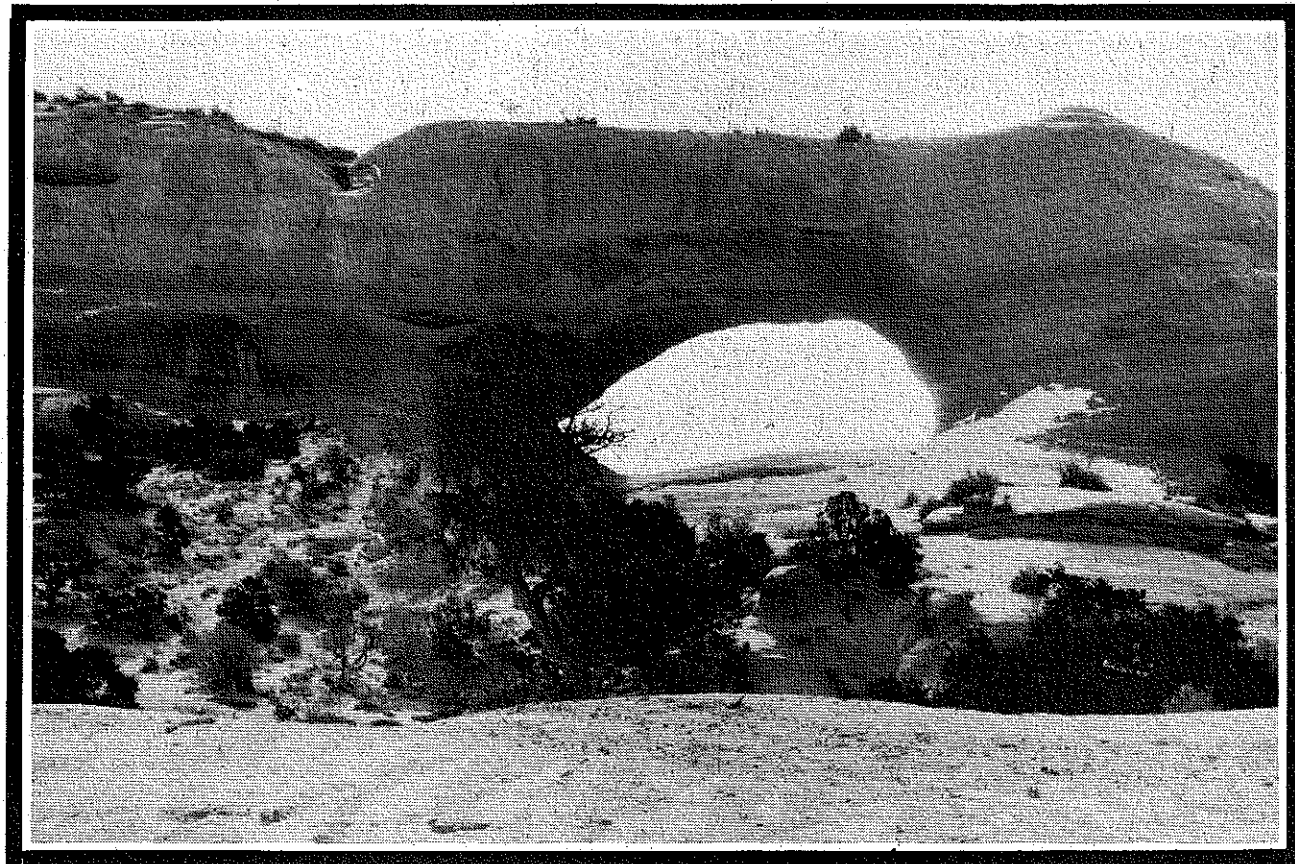


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**THEME: Achieving Quality  
Program Supervision**

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Supervisors: Our Cement



LARRY E. MILLER, EDITOR

(The Editor is a Professor in the Department of Agricultural Education at The Ohio State University.)

Definitions

A distinction between administration and supervision needs to be made for most of us. Gregg<sup>1</sup> describes administration as decision making, planning, organizing, communicating, influencing, coordinating and evaluating. Administration described by what it does includes (1) influencing direction and priorities, (2) determines strategies used to reach objectives, (3) influencing productivity of people, (4) unifies and coordinates the organization, (5) insures wise use of fiscal and material resources, (6) assesses the quality of services, products and outcomes, and (7) shapes the image and prestige of the enterprise.<sup>2</sup>

Supervision has a more specific charge as described by several authors. The phase of administration that deals with the achievement of instructional expectations is what constitutes supervision. This implies the improvement of a program, and the improvement of a program focuses upon the improvement of teaching.<sup>3, 4</sup>

The job descriptions of persons designated as supervisors are quite often heavily laden with the functions of administration. The administrative functions are often burdensome, particularly with the bureaucracy of red tape required at all levels. Local and state plans, compliance documentation and evaluation to provide proof of program quality have often forced the supervisory function to take a less important role.

Expectations

Supervisors of vocational agriculture programs are expected by their bosses to administer and provide leadership to the program. The teachers served by the supervisor perceive one of the major duties as being the improvement of instruction.<sup>5</sup> Supervisors undoubtedly feel they are the rope in a tug-of-war.

The nature of the vocational agriculture program also necessitates that the supervisor is much like a firefighter rushing around putting out small blazes. The supervisor is expected to intercede with local administrative problems, help determine state proficiency award winners, determine state degree recipients, conduct a myriad of judging contests, work with all intracurricular organizations, alumni groups, advisory councils, coordinate inservice programs, etc. The list could go on and on enumerating the responsibilities, the details, expected but not formally a part of the job responsibilities.

LEADERSHIP

The profession looks to the supervisor to provide leadership. This person should be our futurist, our seer; our leader. The person in this role helps guide vocational agriculture to yet undescribed future goals. This leadership must be purposeful and goal oriented, moving the profession in an appropriate direction.

Are supervisors of vocational agriculture so inundated with the details of administration that little leadership can be provided? Could many of the duties of these supervisors be just as easily performed by paraprofessionals? The questions undoubtedly elicit different answers based upon your expectations of a supervisor. Perhaps far too many expectations are placed upon the supervisors from the many different groups and individuals to whom they try to respond.

Greater leadership might evolve if some changes were made. Local administrators could assume greater responsibility for administering local programs. Intracurricular organizations, such as the FFA and Young Farmers, could assume the responsibility for many of the planning, coordinating, and evaluating functions. Teachers' organizations could provide those functions related to planning inservice education. Many of the "brushfire" duties can be delegated in order that the other functions of state leadership can occur: establishing goals, planning, promoting, cultivating linkages, consolidating resources, and recognizing outstanding achievements. The question then evolves as to whether or not the duties of supervisors can be prioritized with the most important duties receiving the greater emphasis and the lower prioritized items conducted elsewhere in the profession or by clerical or paraprofessional assistants. Leadership could then be provided by supervisors and the brushfires extinguished by others.

Federal and State Level Changes

Supervisors at the state and federal level have seen their ranks deminishing with positions being eliminated and budgets cut. Some states have cut supervisors specific to the program areas and either shifted responsibilities or employed persons as supervisors of vocational education.

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## Supervision: Our Cement

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The distinction between administration and supervision should be called to mind. While these people might be able to administer areas outside their own expertise, can they adequately supervise that area?

If the profession is to continue to improve, leadership must be provided. Leadership needs to be provided by persons capable of improving instruction in those areas. A supervisor capable of such duties must have a background in the discipline.

Agriculture is a dynamic and rapidly changing industry. Vocational education in agriculture must be responsive to these changes. Supervisors must have a grasp of the technical advances as well as the pedagogical advances if the instructional program is not to become antiquated.

### Local Level Changes

The development of joint/area vocational schools has increased the number of agriculture program areas and teachers at one location. This has often resulted in the designation of persons as local agricultural supervisors in these multi-teacher departments. These persons have been placed within the administrative structure of the school system, and often have obtained a vast array of duties other than administering and supervising the agricultural programs. Just as at the state level, these persons need the time and resources necessary to adequately administer and

supervise vocational agriculture. Leadership is also needed at the local level.

As the total vocational agriculture program strives to respond to the changes in agriculture, adequate supervision is needed. The quality of instruction needs to be continually upgraded as we move forward. Supervisors, as noted by Ralph Dreessen, are the cement that holds together our conglomerate.

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### The Cover

Helping to bridge educational gap is the ultimate role of quality supervision. (Photograph courtesy of Paul Peterson.)

## THEME

# Quality Supervision: The Key To A Successful Program

During a recent visit to an enrollment-expanding vocational agriculture program, I was pleased to hear the principal and superintendent heap praises on the work of a young teacher. "Our program is now heading in the right direction. We have an excellent FFA advisor," they said. What suddenly caused the turn-around? The facilities are the same; the administration has not changed; nor has the community gone through any transition. The above comments by administrators echo words that we have heard before: "The teacher is the program." We have an outstanding group of vocational agriculture teachers who make the students say "My agriculture teacher is the best teacher and the best friend I have."

### What Makes An Excellent Teacher?

The primary role of quality program supervision at the state or district level is to promote excellence in teaching. Teaching is the context that takes students beyond the classroom, land laboratory, agricultural mechanical facilities, horticulture unit, etc., and involves them in meaningful supervised occupational experiences. This



By PAUL PETERSON

(Editor's Note: Dr. Peterson is a Specialist in Agricultural Education with the Utah State Office of Education in Salt Lake City, Utah 84111.)

would also include developing leadership through active involvement in the FFA. A few traits come to mind:

1. One who is interested in students and works to help them progress and learn.
2. A teacher who teaches students — not a program; taking advantage of teachable moments. Teaching guides are essential to provide the necessary sequencing and articulation in a quality program.
3. A successful vocational agriculture teacher must have a working background in agriculture. It is difficult to

demonstrate or be proficient in an area that is foreign. The good teacher takes advantage of inservice training, reads current agriculture publications, and works with local farmers. Quality supervision encourages such participation.

4. The outstanding teacher is well prepared every day. This often requires long hours after school arranging equipment or materials for demonstrations. Use of visual aids, handouts, guest speakers, field trips, student presentations, etc., are but a few of the techniques which make a lesson interesting. A successful teacher remembers the six P's: Proper Prior Planning Prevents Poor Performance.

5. Outstanding instruction comes from a strong FFA and/or young adult organization. The FFA is the pure blood line of the vocational agriculture program. Many good chapter advisors also serve as advisors to a Young Farmer Chapter. There is no better organization to provide meaningful experiences for young people in agriculture than the FFA.

6. The effective teacher promotes a strong Supervised Occupational Experience Program (S.O.E.P.). Accurate records, an expanded program, and long-range goals for individual students provide a vital foundation.

7. The community knows the real agriculture teacher. Being involved in the community provides an opportunity to work with all citizens in a different climate.

8. An effective teacher works well with other faculty and staff members and is a willing part of the educational community.

9. The efficient vocational agriculture teacher is a true professional, supporting the profession, and looking and acting the part of a true professional teacher.

10. The effective teacher keeps the lines of communication open. Many times achievements of students in an FFA Chapter go unnoticed. Everyone likes to share in a success story. A quality FFA advisor makes certain newsworthy items are reported. Sometimes, help is given to the chapter reporter; demonstrating how to take pictures and prepare good articles.

11. The effective teacher should have a functioning local advisory committee to assure that the program is meeting local needs.



Supervision of local and state FFA activities is an important role of FFA advisors as it lets the public know about the activities of the FFA and vocational agriculture. (Photographs courtesy of Paul Peterson.)

### Goals of Supervision

Quality program supervision, wherever applied, has as its primary goal the improvement of the instructional program. The supervisor is an invited guest into the school by the administration. Supervisory visits may be routine and initiated by the supervisor; they may be requested by the school, or they may be requested by an interested local group working through the administration. Sometimes it may be an evaluation or accreditation visit.

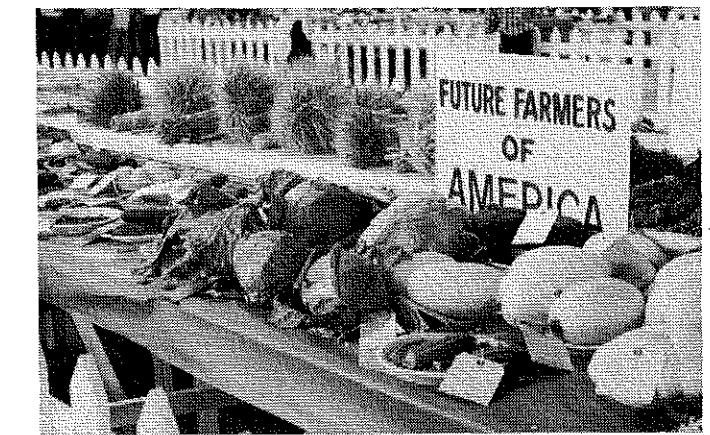
Beginning teachers require and should expect a strong supporting supervisor. Receiving assurance from the principal, vocational director, or state staff can be the positive feedback so much needed and appreciated by a beginning teacher. State or district supervisors of vocational agriculture should provide a setting where new teachers can discuss challenges, concerns, and receive instruction. Prior to the beginning of the school year, a good session with a new teacher is worth all the rice in Texas.

### Purpose of Visits

Supervisors should work closely with district administration, promoting the concept of local control. Supervisory visits should be planned with a purpose. A few suggestions for the visit include:

1. Informing local administrators well in advance of an intended visit.
2. Checking with the principal to obtain input concerning the vocational agriculture program. A program is doomed to failure without local administrative support.
3. Observing the instructional program. This should include visiting with students.
4. A visit with local farmers, agribusiness people, and other clients of the school concerning the effectiveness of the program helps establish the effectiveness of the teacher in the learning-by-doing process.
5. Conducting an exit interview with the vocational agriculture teacher or teachers. A formal monitoring form aids in this process. This procedure provides input from the vocational agriculture teacher(s) regarding the program. Ask directly what you can do to assist the teacher(s) in improving the program. List commendations and recommendations. Review the status of challenges cited

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## Quality Supervision: The Key to a Successful Program

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during the previous monitoring visit or evaluation, and outline strategies to correct program deficiencies.

6. Involving the principal and vocational director in the exit interview provides an excellent opportunity for dialogue, which will generally strengthen the program.

7. Submitting reports of your visit to the proper administrative personnel with a copy to the teacher.

### Supervision of FFA and Young Farmer Programs

Since the FFA is an integral part of the instructional program, the state or district supervisor has a major role to play in providing quality supervision for State and National FFA activities. The State Supervisor serves as the State FFA Advisor. He or she must provide the appropriate supervision for conducting a successful state program of activities.

The State Executive Committee composed of area presidents and state officers provides the nucleus for carrying out an effective State FFA Association program. Planning is the key to successful supervision. If we fail to plan, we plan to fail. An annual state program of activities for the FFA, developed and approved at the annual state convention, should be provided each chapter with all national, state, and area activities listed.

The supervisor must enhance the leadership ability of

state officers. Regular planning meetings involving the state officers are a must. The end product of quality supervision will help FFA officers gain confidence in their ability to lead and direct. Shadow leadership is an appropriate role for the local, area, or state advisor. Quality supervision allows the officers to plan and carry out local and state activities.

As chlorophyll is an essential catalyst for photosynthesis and subsequent plant growth, so is the supervisor, or advisor, the catalyst that provides the growth of FFA officers and members through the concept of shadow leadership. The same would be true of supervision of an effective young farmer program.

Another key role of quality supervision is to assure the coordination of curriculum materials. This should be done in concert with the professional association. The result of research done at the teacher education institutions in agriculture should be utilized. This should include input from the agriculture community concerning meeting the needs of agriculture.

Program standards developed with local and state advisory council input provide appropriate measurements of program quality. An important aspect of supervision involves the development of and continuation of quality instruction.

In summary, quality supervision requires assessing the needs for the instructional program in vocational agriculture and carrying out appropriate activities for these needs to be fulfilled. This does not involve a serendipitous approach, but proper prior planning, evaluation, and appropriate follow up.

## THEME

# Some Thoughts On Quality Supervision

The more successful teachers, managers and leaders are those who provide meaningful growth experiences and opportunities for those individuals for whom they are responsible. Those who are most successful have vision, that is, they can see beyond the present position of their students or subordinates and can develop plans and opportunities to take them from where they are toward where they ought to be. Perhaps that is a good place to start a discussion of supervision.

In today's language usage, super is an overused term. Supervision means, quite literally, that we are able to see great distances. It is used in other connotations, especially a critical watching and directing of a course of action or of activities.

The concept of seeing great possibilities in others is a necessary quality for successful teaching. It makes the vocational agricultural teacher a much more inspiring and creative leader than where one's vision is limited by apparent realities in one's students or environment. The teacher has the capacity to change the quality of both student and environment. Such change will require work and vision which will sometimes be frustrated with disappointment.



BY ALLEN C. CHRISTIANSEN

(Editor's Note: Dr. Christiansen is a former Nevada teacher of vocational agriculture and is currently Dean of the School of Agriculture, California State Polytechnic University, Pomona, California 91768.)

### Attitude Is Critical

For every vocational agricultural teacher, greeting a new class of Greenhands ought to be one of the most exciting days of the year. There, in front of you, are all kinds of marvelous human possibilities. Some are very rough and have serious doubts about themselves. Others have more confidence but lack discipline. Some come from homes and backgrounds where they have been provided substantial opportunity; others have had really little opportunity. In the long run, all that is of minor importance.

What really counts is how you see them. What vision do you have for them? Where human potential is concerned,

"winning is not everything, it's the only thing," to quote the late Vince Lombardi (somewhat out of context). When you look at that group, do you see a chapter president, a state president, a national officer, an American farmer or two? If not, raise your sights. If you are going to lift someone, you need to be on higher ground. In supervision, attitude is critical.

### The Supervisory Process

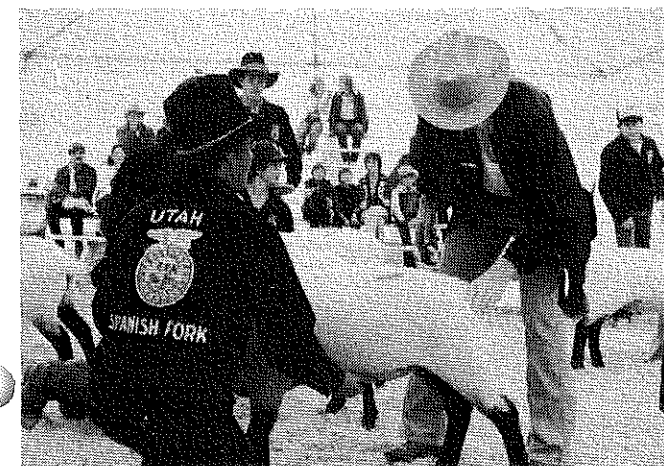
In contemporary usage, supervision refers to the process of directing the activities of others. Vocational agriculture and its co-curricular activity, the FFA, offer two unique opportunities for students and additionally provides professional growth for the teacher beyond that provided in a setting of classroom instruction only. These two instructional opportunities are the supervised work and/or project programs and leadership development through FFA activities.

Those additional educational approaches create the necessary environment to recognize individual needs and interests, and in consequence thereof, provide customized tutorial experiences for students, especially those which allow for individual initiative. Insofar as it is possible to recognize individual needs and differences, and to provide or help create commensurate project or leadership experiences on a personally tailored basis, then there is an increased likelihood of achieving quality in our supervision programs in vocational agriculture.

### FFA Supervision

Let us consider quality supervision in FFA Chapter work as it relates to leadership development. Experience would indicate summer time, or in urban areas just prior to the start of school, is an excellent time to start the actual training of the new officers. Chapter advisors should have for their own use, a written road map or guide of what they intend to accomplish. It is a chance to get the jump on the work and could be compared to spring football practice.

Officers should be taught how to do, as well as when it should be done. It is a chance to practice and polish. Officer training, and chapter officers' meetings, are in actuality the advisor's meetings. Advisors serve as coaches. These meetings are the chalk-talk times, the practice and drill session. It is in the officer's meetings that agendas, game



Carrying instruction to the doing level is an essential ingredient in a successful program. (Photographs courtesy of Paul Peterson.)

plans, and alternate contingency plans can be made, where possible scenarios can be rehearsed; where confidence can be developed.

If this is done, then at game time the chapter president can be the quarterback as the game plan will be well rehearsed and understood and most problems foreseen. Under these circumstances, officer confidence and ability grows and the advisor, or coach, can be where he/she ought to be at game time (chapter meetings, parent-member banquets, contests, etc.), namely on the sideline. Neither will it be necessary or desirable for the advisor to send someone running in with a new play at every turn of events.

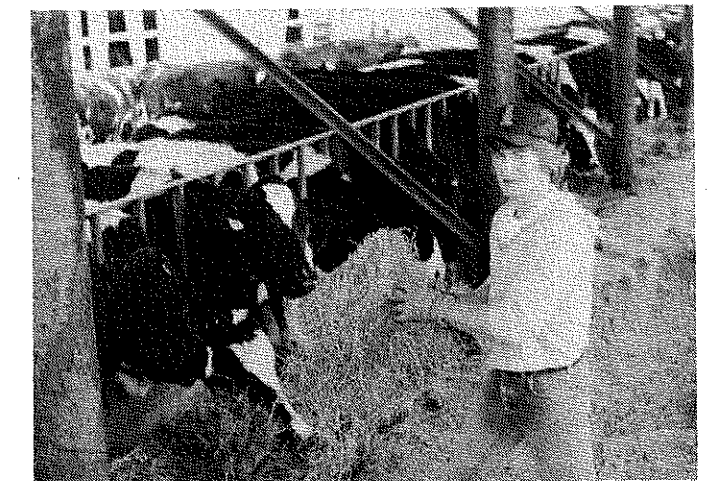
It is an ego-centered coach who feels that the coach must call every play. We are interested in creating capable people, not in merely making the coach look good. It is disaster, however, when a coach leaves the team on its own, without plays or game plan, and expects them to try to improvise or devise a new play or successful strategy during the course of a thirty second huddle. In such instances, morale and confidence are weakened, if not shattered.

There is a definite parallel between a coach and vocational agricultural teacher. What is needed is a teacher who will provide correct principles and, taking into account possible risks, allow the student to make his/her own choices. After all, you will not always be present to call the plays or make the decisions.

If the chapter president has not been taught to conduct meetings with dignity, to speak clearly and enthusiastically, to plan meetings, agendas, and the other tasks and techniques that are a part of successful leadership, then the fault in large part must lay at the feet of the advisor. If the vice-president is not an equally prepared back-up quarterback, the advisor has missed an opportunity to have developed an outstanding second person. One should remember that a chapter officer should be expected to grow throughout the year. One can reasonably expect more then from officers in April than September.

Dignity, poise, charm, fairness, humor, speaking ability, and many other character traits are learned behavior. Some seem to have greater aptitude for acquiring such

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## Some Thought on Quality Supervision

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traits but such can be learned. Such traits and skills require that one get into the rigorous calisthenics of participation now. As the author's own late vocational agricultural teacher used to say, "You won't learn it a day younger."<sup>1</sup> If teachers do not see in FFA activities such possibilities, then they have not yet caught the vision and their supervisors must provide for such teachers uniquely tailored tutorial experiences to help lift their perceptions and perhaps their aspirations.

### Helping Students Grow

In supervised work experience programs, whether they be farming projects or cooperative education with industry, the key goal should be student growth. Learning to budget, save, invest, get to work on time, meet responsibilities, acquire the traits of integrity and dependability are all part of the necessary maturation process. Traits of character and other skills acquired in such project work will be useful long after the market lambs and steers are sold.

In working with vocational agriculture students, one should look for positive attitudinal changes, keeping in mind the lifetime consequences of one's supervision program. If you know you are right and it does not seem to be working, keep after it while looking for a better method. High school students do not always express their gratitude because they do not fully appreciate what you can see or what you are attempting to do for them. However, in moments of discouragement, it pays to remember that the young people in our programs will be our alumni for a much long period of time than they were our students. What would you like their evaluation of your educational programs to be in their mature years?

### Seeking Improvement

The vocational agricultural and FFA program has, from its beginning, been concerned with doing. It seems only fair then, to ask anyone speaking or writing about supervision for practical suggestions about improving it. The following suggestions are such an attempt:

1. It is equally important for both student and teacher to recognize the importance of patience, challenge and persistence in the growth or learning process.
2. The successful teacher will be one who studies the student, interviews the student, listens to the student and really gets at what kind of a person the student actually is. As one executive psychologist wrote, "To assume that we can effect the greatest learning in an individual without knowing a great deal about that individual's abilities is presumptuous. If we sincerely desire to help him to learn, we begin by knowing what we need to know about him so that we may tailor the learning processes to be most efficient and effective for him."<sup>2</sup> The project or work site visit is an opportunity to get to know the student. It only takes a short while to see the project; much more time is required

to understand what kind of person he or she actually is. The suggestion, make your visit count.

3. Put the focus on goals. You must have goals and then help the students to determine or recognize their personal goals. A major goal should be personal excellence which has been defined as "ability to do things well (to the best of one's ability) and the desire to do things well (striving to do one's best)."<sup>3</sup> Goals which are written are not forgotten and are clarified by the very process of committing them to paper.

4. Read a good beginning text on management. One such book recently published is *SUCCESSFUL MANAGEMENT*<sup>4</sup> by Paul Harmon. The study of management is important because it relates to competency of leadership and ability to make decisions. Such study will broaden the perspective of any teacher and it is especially useful to an FFA advisor. The author recommends as especially meaningful Dr. Harmon's treatise on motivation found in his text.

5. Get personally well acquainted with the student's parents and get them appropriately involved with their son's or daughter's goals. Share with them confidentially the aspirations you have for their young person. Parental support and involvement markedly improve the success rate in supervised programs and FFA leadership responsibilities. It also tends to strengthen the family unit which has obvious benefits for not only the family but also society at large. Getting acquainted with parents of urban students is at least equally important as knowing rural or farm parents.

6. Be a contagious example of can and will do service. Work at improving yourself as well as others. Do not be limited by obvious realities in yourself or others and refuse to settle for anything less than your best effort or the best effort of your students.

7. What one says and what one does needs to be consistent, especially when that person is a significant role model as is the case with a vocational agricultural teacher. Mixed signals are confusing, frustrating and even annoying. It is especially important in counseling, correcting, planning and evaluating to be clear, kind, and honest. Of all the suggestions made, this one may well be the most difficult to implement. Difficulty of implementation should not be used as a justification for its avoidance.

The foregoing are some thoughts about achieving quality supervision. They represent the reflections of one who has taught vocational agriculture and is now an enthusiastic supporter of its important contributions to America's youth and its agricultural industry. That style and personality of teachers, advisors, and teacher educators are different is true. However, these suggestions are thought to be important principles for anyone who genuinely desires success in supervision programs for the students served.

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## THEME

# The Local School Administrator: Supporter Or Non-Supporter?



BY MARK NICHOLS  
(Editor's Note: Mr. Nichols is former State Director of Vocational Agriculture in Utah and Past President of AVA.)

Local school administrators (school district superintendents) fall into two categories in regard to their relationships with vocational agriculture departments under their administrator jurisdiction. They are either supporters or non-supporters at heart. Few fall into a half-way category.

School administrators are human. They have their likes and dislikes; their strengths and their weaknesses, the same as do all other persons. Relatively few administrators were former teachers of vocational agriculture. Many of them in rural districts were reared on farms. Some had their dislikes for farming and chose a professional school career. Others with farming backgrounds would have chosen farming as a career but did not have financial resources to acquire a farm, so were forced to pursue another occupation. Relatively few school administrators in rural districts were reared in urban areas. Those that are need a strong rural orientation.

### Know Your Administrator

Vocational agriculture teachers should become aware of their administrator's background, his/her likes and dislikes, and act accordingly. The actions of the vocational agriculture teacher go a long way in determining to what extent the administrator is or is not an ag-team member.

It is heartening to hear vocational agriculture teachers tell of the fine support they receive from their administrators. On the other hand, it saddens the heart to hear teachers tell of their administrator's non-support. Many teachers have lost their job or become locked in, without sufficient monetary consideration, because of a non-supporting administrator. Such non-support is often caused by poor public relations on the part of the teacher and particularly those having to do with the administrator.

To a great extent, the vocational agriculture teacher holds the key to the door, whose opening determines the extent of administrator support. It is observed, that in most cases, the door is unlocked and wide open. In some instances, however, the door appears to be almost closed, with little opportunity for an open and favorable supporting situation.

### Teacher Activities

Following are some suggested vocational agriculture activities which, through many years of observation, leads one to conclude they are conducive to good administrator support:

1. Maintain a positive attitude toward the administrator. Mentally dwell on strengths and forget weaknesses. Consider the administrator your friend and not your enemy.
2. Tell others of the administrator's good qualities.

Vocational agriculture teachers visit the farms and homes of their students several times a year. On their visits, they should tell parents about the good qualities of the administrator and straighten out mistruths and imaginary, unjustified gossip.

3. Shun the gossipers! There are always those who delight in downgrading others, especially those in authority.

4. Invite the administrator to speak at agricultural gatherings, Young Farmer meetings, FFA banquets and on other appropriate occasions.

5. Make the administrator an honorary chapter farmer. Present the pin on an occasion where adults are present. Give it wide publicity!

6. Provide the administrator with an annual written report of important teacher activities, Young Farmer and FFA accomplishments and the upgrading activities of adults in evening classes. Present this report in person to the administrator in a pre-arranged meeting and, if possible, at school board meeting.

7. Have an active consulting (advisory) committee. Recommend appointees for such a committee to administrators and encourage them to appoint them by letter, as an official act.

8. Establish desirable rapport with students and teach effectively for student excellence and high productivity in performance. This gives the teacher a favorable image in the community and pleases administrators. They are charged with maintaining a school system with high standards and such a teacher image also gives the administrator a desirable image in the minds of the tax payers.

9. Keep the public media informed of the desirable accomplishments of the department. Press, radio, TV, and other news releases keep the public informed and the administrator pleased. Such productive activities of a teacher strengthens the stature of an administrator. They make administrators feel good and supportive. This every agriculture teacher should know, for in most cases, as the teacher thinks and does, so goes the extent of support by the local administrator!



# Providing Quality Vocational Agriculture Programs Through Supervision

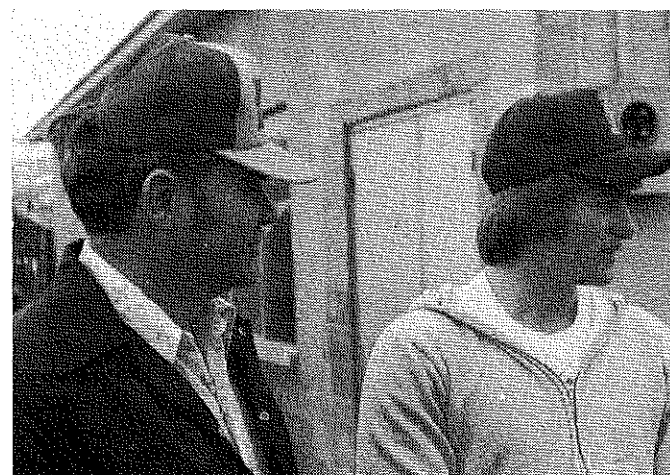
In this day of high technology, robots, computers, and many other automatic devices; the question arises: "Where do vocational agriculture supervisors fit into the picture of program improvement?" It has been their responsibility to evaluate, review, or analyze programs and to motivate teachers and school administrators to improve programs for the benefit of students.

We once saw a sign which read  
"an ounce of motivation  
is worth  
a pound of threats,  
ten pounds of pressure  
and a ton of memos"

Motivation, in conjunction with direction which includes utilization of resources by the local teacher, is the challenge of supervisors. We believe that supervisors are to a local vocational agriculture program what cement is to concrete. Cement forms the bond that holds all of the different sizes and kinds of aggregates together to form a stronger, more durable product than the aggregates would be alone.

## Supervisors Must Have Occupational Expertise

A number of research studies have shown that there is a high degree of correlation between the number of visits by local vocational agriculture teachers to their students and the results of successful development of SOE programs, State and American farmers, and the number of skills learned and practiced by students. The same degree of success can be experienced by supervisors visiting teachers. The old cliché of "you can't come back from some place you haven't been" comes into play.



A strong local teacher of vocational agriculture is the nucleus of a successful program. (Photograph courtesy of Paul Peterson.)



BY RALPH DREESSEN

(Editor's Note: Mr. Dreesen is State Supervisor for Agricultural Education with the Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.)

Supervisors should be former successful vocational agriculture teachers who are recognized by their peer group as leaders in their chosen occupational area. It is recommended they have served as an officer in their professional organization. They should have taught long enough that their program reflects their own efforts.

When working with teachers, they can speak with confidence and experience which should enhance their acceptance by those with whom they must work in order to improve programs. Simply expressed, "supervisors are people working with people" and the carrier of ideas that should be shared.

## Evaluation: A Legislative Mandate

Supervisors have traditionally been the primary evaluators of programs; their responsibilities are to work with school administrators and board of education, along with the vocational agriculture teacher to improve programs. Since legislation has mandated evaluation of each program every five years, there have been evaluation teams set up to assist in meeting this requirement. There have been many instruments developed for the purpose of evaluating vocational agriculture programs, and most of them have merits, especially when they are tied to minimum standards. Most of these however, could be compared to the score card used in judging a dairy cow, they are beautiful to look at but do not always reflect the amount of milk the cow will produce.

A visiting evaluation team spending one day evaluating a program in a structured situation cannot adequately get a complete picture of all aspects of a program. But with the assistance of a supervisor who has evaluated the program during informal on-site supervised visits and by witnessing many activities in which a FFA chapter members participate (such as FFA leadership activities, performance of students in many competitive activities — judging contests, speech contests, proficiency applications, state farmer applications, fairs and shows, SOE programs, along with student follow-up information, etc.), it is possible to put together a more accurate picture of the total effectiveness of the program.

A former Director of Vocational Education in Oklahoma, Mr. J.B. Perky, once said, "If a supervisor would check with the feed store operator, the filling station operator, and two or three parents as to their opinion of the local program, they probably would not need to go to the school house to evaluate the program."

## Agriculture Teacher: The Key

A good teacher is the most important single ingredient in a quality program. This has been borne out by observing the change that occurs when a teacher change is made in a local school.

The vocational agriculture teacher must not only do a good job of teaching vocational agriculture, but he or she must make certain that the key decision makers in the school district and in the state are knowledgeable of the effectiveness of the program. The students who are the products of the program, along with their parents and neighbors, are the best ones to get this job done.

A key role of the supervisor is to assist the local school in locating and recommending capable instructors. Knowledge of available teachers and their capabilities can be attained by being involved in the following process.

- (1) Identifying and encouraging outstanding FFA members to consider vocational agriculture teaching as a career.
- (2) Assist teacher training institutions in generating scholarship funds, and assist in selecting students for same. (Oklahoma State University has given one hundred eleven semester grants in the past five years, and Panhandle A&M and Cameron University have initiated similar programs.)
- (3) Assist universities in selecting the cooperative teaching centers as well as monitoring student teachers.
- (4) Providing several on-site supervisory visits for first-year teachers.
- (5) Plan and schedule monthly professional improvement meetings along with summer and mid-winter conferences for all vocational agriculture teachers in the state. This includes identifying in-service needs of teachers for the purpose of up-dating their skills and knowledge of trends in the agriculture industry.

The supervisor, by working closely with the vocational agriculture teacher through the above activities, becomes a close friend as well as an advisor. The teacher knows that the supervisor is there to assist in improving the program. The supervisor must not only point out to the teacher and local school administration the areas that need improving, but also the areas of strength. He/she must reinforce good performance.

## Support People Are Essential

There are many individuals and groups that must be informed and become knowledgeable before a program can reach its potential. The professional groups in vocational agriculture include the teacher training institution's staff, the state and local supervisors, and the local vocational agriculture teachers. These groups must work with local school administrators, local school patrons, including parents, students, farm organizations, alumni groups, civic clubs, chamber of commerce, industry people, etc.



District supervisors meet with vocational agriculture teachers in regular professional improvement meeting. Verlin Hart discussing record keeping with this group of teachers. (Photograph courtesy of Ralph Dreesen.)

In addition to the above, there are other important groups and individuals who must understand and be committed to the importance of supporting and adequately funding vocational education.

In Oklahoma they are:

- (1) The Governor of Oklahoma
- (2) The State Senate and its leadership
- (3) The State House of Representatives and its leadership
- (4) The State Vocational Director and the State Board of Vocational Education
- (5) The State Superintendent of Schools and the State Board of Education. The supervisors are in the key position to relate to and solidify all of the support groups.

## State Guidelines

It is the responsibility of the authorized state agency (in Oklahoma it is the State Board for Vocational Education) to see that all state and federal funds provided for vocational education are spent in the manner for which these funds were provided. Our State Vocational Director, Dr. Francis Tuttle, and the State Vocational Board believe in a delivery system of funding to local schools using the state supervisory concept of assisting local schools and local teachers in their adequate training of students.

Our state staff has a close working relationship with each local school and local teachers, and it is their responsibility to monitor programs and to see that standards, as established by the State Board, are carried out. Since the state board has developed some criteria that have proven successful in assuring a good vocational agriculture program, they are willing to allocate funds to assist the local school in carrying out the terms of their guidelines. The State Board of Vocational and Technical Education Policy for Vocational Agriculture include the following guidelines:

### 1. Limited Enrollment Per Teacher

Not less than 30 nor more than 60 students shall be enrolled per teacher unless approved by the State Super-

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## Providing Quality Vocational Agriculture Programs Through Supervision

(Continued from Page 11)

visor of Vocational Agriculture. The maximum enrollment in each agriculture mechanics class shall be 15 students.

### 2. Supervised Training Program

All students enrolled in Vocational Agriculture I, II, III, IV, Farm Mechanics, Horticulture, Equine Management, or an Occupational Training class must have a supervised occupational experience program. Preparatory programs of instruction will provide for supervised training in agriculture on a farm for those persons who are engaged in or preparing for farming, and practical on-the-job field, laboratory, or cooperative work experience for those in training for off-farm agricultural occupations.

### 3. Supervision of Students

The effectiveness of the local program is largely dependent upon the opportunity provided for directed farm and off-farm work experiences. Therefore, a portion of the regular school day shall be allocated to supervision by the instructor of all day students, as well as adult and young farmers. Each teacher shall have a minimum of two periods per day for the purpose of supervision and conferences of students (all-day, adult, or young farmers). A teacher should not be assigned to more than four regular school periods for class instruction per day. It is recommended that all teaching assignments be completed by 2:00 p.m. each day. It may be necessary to arrange the schedule

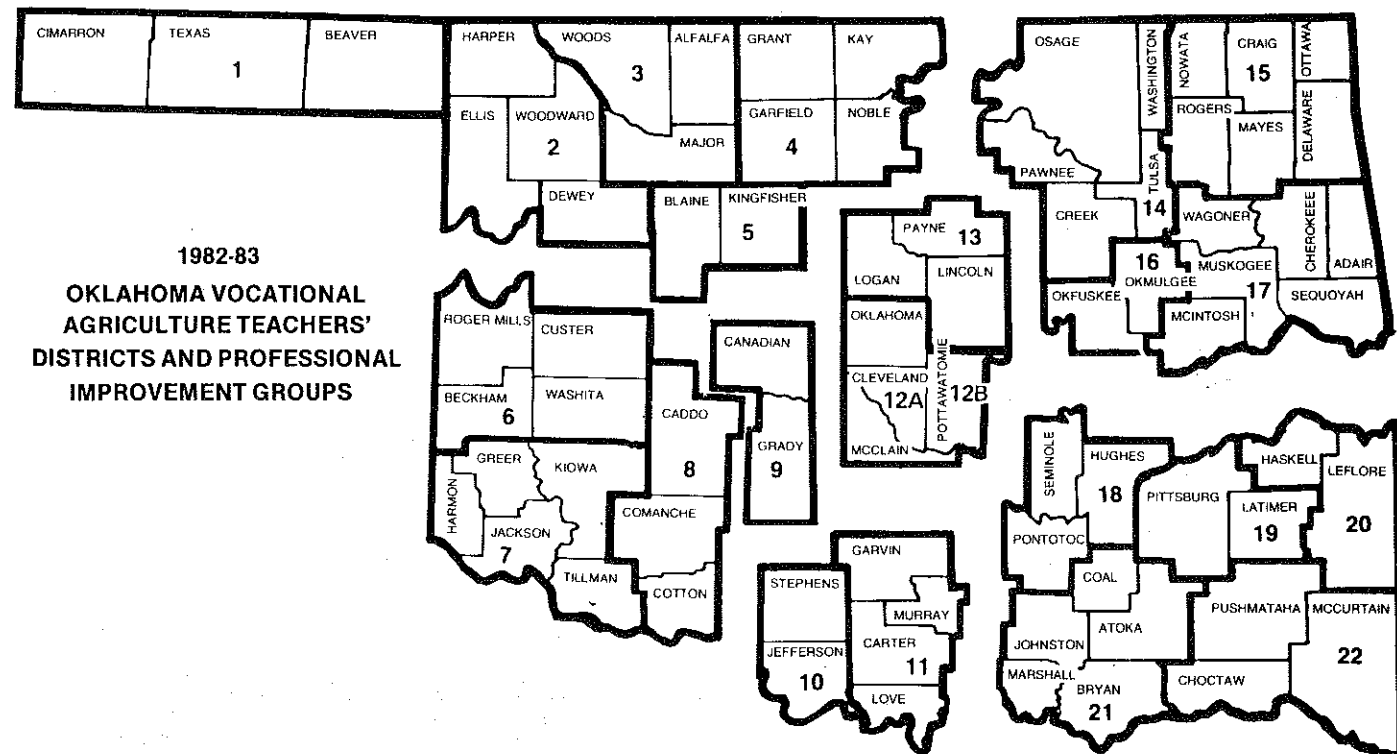
to make maximum use of facilities in a multiple-teacher department.

### 4. Length of Program

Vocational agriculture programs are approved for twelve calendar months only. The vocational agriculture teacher is a full-time employee during the summer and is required to formulate a summer program of work and a calendar of activities which are on file with the local school officials and a copy is sent to the State Vocational Agriculture Office. Summer activities shall include supervision of students, FFA activities, educational field days and tours, and working with adults, agricultural organizations and agri-industries.

### Quality Programs A Result Of Team Effort

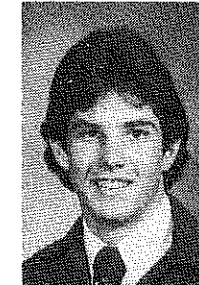
Yes! Supervision plays a major role in improving the quality of vocational agriculture programs, but is important for supervisors to acknowledge and recognize the many others who are on the vocational-technical team. First of all there is the State Director and the administrative staff, who provide leadership and direction for the state department. There are a number of support personnel who provide many functions for the total program. Also, the supervisors of the other occupational areas can be real allies in telling the story of vocational education. We have a responsibility to join hands in encouraging 100 percent membership in our professional organizations: OVA, AVA, OVATA, etc. which we enjoy in Oklahoma, and this is important as we approach our State and National decision makers for funding. Funding still has its influence on quality vocational programs.



Oklahoma is divided into districts and P.I. (Professional Improvement) groups for the purpose of supervision and up-dating teachers on agricultural trends and vocational policies. This map shows areas of responsibilities, location of meeting centers. The District Supervisor meets monthly with these groups and FFA activities are carried out through this structure.

## THEME

# A Case Study: Supervision is Helping Students Attain Goals



By KEVIN CUMMINS  
(Editor's Note: Mr. Cummins is the 1982-83 President of the Utah Association of the Future Farmers of America, Utah State Office of Education, Salt Lake City, Utah 84111.)

In reflecting upon my past years of involvement in FFA and the vocational agriculture program, it is evident that many opportunities were present. These opportunities included everything from reading a committee report in a chapter meeting to holding a leadership position. Every activity in which I have participated and each leadership position I have held has had quality supervision as the one common denominator.

What good are opportunities to excel if the appropriate motivation is lacking?

### Supervision of Leadership Activities

I recently had an experience that was made possible by quality supervision. Four years ago, when I entered the vocational agriculture program, I was greeted into the FFA by an enthusiastic advisor who was proud to work with young people and eager to make them aware of the golden opportunities that exist in the FFA.

Robert Nielson, my instructor, continually insisted that it is possible to be on the first place state judging team, help receive a National Chapter gold emblem award, and even become elected to a State FFA Office. But all these positions and honors must be preceded by work and a charted course of action.

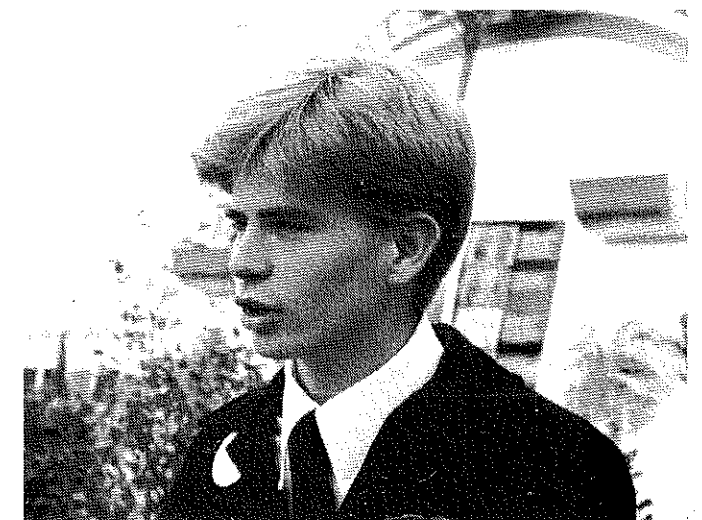
### Setting Goals

My advisor's words about setting goals and achieving them through hard work and persistence were reinforced when I attended my first State FFA Convention. During the last session, Rodney Johns, the State President, issued a challenge to all FFA members. As I was sitting in the large ballroom listening to his retiring address, I felt as though he was talking to me only.

"You can do it," he said, "You can become a state officer if you want it bad enough."

I thought to myself, "Yes, I can do it." I felt like walking up to the State FFA Advisor and informing him that I was someday going to be a state officer.

The conclusion of the convention quickly came and I found myself back in the vocational agriculture classroom listening to lectures on plant and animal science, but the air around me possessed a new aura of excitement and anticipation for the pursuit of my new goal. Sitting in my home closet was a small, three-ringed binder that had only one piece of paper in it; on the top, in bright red letters, was printed "82 - 83 State FFA President."



The supervisor must encourage and promote the development of competent agricultural leadership through the FFA. (Photograph courtesy of Paul Peterson.)

## Yes, Supervision Is Important

What is an agriculture teacher supposed to do? How much can be done? There are only so many hours in a day; yet, we teach five to six classes per day. Each class is different, so we have five or six preparations and we have to run an FFA chapter. If the FFA was run, as it is supposed to be, we could easily spend eight hours a day on this alone without teaching any classes. Yet, that still is not enough. We have the SOEP that takes a great deal of our time and this could be the most important part of our jobs, yet it is the one that is neglected the most. Not that we want to neglect it, but we have to because of the other assignments we have.

Supervision of occupational experience programs has given us the opportunity to know our students in their home environment. We meet the parents and in many cases become close friends with them. Because of our friendship with the parents it gives us a big advantage in working with and supervising the students. We have the parents support and in knowing our students outside of the classroom, we can better understand them and can help them deal with their problems and responsibilities.

Supervised occupational experience programs are designed to give agriculture students an opportunity to



By LELAND BECKSTROM

(Editor's Note: Mr. Beckstrom is the Vocational Agriculture Instructor at Gunnison Valley High School, Gunnison, Utah 84634.)

learn from experience, a program whereby a student can put into practice what he or she learns in the classroom, a program that teaches responsibility and provides opportunities, it is a program that helps students prepare for a career and it teaches the value of hard work. I could mention several other values of SOEP, as there are many.

### Students and Teachers Benefit

No question about it, SOEP is important and as teachers, we need to recognize the value of this program and try to do a better job of supervising. I used to be able to do a good job of supervision but as more and more reports and other paper work, along with additional FFA activities, became a part of teaching, it seems that the supervision suffered.

Whenever I have a student with a good SOE program, I have a good student, one who makes a contribution to the FFA and at the same time to him or herself, one who has benefited greatly from his or her experience and one who is on his or her way to becoming successful in their chosen career.

I, as a vocational agriculture instructor, have the responsibility of visiting my students and making suggestions to them concerning their project whenever invited to do so and as often as I can. As I recognize the importance of supervision to my students, I hope that I will take the time to do a better job in this area and continue to have good students with good projects and a successful future in agriculture.



Working with students in livestock selection is one of the supervisory techniques utilized by Leland Beckstrom. (Photograph courtesy of Paul Peterson.)

## TEACHING TIPS

Want to make your unit on meat identification an unforgettable event for your students? Then wind up the unit with a "Cooking and Eating" session. Earl Gerdeman, Production Agriculture Teacher, Lincolnview High School, VanWert, Ohio, has found this activity a unique way to end his four-week unit on meat identification and carcass evaluation.

Earl states that he does not cook the popular cuts of meat during this cooking and eating session. Students have eaten steak, roasts, hamburger, chops and similar cuts at home. Instead, he cooks the unusual, unfamiliar cuts such as heart and tongue, sweet breads, liver, side pork, brains,

kidneys and testicles. Blood pudding is also made, cooked, and sampled.

Students bring in electric skillets, the home economics department loans the pressure cookers, and the climax to the unit is underway. Gerdeman says that only about 20 percent of the students have ever eaten these "oddities" of the meat world. All students must taste each cut of meat or meat product. While doing the taste test, each student completes a taste chart, rating each meat oddity in one of the categories of "Delicious," "Good," "O.K.," and "Blah."

The students agree with their teacher: "It's an unforgettable lesson."

## Quality Supervision In A Young Farmer Program

In working with Young Farmers in the Gunnison Valley Utah Young Farmers' Chapter, I find that the key to a good Young Farmer chapter is good leadership. A good set of officers with a president who has initiative and drive is what it takes to get a chapter moving.

Our officers select representatives in the chapter to participate in public speaking, beautification, Young Farmer of the Year, and other awards available on the state level. They also select one of their number to run for a state office.

I find that working closely with my officers helps us plan our educational programs so that those programs will meet our needs; thus, there is no need to worry about attendance at meetings because the interest is high. We plan an agenda at the first of the year for six months in advance, and mail it out to the members so that they are aware of the meetings, dates, and activities. Then we call and remind each member of the meeting a day or two before it is to take place.

### Use Available Facilities

As Young Farmer advisor, I encourage the members to use the school facilities for the programs as much as possible. The facilities that we have available are: a classroom where such classes as Farm Computing can be taught; a laboratory where we can test soil or milk; a shop where welding, engines, maintenance of farm equipment, etc., can be taught; a livestock laboratory where livestock health and skill can be demonstrated. We also work at these facilities with the county extension service, local veterinarians, implement dealers, feed dealers, etc., to put together an exciting and challenging program.



Meeting the needs of young farmers is an important aspect of quality program supervision.



By RICHARD KJAR

(Editor's Note: Mr. Kjar is Vocational Agriculture Instructor at Gunnison Valley High School in Gunnison, Utah 84634.)

### Supervision

As I visit the young farmers at their farms and places of business, I find their needs and try to help tailor our educational programs to these needs. I try to take pictures of each chapter member's improvements as they implement new innovations in their businesses so that these will be available for use in award applications and for use in the chapter's scrapbook.

### Recruitment

Of importance to any successful Young Farmer Chapter is new members. Our chapter officers have tried diligently to put together a well rounded program with activities that involve the community and the member's spouses. These programs may be non-agricultural subjects as well as subjects in the field of agriculture that will be of interest to young farmers as well as agribusiness clientele, so that when they work toward their goal of five new members a year, they will have a program that will interest and excite these new members.

Yes, our Young Farmer Chapter is a vital part of our community, providing an educational and recreational program that builds leadership and that is interesting and fun for all.





# Supervising A Vocational Agriculture Program As A Principal and Vocational Director

I have always found it a joy to supervise a vocational agriculture program during the fifteen years I served as Principal of Tooele High School. I would guess that this positive experience was due directly to the teachers in the program.

I have often wondered, "Why is the vocational agriculture program so successful in our schools and what brings the kids into an area that they know so little about?" When you analyze the situation, it is obvious. We have been taught in our education classes in college that student involvement is what education is all about, but when we get into the field, we lose the analogy between student involvement and student interest. I think that is true because of all the paperwork and extra time spent on assignments. Not so in the vocational agriculture program!

They are not only taught this method of teaching, but they practice it as well. Look at any successful program and you find a constant dialogue between teacher and student and between teacher and parent, and I am sure this results in the same dialogue happening between student and parent. How can you better spark interest in projects than getting out of the classroom and visiting with the student and his or her parents on their turf?

## Program Pride

Another thing that I have found true is the close association that students have in their FFA program. They are just as proud to wear their FFA jackets as wearers of athletic letter jackets. If you want more proof, I will tell you the clincher, stop the first student you recognize in your school as a member of the vocational agriculture program and ask



By PAUL F. SKYLES

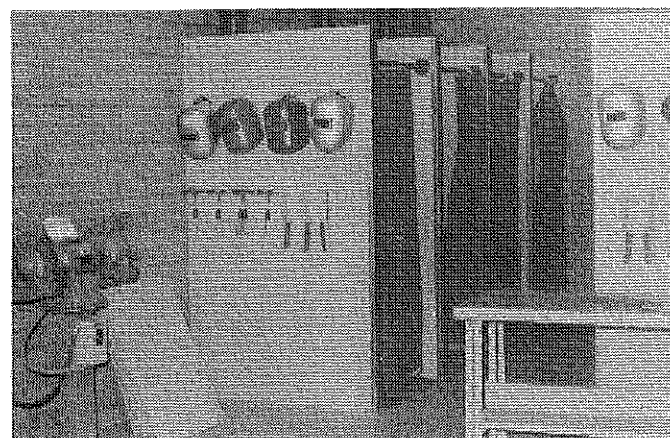
(Editor's Note: Mr. Skyles is Director of Secondary and Vocational Education for the Tooele School District, Tooele, Utah 84074.)

that student some questions about math or English, then ask about the vocational agriculture program. You be the judge of program pride based upon the information that the student has given to you. I am in no way condemning the math or English programs in our schools, but what I have found is that you have to show an interest in students and their class projects if you want to be a successful teacher.

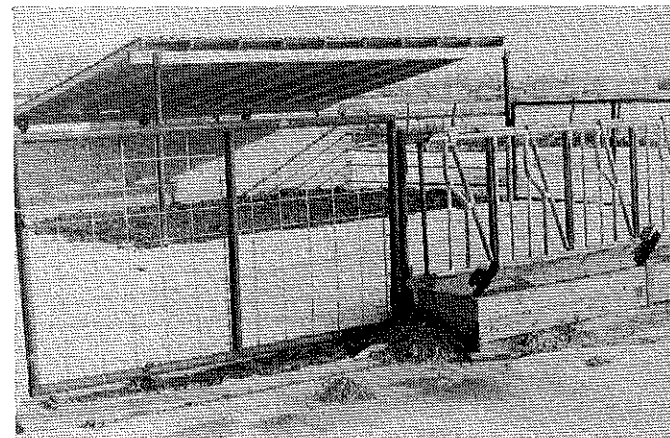
You might be thinking that vocational agriculture teachers have an advantage because they visit home projects and this creates contact, I then say "whoa", because I can point out some teachers in math and English who create the same enthusiasm about their subjects. The approach might be a little different, but the results are the same. I guess the bottom line is the teachers and their charisma and relationships with kids is what creates program pride.

## Activity Oriented

Now that I am a vocational director, I find the same



Administrators should receive the utmost attention from state supervisors in approving and equipping facilities. (Photographs courtesy of Paul Peterson.)



thing happening in other vocational agriculture programs in our school districts. This tells me that something is right with the program or the type of people teaching would not be there. They must have had a positive experience in their training as well as an interest in helping people.

It is interesting to walk into a vocational agriculture laboratory or classroom; there seems to be so much activity. I thought this true only of the program at Tooele High School, but I have found the same thing happening in Grantsville High. Students are either working on their own or helping each other on projects.

I have also noticed that a variety of activities are taking place at the same time. You find welding, grinding, drilling, fabrication, planning, judging, conferencing, practicing and studying taking place in the program. It is all a major part of the constructive activity that takes place in the program.

## Taking Part

I would suggest to those people who have not attended an FFA program or banquet to do so, because there are many friends of the FFA in each of our communities. You do not have to raise animals or grow crops to belong, just



Supportive and congenial relationships between state supervisors and local administrators are important to the development of a vocational agriculture department.

by being helpful and friendly to the program is enough to make you a part, and it takes many parts to create success and the vocational agriculture program is certainly successful.

# Supervising the Total Vocational Agriculture Program

Learning by doing has long been one of the strong points of training in vocational agriculture. Supervision gives us the opportunity to make our teaching reach the end of the row, which fits in with this year's FFA theme of "Education through Experience."

Quality supervision, like quality instruction, begins with the teacher. It is one of the tools to accomplish the goal of vocational agriculture, which is to bring about improvement in the program of the student, the young farmer and the adult farmer.

## Scheduling Visits

Supervision begins with plans that are made and recorded at the beginning of the school year. These plans are written in the record book and then approved by the parent. Appointments for supervision visits are made according to a schedule. If a need arises, schedules may be changed or extra visits made.

For the day student, appointments may be made in class for that day, or following the schedule, two or three days in advance. It is imperative for these appointments to be written down so they can be kept. Meetings with the student are usually made right after school. A successful way I have found is to take the students in my pickup to their home or employment station. For students in athletic programs or other school activities, which take time after school, appointments are made for times when they are free or before school begins in the mornings.



By BYRON MEMMOTT

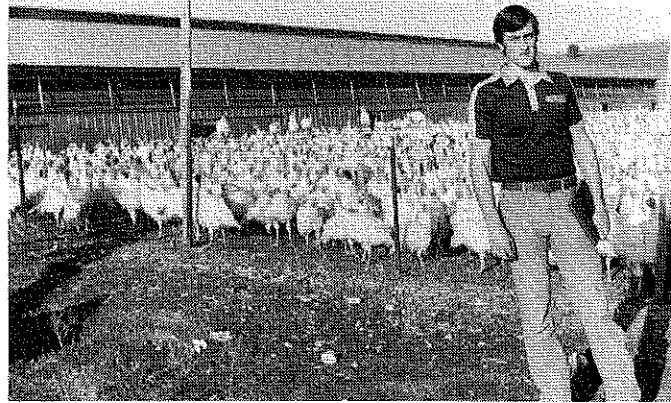
(Editor's Note: Mr. Memmott was selected as the Outstanding Vocational Educator in Utah in 1982 and was Region 5 winner in AVA's Outstanding Teacher of the Year. He is Director of Agriculture at Lehi High School, Lehi, Utah 84043.)

## Procedures During Visits

I expect students to keep their record book at home and use it as a working copy. Our record book meets the requirements for large or small projects and placement programs. If they note their production records, improvements completed and approved practices; they have learned at the time the action takes place; many problems of later transfer are solved.

If the parents are there when we arrive at the student's home, we discuss the student and the progress of the program. If parents wish to go along to visit the project, they are invited to do so. Sometimes it takes diplomacy at this point to insure that the supervisory visit benefits the student and that parents and their interests do not dominate. Some parents decline to go along because they want the

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Quality supervision provides the opportunity to become aware of the agriculture in the local area. (Photographs courtesy of Paul Peterson.)

## Supervising the Total Vocational Agriculture Program

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student to accept the responsibility, which is a goal of the program.

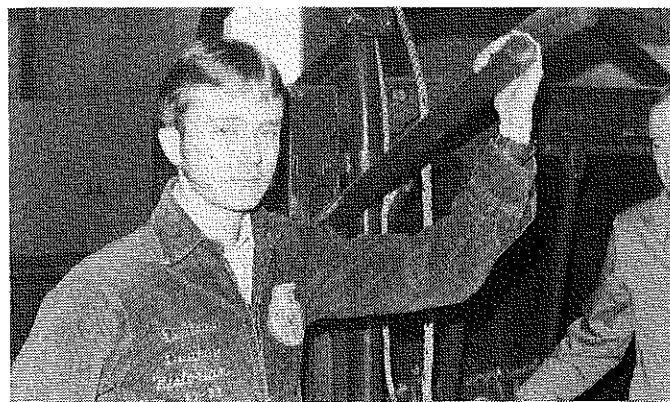
As the teacher, I am one of the signers of the project agreement; therefore, I feel a responsibility for its success. The student and I can review records and see if they are up-to-date and check if the plans that were made earlier are being followed. Parents expect me to do this. It is the basis of quality supervision. Students do not mind doing the work, they are just not very enthusiastic about writing it down.

Recommendations should be written in the student's record book at the end of the visit. If a past proposal has been completed, I can approve it at this time.

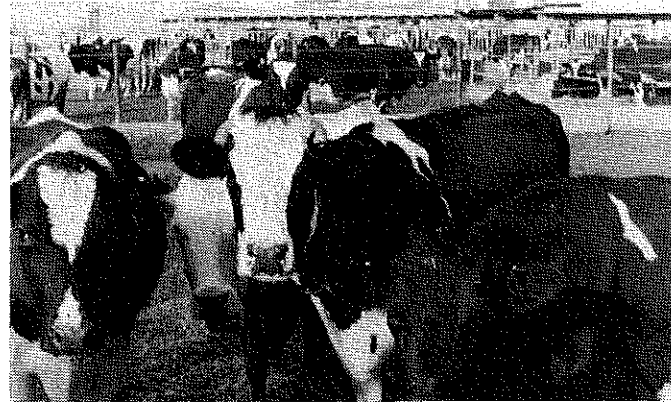
One of the purposes of a supervised occupational experience is that it should be a business venture. Businesses must have records. Parents appreciate this approach and they and students appreciate teachers who will follow through in helping students complete this part of the supervised program. If instructors care enough to visit, to make recommendations, to help students feel good about themselves, and what they are doing, they are giving quality supervision.

### Supervising Adults

Supervising young farmers is one of the greatest challenges for the vocational agriculture teacher. It is a



Supervised occupational experience programs should be carefully supervised to insure student success. (Photograph courtesy of Paul Peterson.)



rewarding part of the job because these young people are really in the business. They study, go to seminars, take short courses, listen to agricultural specialists, and spend every day working in the business.

I find my role is to help them plan how to get the information they would like to have to make their operation what they want it to be. At the present time, all of our members but one are former students of mine. This has given me an opportunity for a close working relationship with each one.

I make appointments for visits to them by phone. They may call me about problems and I go to visit with them. These young people have, and also deal with, problems. If I can be of assistance, I am filling the job of supervision.

There are generally avenues which provide me with the opportunity to meet with adults at the farm. One is when I am asked for advice. Another is when I go to them as resource people. Evening classes in machinery repair and construction have provided me with good opportunities for invitations to come to farms to help or to seek help.

### Rewards

Our supervision will be as meaningful as we want it and plan it to be. It can be our best public relations tool if we will use it. It will also be one of our best means of helping young people get established in agriculture or related fields. Supervision can be one of the most rewarding parts of being a vocational agriculture teacher.



Former students should be supervised to help them achieve their goals. (Photograph courtesy of Paul Peterson.)

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Briers, Gary	May, 4	Herbst, J.H.	Sept., 8	Parker, Kenneth A.	July, 5; Feb., 10
Brown III, George	July, 18	Herr, Robert D.	March, 11	Parsons, Bob	Dec., 10
Brown, Ronald A.	Dec., 16; March, 20	Hillison, John	July, 22	Paulette, Dwight	May, 17
Bruce, Herbert	Dec., 14	Hilton, James	May, 12	Persons, Edgar	Sept., 14
Burkhardt, T.H.	July, 18	Hirayama, Ted T.	July, 10	Peters, Jerry L.	Jan., 10
		Hopkins, Meg	July, 8	Peters, Layton G.	Feb., 5
		Horner, James F.	Feb., 21	Peterson, Paul	June, 4
Camp, William G.	Jan., 13	Hovis, Rob	Nov., 5	Peterson, Roland L.	Sept., 4; Jan., 5
Castner, Paul	Oct., 21	Howard, Jim	Dec., 9	Phillips, Travis	Aug., 13
Caves, Kenny	Nov., 9	Hylton, Richard M.	July, 4		
Cecchini, John J.	Feb., 12			Quayle, Therald	Oct., 18
Christensen, Allen C.	June, 6	James, Wayne B.	Nov., 20		
Claycomb, Donald M.	Oct., 11	Johnson, Johnny M.	Jan., 17	Rheault, Keith W.	March, 7
Cole, R. Lee	Jan., 19; April, 16			Rohrbach, Norman	Jan., 6
Collins, James R.	Nov., 20	Kaczor, Coleen T.	March, 9	Russell, Earl B.	April, 4
Combs, Curt	July, 12	Kirts, Carla	May, 13		
Crawford, Ronald	March, 13	Kjar, Richard	June, 15	Sande, Gary	Sept., 5
Crownover, Jerry	Dec., 4	Kramer, Joyce	Oct., 21	Scott, Jim	Aug., 14
Cummins, James E.	Feb., 9			Simmons, J.C.	Nov., 16
Cummins, Kevin	June, 13	Layton, Theodore G.	Aug., 20	Simmons, Robert	Nov., 16
		Lee, Jasper	Nov., 22	Skyles, Paul F.	June, 16
Danna, Michael	Dec., 18	Lewis, Linda H.	April, 11	Stewart, Bob R.	Nov., 4; Jan., 4
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Doepkens, F.H.	April, 22				
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Drawbaugh, Charles	Aug., 17	Makin, Richard	Aug., 12; Jan., 21		
Dreessen, Ralph	June, 10	Mannebach, Alfred J.	Feb., 4; 7	VanAusdle, Steven L.	April, 9
		Martin, Mariam D.	Nov., 16	Van Berkum, Clifford	April, 15
Easter, Elgia L.	July, 13	Martin, Robert A.	Oct., 18; Jan., 10	Vaughn, Paul	May, 19
Everett, Lawrence B.	May, 20	Martin, Don	Aug., 6		
		Meyer, Don	May, 8	Wallbrown, Rodney M.	March, 14
Forsythe, Steve	July, 21; Nov., 15; April, 18	McClain, Clifford R.	March, 18	Ware, Dan	May, 19
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Gee, Sr., Jerry M.	Oct., 8	Moore, Eddie A.	April, 14	Yoes, Bill	Dec., 13
Gilbertson, O.S.	March, 5	Murray, John	Sept., 11	Zurbrick, Phillip	Feb., 19
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# FFA Delegation Attends World Congress of Young Farmers

A delegation from the Future Farmers of America recently represented the United States at the 3rd World Congress of Young Farmers in Berlin, West Germany. Some 350 individuals from more than 60 countries attended.

The group's trip was sponsored by Claas of America, Inc., of Columbus, Indiana, manufacturer of the Dominator line of combines. As part of the trip, the group also toured the Claas OHG manufacturing plant in Harsewinkel, West Germany.

The World Congress is held to promote agricultural student groups, to share ideas between various youth groups on programs to meet the needs of future farmers and agriculturalists, to share technical information, and to provide the opportunity for international judging competition.

The theme of this year's Congress was "How can young farmers promote solidarity at the world level?" Examined were strategies to combat world hunger, how to improve the exchange of information, and the role of micro-projects in the development of Third World countries.

The U.S. delegation was composed of Central Region FFA Star Farmer and Star Farmer of America for 1982, Kevin D. Robinson of Eskridge, Kansas; Central FFA Star Agribusinessman Thomas L. Lichty of Monroe Center, Illinois; Eastern Region FFA Star Agribusinessman and Star Agribusinessman of America for 1982 Elmer Zimmerman of Lowellville, Ohio, Southern Region FFA Star Farmer George L. Clemmer, Jr. of Mosheim, Tennessee; Southern Region FFA Star Agribusinessman Tracy L. Vicary of Martin, Tennessee; Eastern Region FFA Star Farmer Mark T. Yeazel of Eaton, Ohio; Eastern Region FFA Star Agribusinessman Clay Christensen of Thomas, Oklahoma; National FFA officer Melanie Burgess of Harrisonburg, Virginia; FFA's International Director Lennie Gamage; and FFA Assistant Executive Director Kim A. Havens of Madison, Wisconsin.

As part of their trip to the 3rd World Congress of Young Farmers, the U.S. delegation toured the Claas OHG factory in Harsewinkel, West Germany. The trip was sponsored by Claas of America, Inc., of Columbus, Indiana, maker of the Claas dominator line of combines.



Pictured are (left to right) the CLAAS tour guide: Cindy Harris of Alexandria, Virginia; Kim Havens of Madison, Wisconsin; Tom Day of Dalton, Wisconsin; Lennie Gamage of Alexandria, Virginia; Melanie Burgess of Harrisonburg, Virginia; Tracy Vicary of Martin, Tennessee; Kevin D. Robinson of Eskridge, Kansas; Clay Christensen of Thomas, Oklahoma; George L. Clemmer, Jr. of Mosheim, Tennessee; Elmer Zimmerman of Lowellville, Ohio; Thomas L. Lichty of Monroe Center, Illinois; Mark T. Yeazel of Eaton, Ohio and Piet Dauchot, the group's travel guide.

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 Collegiate Organizations Can Make a Difference, by Leverne A. Barrett ..... November  
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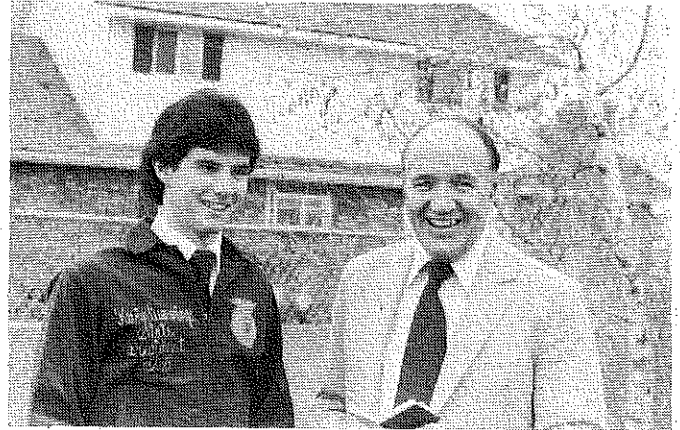
### Upcoming Event

"Crossing Over the SOE Bridge In 1984" will be focus of another national workshop to be held on July 24-27, 1984. The meeting will include reports on successes and failures in promoting SOEP after the first conference and how to develop meaningful programs for all students. The American Farmer application will be the focus of attention for one day of the workshop, as will many new proficiency award applications. A visit to the White House with State FFA Presidents is also scheduled. Computers as aids to record keeping will also be discussed.

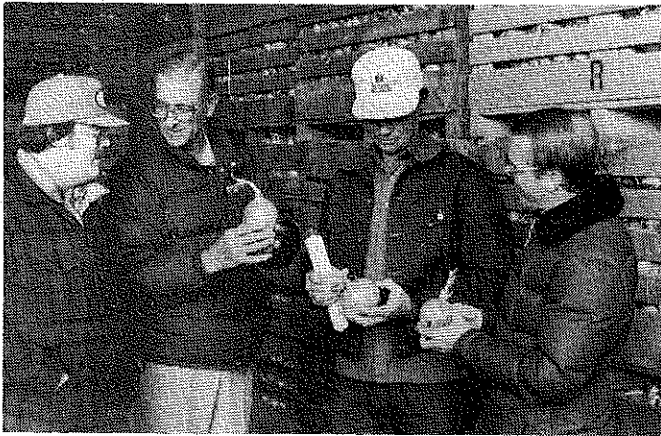
# Stories in Pictures



Quality supervision may include arranging for an educational exhibit at State or County Fairs with FFA officers and members.



Planning and conducting successful FFA activities is a key role in supervision.



A local advisory committee can provide needed input for the vocational agriculture program which includes young and adult Farmer Programs.



Close contact with the agriculture community is essential. Utah State FFA officers meet with Earl Brown, President of Producers Livestock Marketing Association, during the annual state officer goodwill tour. Mr. Brown is Vice Chairman of the Utah FFA Foundation.

(Photographs courtesy of Paul Peterson.)