

*The*

# Agricultural Education

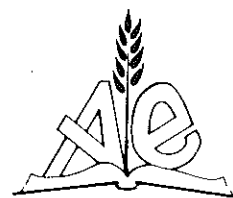
June, 1985  
Volume 57  
Number 12

**Magazine**



**THEME: The Supervisor:  
Local, State and National**

007653 1285  
DR. FLOYD G. MCCORMICK  
UNIV. OF ARIZ.  
6933 PASEO SAN ANDRES  
TUCSON AZ 85710



## Supervision is Imperative



By LARRY E. MILLER, EDITOR  
(Dr. Miller is a Professor in the Department of Agricultural Education at The Ohio State University.)

**MANAGING EDITORS**  
**Editor**  
LARRY E. MILLER, Ohio State University, 2120 Fyffe Road, 204 Ag. Adm. Bldg., Columbus, Ohio 43210  
**Business Manager**  
GLENN A. ANDERSON, 1803 Rural Point Road, Mechanicsville, VA 23111  
**Consulting Editor**  
JASPER S. LEE, P.O. Drawer AV, Mississippi State, MS 39762

**REGIONAL EDITORS**  
**North Atlantic Region**  
ELMER COOPER, Department of Ag. & Ext. Education, University of Maryland, College Park, MD 20742  
**Southern Region**  
LARRY R. ARRINGTON, Dept. of Ag. & Ext. Education, 305 Rolfs Hall, University of Florida, Gainesville, FL 32601  
**Central Region**  
GEORGE WARDLOW, Division of Agricultural Education, 320 Vocational and Technical Education Building, University of Minnesota, St. Paul, MN 55108.  
**Pacific Region**  
JOHN MUNDT, State Supervisor, Agri. Educ., Len B. Jordan Bldg., Rm. 325, 650 West State Street, Boise, ID 83720

**SPECIAL EDITORS**  
**Book Review Editor**  
LONELL MOELLER, Agri. Ed., Division of Educ., Box 2220, South Dakota State University, Brookings, SD 57007  
**Teaching Tips Editor**  
LOWELL E. HEDGES, Dept. of Ag. Educ., 204 Ag. Adm. Bldg., 2120 Fyffe Road, Ohio State University, Columbus, OH 43210  
**Picture Editor**  
ROGER D. ROEDIGER, Curriculum Materials Service, 254 Ag. Adm. Bldg., 2120 Fyffe Road, Ohio State University, Columbus, OH 43210

**EDITING-MANAGING BOARD**  
**Chairman**  
Jim Cummins, Ohio Department of Education  
**Vice Chairman**  
Douglas Pals, Teacher Education, Moscow, Idaho  
**Secretary**  
Jasper S. Lee, Mississippi State University  
**Editor**  
Larry E. Miller, The Ohio State University  
**Members**  
Glenn A. Anderson, Virginia Department of Education  
Larry Case, U.S. Department of Education  
Sam Stenzel, NVATA, Alexandria, VA  
Duane L. Watkins, NVATA, Thermopolis, WY  
E. Craig Wiget, NVATA, Mt. Blanchard, OH  
Curtis Corbin, Jr., Georgia Department of Education  
Supervisor from North-Atlantic Region  
Myron Sonne, NVATA, Letcher, SD

### Table of Contents

	Page
Editor's Page	
Supervision is Imperative . . . . . Larry E. Miller	3
Theme — The Supervisor: Local, State and National	
Supervision — An Evolution to Extinction . . . . . R. Kirby Barrick	4
National Leadership — A Team Approach . . . . . Larry D. Case	5
The Supervisor — A State Perspective . . . . . Les Olsen	7
A State Without A Supervisor — What We Take For Granted . . . . . Alfred J. Mannebach	9
Some Schools Are Making A Mistake . . . . . Rob Hovis	11
Local Supervision in Agricultural Education . . . . . William A. Bussey	13
State Level Leadership For Vocational Agriculture . . . . . Darrell L. Parks	16
A New Dimension in Adult Education . . . . . Layle D. Lawrence	18
Teaching Tip . . . . .	19
Author Index . . . . .	20
Subject Index to Volume 57 . . . . .	21
Teaching Tips . . . . .	23
Book Review . . . . .	23
Stories in Pictures . . . . .	24

#### ARTICLE SUBMISSION

Articles and photographs should be submitted to the Editor, Regional Editors, or Special Editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed, double-spaced, and include information about the author(s). Two copies of articles should be submitted. A recent photograph should accompany an article unless one is on file with the Editor.

#### PUBLICATION INFORMATION

THE AGRICULTURAL EDUCATION MAGAZINE (ISSN 0002-144x) is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at M & D Printing Co., 616 Second Street, Henry, IL 61537.

Second-class postage paid at Henry, IL 61537.  
POSTMASTERS: Send Form 3579 to Glenn A. Anderson, Business Manager, 1803 Rural Point Road, Mechanicsville, Virginia 23111.

#### SUBSCRIPTIONS

Subscription prices for THE AGRICULTURAL EDUCATION MAGAZINE are \$7 per year. Foreign subscriptions are \$17 (U.S. Currency) per year for surface mail, and \$20 (U.S. Currency) airmail (except Canada). Student subscriptions in groups (one address) are \$4 for eight issues. Single copies and back issues less than ten years old are available at \$1 each. All back issues are available on microfilm from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106. In submitting subscriptions, designate new or renewal and address including ZIP code. Send all subscriptions and requests for hardcopy back issues to the Business Manager: Glenn A. Anderson, Business Manager, 1803 Rural Point Road, Mechanicsville, VA 23111. Publication No. 07324677.

Staffs for supervising agricultural education are being reduced in numerous states. When a person leaves a supervisory position or retires, the position is often unfilled. Pressure must often be exerted, or political maneuvering initiated, in order to fill a position.

Local programs will eventually suffer detrimental effects. These effects may not be immediate but they will surely emanate in subtle ways. The ultimate losers will be the students of vocational agriculture, adults and secondary students. So many things upon which teachers and teacher educators rely, can slowly sink into obscurity.

#### Potential Sacrifices

Consider FFA events as a case in point. For how many local officer training events, subdistrict contests, and state events do we look to the supervisor for coordination, time and guidance? With SOEP, how many hours does a supervisor spend in aiding teachers in recordkeeping, reviewing numerous applications, or polishing state award winning applications for national competition? In supervision, think of the hours spent in aiding you to improve instruction as a teacher and multiply that by the number of teachers supervised.

Considering administration, think of the time spent in working with the myriad of committees, annual and five-year plans, reviewing reports from local programs, and planning and conducting the multitude of meetings. Meetings occur with school boards, administrators, advisory councils, adult/young adult agribusiness groups, inservice education groups, teacher educators, state teachers organizations, unions, vocational organizations, and a multitude of groups within the state department of education.

Take the supervisor out of these settings and one could list numerous situations wherein agricultural education's interests should be preserved but may be missing. The eventual result of cutback in the supervisory staff will be devastating in the long run. All the important items permitted to slip by supervisors from vocational education, secondary education or no supervisors will eventually effect you, your students, and everyone in the profession.

We can already see the evidence accruing from the states where the severe cutbacks have occurred. Let us not sit back idly while this happens. Would you permit a dentist to perform an appendectomy on you when a surgeon was available? Would you find comfort in having a supervisor from cosmology or Latin? These persons would obviously possess little knowledge of vocational agriculture. Therefore, few teachers of vocational agriculture would truly want such a supervisor.

As surely as a steady drip of water will erode away the hardest granite, so will the lack of supervisors slowly atrophy the healthiest of programs.

#### Taking Action

What can be done? First of all, the profession must be united. All professionals should belong to their professional organization so that spokespersons can truly speak for all teachers. Then, we must also speak individually. We must speak to the policy makers. These may be local school boards, state officials or federal officials. Would teachers not expect supervisors and teacher educators to speak out if local programs were being closed? Wouldn't teacher educators expect supervisors and teachers to speak out if teacher training programs were to be closed? Teachers and teacher educators must be prepared to speak out for supervisors. Surely, there are layer after layer of bureaucracy to address to eventually find the right ear. This should not deter us, however. A unified voice is needed. These voices need to be loud, distinct and made to resonate with clarity in the right direction.

Sometimes it becomes too obvious that vocational agriculture is but a small cog on the big wheel of education and the big wheel of agriculture. Let one cog be missing in any wheel, however, and the consequences are severe. What we do is important! The level of importance must be broadcast. If the supervisory element of our program is allowed to diminish, then eventually each of us will suffer.

The bottom line is that we must not sit by idly while any one component of our program is diminished. We must do our utmost to protect a program which aids many students. As numerous people from NVATA have told us, a unified approach is imperative.

#### The Cover

Individual conferences with teachers are useful in improving instruction. (Photograph courtesy of Licking County Joint Vocational School.)

## Supervision — An Evolution To Extinction

While compiling a written record of the history of my home high school's vocational agriculture department and FFA chapter a few years ago, I discovered a news clipping that referred to the completion of the new high school in town. A large portion of the article dealt with the new facilities for vocational agriculture and farm shop and how "the Federal man" had approved the new department.

The Federal man — now those were the days! Back then (1927), the Smith-Hughes Act was only ten years old. The Federal man was one of those district supervisors provided for in the legislation. What power! What clout! What prestige! The supervisor inspected the program, the facilities, the teacher and the students to be sure that everything met the intent of the new vocational agriculture laws. Pity the poor school that would not adhere to the regulations.

Of course, the primary purpose for supervisors back then was the improvement of instruction. Highly qualified teachers working in acceptable facilities with the right students (farm boys planning to farm) provided the winning combination for a successful vocational agriculture program. Supervisors assisted with classroom instruction, curriculum, shop management and supervised practices on the home farm.

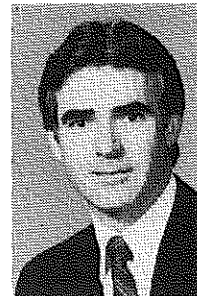
Through the years, supervision has undergone an interesting metamorphosis. Although the changes have been gradual and have occurred at different rates in various states, nonetheless, the evolution has taken place. Today, in most states, the "Federal man" concept has completely disappeared.

### Changing Role

From supervision of instruction activities, the role of the vocational agriculture supervisor was expanded. Growth in the number of programs to be served began to decrease the time available to work with an individual teacher or school. As the state and Federal agencies for education grew, additional administrative responsibilities were added to the supervisor's job description. In many cases, these changes gave supervisors more power but reduced effective supervision.

Few public agencies have found ways to reduce administration. So when vocational education in agriculture mushroomed at the local level in the 1960's, more programs had to be served by supervision time. Schools seemed to get along without the supervision that has been provided (actually no one monitored quality very closely when quantity was the key to prestige and funds). Since supervisors were not supervising anyway, the term "consultants" was introduced.

Local schools have reacted predictably to this seemingly new role. The "don't call you" connotation works well for



By R. KIRBY BARRICK, THEME EDITOR  
(Editor's Note: Dr. Barrick is an Associate Professor in the Department of Agricultural Education at The Ohio State University, Columbus, Ohio 43210-1099.)

them. Put another way, local schools might say "give us the money, but keep the accountability" as state supervision is withdrawn.

Some state agencies have added further to the evolution of vocational supervision. Since it is easier to administer programs from a central office than from program-specific offices, the administrative role of supervisors has been merged into a generic program services office.

### State Level Supervision

A study in 1980 examined the administrative system for vocational education in agriculture at the state level. State agencies were categorized on two variables: whether the head of vocational agriculture reported to the state vocational director or to a non-vocational role and whether or not state-level vocational agriculture supervisors had duties other than in vocational agriculture.

From the information collected, it became apparent that several (15) states still operated under the more traditional system. Vocational agriculture supervisors worked only with vocational agriculture programs, and head state supervisors reported directly to the state director of vocational education.

However, a larger number (16 states) operated at the opposite end of the continuum. In those states, the head supervisor for vocational agriculture reported to someone other than the state director (usually a secondary education generalist) and vocational agriculture supervisors had responsibilities outside vocational agriculture.

In some states, the responsibilities once left to state-level supervisors (the Federal man) have been relegated to others: teacher educators, local supervisors; teachers of vocational agriculture. Positive outcomes of such an arrangement include greater cooperation among members of the profession, increased visibility for all aspects of the program and a team approach to program improvement. While team work is important and some options employed are worthwhile, we need to ask ourselves "How important is supervision? What do we want?"

### Local Level Supervision

Another recent study took a look at the perceived roles of local vocational education supervisors, including vocational agriculture supervisors. Generally, local supervisors, state supervisors and vocational school superintendents agreed in their perceptions of local supervisors' role. However, vocational teachers rated most roles lower than the other groups. Significant differences were found in the perceptions of the local supervisors' role for such duties as observe teaching, assist teachers in implementing change in instruction and assist in determining course content.

Such results may indicate that, while improvement of instruction is a goal we all hold in high regard, we may not be willing to have a supervisor be aware of our needs and assist us with concerns. Perhaps there is a problem in separating improvement of instruction and evaluation of teaching goals. The former should be designed to bring about positive change. The latter may be solely for the purpose of renewing contracts or granting tenure. Unfortunately, those may be two entirely different functions.

### Basic Questions

Some basic questions, again, are: What should supervisors do? Should supervisors at all levels still supervise instruction? Hopefully, the articles in this issue will help bring focus to this major concern of the profession and provide some insight for possible solutions. Sure, agricultural education can do without supervision, just like we can do without laboratories, FFA, SOE, adult education and extended service. But if we truly want to maintain high quality vocational agriculture programs in some states and reinstate high quality programs in others, perhaps we should think twice about our dilemma.

How much longer are we willing to watch evolution take supervision toward extinction?

#### References

- Barrick, R.K. (1980). THE RELATIONSHIP BETWEEN STATE-LEVEL ADMINISTRATIVE STRUCTURE AND THE ROLE OF STATE SUPERVISORS OF VOCATIONAL AGRICULTURE. Unpublished doctoral dissertation, The Ohio State University, Columbus.
- Barrick, R.K. (1984). PERCEPTIONS OF THE DUTIES AND RESPONSIBILITIES OF LOCAL VOCATIONAL EDUCATION SUPERVISORS. Columbus: The Ohio State University, Office of Research and Graduate Studies Small Grant Research Program for Faculty.

## National Leadership — A Team Approach

Each year, more than 8,000 schools involve over 892,000 students in agricultural education programs at the secondary, postsecondary and adult level. These programs have a common mission in preparing people to serve agriculture so our nation can maintain and improve its agricultural strength and superiority. Because of this national interest, the programs are organized to involve local, state and national educators and agricultural professionals. Each level has its role and purpose in achieving and maintaining a strong agricultural economy.

Supervisors are charged with providing leadership to agricultural education programs which will viably serve students in agriculture both today and in the future. "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 in moving the profession in an appropriate direction."<sup>1</sup> In order to achieve this important task, the supervisor of modern times must possess and utilize superior leadership abilities. Supervisors must possess knowledge of the history and philosophy of education in agriculture, understand current conditions, trends and have the ability to plan, organize and evaluate; in



By LARRY D. CASE  
(Editor's Note: Dr. Case is Senior Program Specialist for Agriculture, U.S. Department of Education, Washington, D.C. 20202.)

short, they should outlooksmanage the agricultural education program if these goals are to be achieved.

Recently, the number of supervisors in agricultural education has declined with much authority shifted to the local level. While all levels of supervision maintain a certain amount of authority, it is a challenge of today's supervisor to utilize the art of persuasion instead of line of authority. This trend creates an environment in which all facets of the agricultural education community and agricultural industry must function as a team to achieve a national goal of providing trained personnel for agricultural needs. This trend does not lessen the responsibility of leadership, instead it increases it. In this environ-

(Continued on Page 6)

## National Leadership — A Team Approach

(Continued from Page 5)

ment, national-level thrusts must be relevant if they are accepted by the field and thus have a built-in accountability characteristic.

### National Level

The position description of the Program Specialist, Agricultural Education, at the U. S. Department of Education states that "the primary purpose of the position is to provide national professional and technical leadership for the nationwide programs of vocational education for agriculture and agribusiness occupations at secondary, postsecondary and adult levels of education under the provisions of the national Vocational Education Acts and Amendments." To accomplish this purpose, resources from various areas must be utilized. Resources available for national leadership to accomplish the goal of improving instruction level include:

1. U. S. Department of Education
2. Professional Agricultural and Educational Associations
3. Agricultural Industry
4. The National Council for Vocational and Technical Education

### U. S. Department of Education

The U. S. Department of Education represents a centralized focal point for leadership for programs in vocational education. Vocational agriculture has two program specialists working in the agricultural area. These specialists provide leadership for the student organizations and are able to use departmental resources to further national level activities for the purpose of stimulating and facilitating the activities necessary for a viable professional effort. Because of the presence of the program specialists in the U.S. Department of Education, they are able to keep the decision makers informed as to the importance of a strong agricultural education program and thus are able to influence the allocations of resources to maintain that end.

In addition, they represent a special source of consultant services to the states throughout the nation to facilitate the development of a broadened agricultural education effort. In the past, the U.S. Department of Education has produced numerous studies and facilitated efforts which have been beneficial to agricultural education. The most recent achievement has been the establishment of the National Council for Vocational and Technical Education in Agriculture.

### Professional Associations

A leadership force in the development of national policy as it relates to the legislative process has been through the professional organizations, i.e., American Vocational Association, National Association of Supervisors of Agricultural Education, American Association of Teacher Educators in Agriculture, the National Vocational Agriculture Teachers' Association, Inc., and many agricultural associations. The FFA Alumni also offers broad based support for the total agricultural education program, especially legislation. The professional organizations represent the



National Council for Vocational and Technical Education in Agriculture — Front left to right: Shirley Davis, FFA Alumni; Jim Guilinger, American Vocational Association; Larry Case, USDE; Carl Gerhardt, National FFA Foundation; Bob Warmbrod, American Association of Teacher Educators in Agriculture. Back left to right: Ted Amick, FFA; Les Olsen, National Association of Supervisors of Agricultural Education; Don Hutchens, National Young Farmers Education Association; Thaine McCormick, USDE; Ken Olcott, National Vocational Teachers Association; and Coleman Harris, USDE.

grass roots efforts of administrators, teachers, teacher educators, state supervisors and agricultural interests. Because of their interest, this voice is heard in national level policy making. Most recently, this voice was heard in the development of the new vocational education legislation.

It should be noted that national leadership is only as strong as the constituency it serves. Therefore, it is imperative that all professionals in agricultural education understand and become involved in the professional organizations in order to keep national leadership properly informed of local needs.

### Agricultural Industry

Involvement with the agricultural industry at the national level has been primarily through the vocational student organizations. The vocational student organizations represent an identifiable unit in the vocational agricultural process where business and industry representatives can become directly involved with students and teachers.

Once involved, industry, industry representatives have a better understanding of the agricultural education program and offer suggestions for improving the overall effort. As a result, many partnerships and linkages have occurred and will continue to occur. A recent example of partnership and linkage is the development of the agricultural education electronic network. Industry representatives sought to facilitate agricultural education programs to become involved in the high-tech information management system and are supporting the development of this new teaching tool.

### The National Council for Vocational and Technical Education

The National Council was officially formed as a non-profit corporation on December 12, 1983, under the leadership of the U.S. Department of Education officials. The general purposes of the Council are:

1. Provide a forum for the profession in which the profession can address important issues and generate solutions to problems of common concern.
2. Improve and further develop vocational and technical education in agriculture at the local, state and national level.
3. Involve business, industry, government and educa-

tion in developing and evaluating high quality agricultural education programs.

4. Provide a structure to search out resources for public and non-public sources.

The Council represents an innovation in national leadership which consolidates the professional and agricultural industry leadership for the purpose of stimulating activity and developing fresh incentives and initiatives. This creates a climate for renewal and places emphasis on improvement of successful programs and the development of new programs of vocational and technical education in agricultural. Because it is an independent body, the Council is able to take advantage of private enterprise and public funding resources. The council provides a mechanism for determining the needs of the profession in order that the professional organizations, U.S. Department of Education and industry can bring resources to bear to redirect, change or modify the program to better serve the interest of students in agriculture. The Council has identified the following priorities for action:

1. Achieving excellence in vocational and technical education in agriculture.
2. Integrating new and emerging technology into the curriculum.

## THEME

# The Supervisor — A State Perspective

A story of Sir Winston Churchill epitomizes, perhaps, most dramatically the current situation facing agricultural educators at the local, state and national levels. Churchill was scheduled to speak before the parliament and was being introduced by a woman from the temperance union. After making her remarks regarding Churchill's outstanding contribution, she ended the introduction by simply stating, "but, Sir, you drink too much." To which Mr. Churchill replied, "So much to do and so little time to do it."

The rapid change in technology, demographics, economics, social and, more recently, federal vocational legislation should dramatically illustrate to us that we have so much to do and little time to do it. Recent state-initiated studies and legislative activities in Georgia, Iowa, Kansas, New York and Texas are realistic indicators that vocational education programs are being extensively investigated with major changes being recommended.

How then do we begin to adjust to changes needed in vocational agriculture? This writer would like to offer the following suggestions:

1. Face Realities. First, agricultural educators must realize that agriculture is undergoing a dramatic change. The Federal Credit System, in a report entitled "Project 1995 — A Look at the Future," predicts that bimodal agriculture, where most farms are either large corporate enterprises or small hobby farms, will dominate the U.S.

3. Projecting labor market needs in agriculture.
4. Developing leadership for agricultural education.
5. Expanding post secondary education in agriculture.

Society, education and agriculture are all experiencing tremendous changes. It is through this time of change that opportunities arise to do a better job of serving the population. It also gives rise to the importance of involving the total profession in determining the future direction of our program. It is the responsibility of supervision to bring all resources to bear on determining the proper mission for our program and to provide support for the development activities and mechanism to enhance and improve the instructional program in agricultural education.

By utilizing the art of persuasion in lieu of the line of authority and the involvement of the total profession, greater accomplishments occur. The key, however, will be to challenge professionals at all levels to understand the agricultural education system and to become actively involved and work as a team to provide the best educational program possible for students interested in agriculture as a career. Perhaps this is the greatest challenge for leadership at all levels.

### References

Miller, L.E. (1983, June). Supervisors: Our cement. THE AGRICULTURAL EDUCATION MAGAZINE, 55 (12), 3-4.



By LES OLSEN

(Editor's Note: Mr. Olsen is an Educational Program Specialist for Agricultural Education with the Kansas State Department of Education, Topeka, Kansas 66612.)

farm scene by 1995. While overall farm numbers are expected to decrease by 300,000, the number of big farms with annual sales of more than \$500,000 will increase five-fold to 127,000 (Federal Credit System, 1985).

Second, we must recognize that although Rosenfield characterized vocational agriculture as a model for educational reform (Rosenfield, 1984), Doggett proposed a futuristic process that would prepare students for the society that would be, not for the society that was (Doggett, 1984). The extent to which either model is utilized is largely determined by policy analysts at the state level.

Thirdly, anyone who has read the Carl Perkins Vocational Act of 1984 realizes the dramatic changes it contains. One of the basic purposes of this Act is to assist the states to expand, improve, modernize and develop high quality vocational education programs in order to meet the

(Continued on Page 8)



The development of workshops is an essential role of a State Supervisor. Here Roger Lawrence, (R), State Supervisor, Connecticut, discusses plans for the 1st Young Farmer Conference in Connecticut with John Cecchini, Young Farmer Coordinator. (Photograph courtesy of Milton Natusch.)



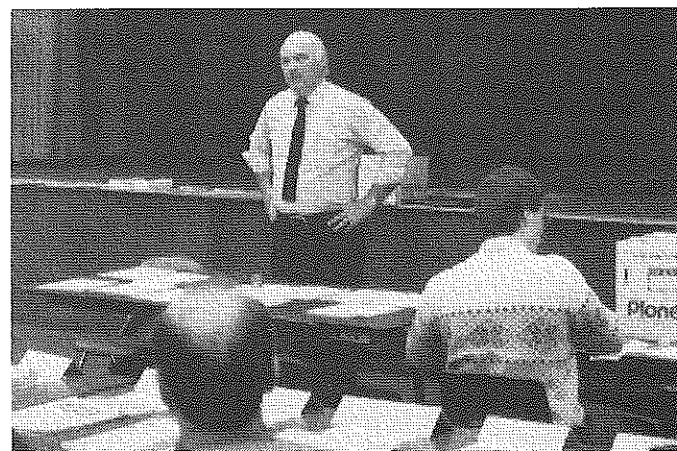
State staff are critical to the organization and efficiency of a State FFA Foundation. From business and industry, education and alumni support, the Connecticut FFA Foundation, Inc., works closely with the Department of Education in the delivery process of programs and incentives to FFA students. (Photograph courtesy of Milton Natusch.)

## The Supervisor — A State Perspective

(Continued from Page 7)

needs of the nation's existing and future workforce for marketable skills and to improve productivity and promote economic growth. The Act does not speak to maintenance of programs. Each state has the responsibility of providing the vision and leadership which will improve the quality of our vocational agriculture programs. Local supervisors of vocational agriculture programs have the ultimate responsibility of planning and conducting relevant, high quality programs to meet the needs for current and future employment.

2. Examine our Commitment. It is always tempting in turbulent times to do nothing or give up and quit. Charlie Plumb, Vietnam veteran prisoner of war for over six years, perhaps said it best in his book, *I am no hero*, when he stated "to survive, you must have commitment (Plumb, 1973). Although we are certainly not prisoners of war, it is the writer's opinion that if we are not committed to vocational agriculture, many programs at the local level may not survive the educational reform of the 80's. In the 1960's



Conducting inservice education activities for teachers is a responsibility of state supervisors. (Photograph courtesy of R. Kirby Barrick.)

and 70's, the philosophy of state supervision was to save the local program at all costs, but recently we have heard more supervisors express the opinion it is better to close a poor quality program and possibly later reopen with a high quality instructor. In years of experience and travel, this writer has met many local teachers, teacher educators and supervisors who are truly committed to vocational agriculture and who will undoubtedly be in vocational agriculture in the future.

To this writer, commitment implies that we are willing to commit the time and financial resources to become members involved in the profession and seek ways to improve the quality of our programs. If we analyze state membership of NVATA, AATEA and NASAE and examine those attending various state inservice meetings and conferences, most states have not achieved full commitment. How can we expect enrollees of vocational agriculture to become members of vocational student organizations if we as supervisors of local and state programs are not members of our agricultural education profession?

3. Make a More Unified Approach. One of the really bright spots in agricultural education is the National Council



State supervisors meet regularly to plan programs and evaluate progress. (Photograph courtesy of R. Kirby Barrick.)

for Vocational and Technical Education in Agriculture. The Council provides the opportunity for the local teacher, representatives of teacher educators and supervisors, alumni, young farmers, FFA, USDE specialist and business and industry to discuss and direct activities in agricultural education in a unified approach. It truly is amazing what can be accomplished when we do not worry about who gets the credit. Several states are using The Council to model and formulate a unified state structure. The cooperative agreement recently signed by the Departments of Education and Agriculture and the National Academy of Sciences will provide a framework for and guidance in upgrading vocational and technical education programs related to agriculture. Throughout the project, the committee will seek to consider the experience and views of a wide range of individuals and associations in

developing its findings and recommendations.

Changes occurring today in agriculture and education have caused us as supervisors of local, state and national programs to face reality, examine our commitment and provide a unified approach to problems. There is much to do and little time to do it.

### References

- Carl Perkins Vocational Education Act of 1984, The (1984, October 2).  
 Doggett, Willard (1984). STRATEGIC VISION TO PLANNING: KEYS TO EDUCATIONAL DEVELOPMENT REPORT.  
 Federal Credit System (1985, January). Project 1995 - a look at the future. FARM FUTURES, C-16.  
 Plumb, C. (1973). I AM NO HERO. Independent Press.  
 Rosenfield, S. (1984, September 26). Voc ag: A model for education reform. EDUCATIONAL WEEK.

## THEME

# A State Without A Supervisor — What We Take For Granted

What would happen if state level supervision in agriculture education were eliminated in your state? Could it happen? Yes. Has it happened? Again, the answer is yes. As a teacher educator in a state which has strong state supervision, while residing close to states where state level supervision has all but been eliminated, I can see some of the detrimental effects which result where state level supervision is no longer present.

In most states, the leadership in agricultural education comes from three primary groups: state supervisors, teacher educators and leaders of teacher associations. These groups work together along with representatives of various agencies, organizations, institutions, farmers and agricultural businesses and industry to provide a comprehensive vocational education program in agriculture.

### Roles

The role of the state supervisor in providing the needed leadership is crucial. Listed below are some of the major areas where, traditionally, state supervisors have had a positive impact. Although not all inclusive, they comprise the major areas where state supervision has made the difference between high quality programs which thrived, progressed and continued to meet the needs of the public and programs which were allowed to come outdated, mediocre and non-productive.

**Leadership:** The primary leadership in agricultural education within the state comes from the state supervisor. As employees of the state department of education, the chief role of the supervisor is to carry out public policy regarding agricultural education. Overall direction and leadership regarding program development and progress is provided by dynamic state supervision.

**Communications:** The state supervisor serves as the ma-



By ALFRED J. MANNEBACH

(Editor's Note: Dr. Mannebach is a Professor of Higher, Technical and Adult Education at the University of Connecticut, Storrs, Connecticut 06268.)

major communication link between and among the various constituencies involved in agricultural education. The supervisor is responsible for communications with legislators, advisory council members, teachers, local school officials and representatives of agricultural organizations and businesses. The communication link is vital in the establishment and maintenance of a high quality program.

**Coordination:** The coordination role is clearly related to the leadership function. As coordinator, the state supervisor works closely with teacher committees, advisory groups, the FFA foundation, FFA activities, state department of education committees and numerous other committees and activities. As a coordinator, the role of the state supervisor is to identify problems and concerns, stimulate action, monitor progress and obtain results which will enrich and enhance the agricultural education program offered.

**Research Support:** Although the state supervisors may not conduct research, they are instrumental in identifying questions and areas in which research is needed. The

(Continued on Page 10)

supervisor ensures that funding and support for agricultural education research is provided. Also, the state supervisor is in the position of making sure that the results and recommendations of research studies conducted are carried out within the state.

**Program Planning and Development:** The state supervisor provides the initiative to keep the program abreast of the many and diverse changes evident in the industry of agriculture. From curriculum updates and revisions to new program development, the state supervisor has the vision to influence and chart the direction for the future. Goal setting, planning and evaluation are all integral aspects of agricultural education which need attention.

**Inservice Support:** Over the years, state supervisors have been cognizant of the inservice needs of teachers of vocational agriculture. Because of their close contact with teachers in the field and with representatives of the agricultural community, they have been able to arrange for and provide innumerable workshops, conferences and sessions which are so important in keeping the teachers updated. The inservice support provided is critical to the implementation of a high quality program of agricultural education.

**Recordkeeping:** Records of the various functions, services, activities and administrative decisions made are important and must be kept. A programmatic data base is essential to chart past trends and to forecast and make future projections. The state supervisor is expected to maintain records which have current and, in most cases, historical value.

**Reporting:** Data about the statewide program of vocational agriculture are needed periodically by legislators, state plan writers, the federal government, local educational agencies and other individuals. The public looks to the state supervisor for data and information about the program. Reporting is a major function of the state supervisor as it keeps others informed about the needs, concerns and accomplishments of the program.

**Public Relations:** In some states, agriculture is becoming more and more a minority operation as it is overshadowed by big business and industry. The important role of agriculture, its heritage and its future need to be kept in the forefront. State level leadership in fairs, shows, exhibitions, news releases and other publicity and public relations activities is essential so that the general public con-



Modernization of recordkeeping systems and communication between vocational agriculture centers is used extensively by Milton Natusch, Executive FFA Secretary, Connecticut.

tinues to visualize the important role which agriculture and vocational agriculture play in their lives.

**Image:** Everyone interested and involved in agriculture should be concerned with the establishment of positive image for it. As a prime leader in agricultural education, the state supervisor plays a key role in establishing what that image will be. If agriculture is to obtain the continued support of the public and attract capable young people to its related occupations, then the image presented must be of a modern, productive and progressive agriculture.

### Effect of Absence

The above are some of the major roles and functions of a state supervisor as perceived by a teacher educator. In addition, many youth group, administrative and liaison efforts are conducted. In states where there is no designated state supervisor for agricultural education, the job does not get done, it gets done poorly or it is absorbed by general state department personnel who are in no position to offer informed, positive leadership to the program. The results of no supervision or inadequate supervision are as follows:

1. Lack of statewide leadership.
2. Lack of communication with teachers, local administrators and the agricultural community.
3. Lack of coordination.
4. Lack of a programmatic research base.
5. Lack of innovation and program development.
6. Lack of inservice support.
7. Lack of systematic records.
8. Lack of systematic reporting.
9. Inadequate public relations.
10. Poor image.

Additional results are lack of morale among professional agricultural educators, mistrust of the state department of education to provide leadership to the programs and, ultimately, a breakdown of the program of vocational agriculture in the local school districts. To prevent this negative scenario from taking place, every professional in agricultural education must be cognizant of the important roles played by the state supervisory staff and be vigilant in keeping state level supervision as an integral part of a high quality program of agricultural education.



The visiting and evaluation of local vocational agriculture-FFA programs is an essential component of State Staff. Visitations reinforce the quality of effort that is important to both the school administration and vocational agriculture staff. (Photograph courtesy of Milton Natusch.)

## Some Schools Are Making A Mistake

Some schools are inviting non-teacher members of the community to assume the coaching responsibilities in their sports programs. I think they are making a mistake. While I am sure that in some of these cases the lay coach is a better player-of-the-game than a teacher-coach might be, the lay person does not have certain teaching skills that are important in coaching, and is not a part of the educational team of that school. Thus, the lay coach does not share the teacher's commitment to the basic idea that each program conducted under the auspices of a school should provide educational experiences first and other things second.

### Local Analogy

When asked to explain why I thought that a member of the state supervisory staff should serve as state FFA executive secretary, I thought about the situation described above, and soon found myself transferring that practice to our vocational agriculture programs. What would happen if the overworked agriculture teacher decided to invite an energetic young farmer or alumni member to take over the duties as FFA chapter advisor? Follow my thinking for a moment.

FFA is the vocational agriculture teacher's laboratory for supervising and evaluating student practice of the leadership and personal development skills which were taught in the classroom. In any course which has a laboratory phase, the laboratory functions most effectively when it is planned and supervised by the same instructor who presented the original theory in lecture.

Our universities do not always follow this principle because they cannot afford to employ enough professors to teach each of the laboratory sections that may be required to serve a chemistry course, for example, which has 400 students. So at the college level, we frequently find that one professor presents the original "grist for the mill" in lecture, and "milling" in the various laboratory sections is supervised and evaluated by graduate students who were at least supposed to attend the lectures. But any of us who have flowed through this familiar pipeline know that there were many frustrating days where we wished that the same person who presented the material with such skill in lecture was there now to get you and your bubbling beakers back on the right track. The FFA organization provides the framework for laboratory experiences in learning leadership skills.

In high school, we can manage our class sizes, facilities and teacher schedules much easier than in college because of the smaller scale of the total operation. Thus, we can and should have the same teacher present the facts and principles and supervise the laboratory. In this way, the teacher knows exactly how to create and control the laboratory experiences to provide just the right kinds of situations in which the student can practice what the lesson content calls for him or her to learn. Also, based on questions raised in class by specific students, the teacher can single out those students for special experiences in the



By ROB HOVIS

(Editor's Note: Mr. Hovis is an Area Supervisor and State FFA Executive Secretary for the Ohio Department of Education, 65 South Front Street, Columbus, Ohio 43215.)

laboratory that will help them see the answer to their questions.

When the vocational agriculture teacher knows that a certain student needs practice at introducing a speaker, for example, the teacher can see that this student performs the task at the next FFA meeting when the program speaker is introduced. The teacher also knows what difficulties the students encountered in learning certain parliamentary procedure abilities in class and can give careful attention and corrective instruction when the students handle the natural opportunities which arise during FFA meetings to practice these troublesome abilities. For such reasons as these, only the vocational agriculture teacher should serve as the FFA advisor. The planning, supervision and evaluation of student performance during FFA activities is the responsibility of the educator.

At the state and national levels, the rationale for placing the FFA program leadership in the hands of the educators who administer the agricultural education program is very similar. The appropriateness of FFA activities offered to students is influenced by the state and national leadership. These leaders must know that skills are needed by agricultural employees or entrepreneurs, as identified in research, by advisory committees and by employers.

### State Level

Area or district supervisors must keep abreast of the latest development in the technical content and teaching methods of vocational agriculture to do an effective job of aiding and supervising the programs of local vocational agriculture programs. Since the supervisory staff must remain current with the vocational agriculture instruction side of the picture, they are logically in the best position to make sure that the statewide FFA program remains compatible with the leadership education needs of the students. A supervisor is an educator first, and a supervisor second. The state FFA executive secretary (supervisor) tends to evaluate the FFA program by the yardstick, "How (or how well) is this activity serving as a laboratory for our vocational agriculture students to practice the leadership skills which our research tells us they will need upon graduation?"

This is done because the supervisor's first love is the instructional program, and everything else is viewed as being  
(Continued on Page 12)

## Some Schools Are Making A Mistake

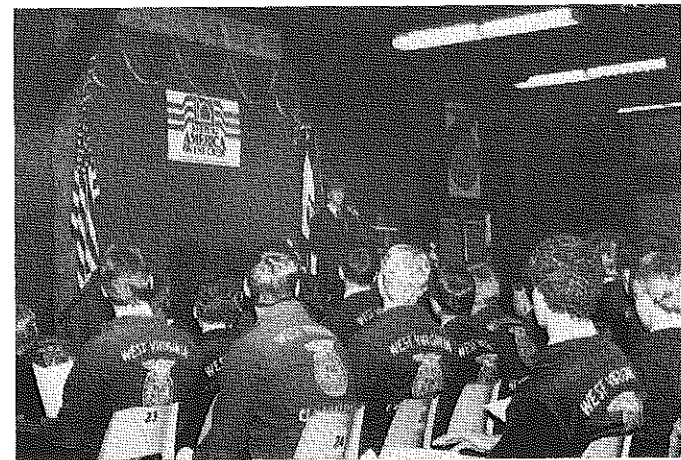
(Continued from Page 11)

supplementary and subservient to it, not in competition or controversy with it. That includes FFA, Young Farmers, PAS, events at the county and state fair, and others.

Let me cite an example of how I think this principle manifests itself in practice. As an area supervisor, I am responsible for analyzing local department data which show where our graduates are placed. Nearly all graduates from the area vocational schools and a great many from local high school departments are employed in wage-earning jobs rather than farming for themselves. This has to mean that they are submitting to interviews to get these jobs. Those who interview well are more likely to be employed. As an educator (supervisor), I should look at the curriculum to see if we are addressing this need for an understanding of interviewing skills. Then I turn to the FFA program to see if we are offering some good laboratory experiences, via FFA activities, in which students learn to do a good job of interviewing.

At this point, my conclusion is that we are not providing such experiences to any great extent. Each year our state and national officer candidates interview, and so do our state proficiency award finalists, American Farmer Degree finalists, Star State Farmer and Agribusinessman degree finalists, and our WEA outbound students. That may sound like a lot, but it adds up to only about 240 individual interviewing experiences that I am sure of in Ohio, offered to over 18,000 students!

It is true that in some locations, vocational agriculture students must be interviewed by the judge upon presenting their crop and shop entries for a grade at the county fair, and some chapters conduct interviews for chapter office, but I suspect most do not. So as a supervisor, I am beginning to think that the leadership education part of our curriculum should be modified to include instruction in inter-



Potential state officers who experience interviews gain valuable experience. These experiences are not extended to enough of the FFA members. (Photograph courtesy of Stacy Gartin, West Virginia University.)

viewing. And as FFA executive secretary, I feel that we should develop more practical interviewing opportunities to provide for student supervised practice of this new addition to the curriculum.

I suppose one could propose that all of the FFA-related responsibilities at the state level be consolidated under one staff member's leadership and that that very busy staff member not be assigned any vocational agriculture supervisory responsibilities. My predecessor wisely shunned this option at the time of his hiring in 1963, believing that the executive secretary should remain an integral part of the instructional staff and that the dispersal of various FFA-related responsibilities would help make FFA "everybody's business" at the state level.

We follow this practice today. I am responsible for the basic state FFA association, the training and supervision of the state officers, the coordination of the state convention and awards selection, and the promotion of National FFA programs and activities in the state. I am responsible for very little at the state fair, though I help with it. The same is true for our summer camping program and state vocational agriculture skills contests. These parts of the program are given leadership by other supervisors, just as the local FFA responsibilities would be divided among the teachers in a multiple teacher department, with one of the teachers serving as coordinator. We follow this same principle in varying degrees with our Young Farmer program and state teachers' conferences. And our teacher educators give welcome expertise and assistance to all of these activities.

Remember the chemistry laboratory? It really would have been much better if the professor who wrote the text and gave the lectures also would have supervised the lab. I also believe that the leadership or supervisor of the FFA laboratory in vocational agriculture should be in the hands of the educators who are the trustees of the curriculum which it serves.



Teachers can use chapter meetings as learning laboratories to help students gain experiences they need. The teacher is the ideal person to identify this need. (Photograph courtesy of Vern Luft, North Dakota State University.)

## THEME

# Local Supervision In Agricultural Education



By WILLIAM A. BUSSEY

(Editor's Note: Mr. Bussey is Agriculture Supervisor at Licking County Joint Vocational School, Newark, Ohio 43055.)

Supervision in industry is the management link between goals and production. A car manufacturer, for example, has a board of directors who set the goals and make policies for the company. The production unit produces the end product. But the goals and policy are only achieved and followed if someone can relay and interpret them to the production crew. This is the supervisory or management unit.

We in education have a similar structure. The goal and policy making unit is the school board of education, the management unit is the administrative and supervisory staff, and the teachers are the production unit. Our product in vocational education is the educated, productive, employable graduate who has entry-level skills and competencies to be productive in his or her chosen field.

The purpose of local supervision is to assist in accomplishing the goal of educating the students. Supervision must translate goals into activities and assist teachers in becoming more efficient, competent and effective. In doing so, a supervisor has a wide range of responsibilities, from handling discipline to promoting and conducting in-service, to evaluating teachers, to developing a budget.

Local supervision in agricultural education in Ohio is centered at the joint vocational schools (JVS) or career centers. High schools, in a given area, extend their curriculum availabilities to students by sending interested students to the JVS where they receive specific vocational training. The JVS operates under its own board of education made up of members of the city, exempted village and county board representatives. Supervisors are usually responsible to a secondary program director who reports to the superintendent.

A supervisor's specific responsibilities will vary from one school to the next depending on the organization, size and location. They will also vary according to the priorities, policies and goals of the school district. However, all the duties can be separated into three categories: administrative, supervisory and coordination.

### Administrative Role

The agriculture supervisor is looked upon by the administration as the expert or leader in agricultural education. Therefore, the overall plan for the service area of agriculture is developed by the agriculture supervisor.

The agriculture industry is rapidly changing. Existing programs must be kept up-to-date technologically. Input for this update is solicited through advisory committees. Teachers of the program areas are actually in charge of establishing and conducting individual advisory committees; however, the supervisor must promote personal contacts of teachers and advisory members to assure attendance and a successful discussion period.

The supervisor must then promote and sometimes initiate action to achieve the advisory committee's recommendations. This is a good example of the link between the board and superintendent and the teachers. Supervisors are sometimes asked by upper administration for explanations regarding requests and recommendations. Hopefully, the knowledge and experience of the supervisor will inform the requesting parties to the point that proper decisions and actions can be made.

Determinations must be made to promote and establish new programs to meet the community's needs. This means that the supervisor will meet with advisory committees of the proposed programs, conduct a survey of the community needs and promote the program once it is determined that there is a need. Guidance counselors, principals and students must be informed of the jobs available and skills needed to be successful in the new program. The supervisor will most likely be responsible for determining plans and location of classroom and laboratory space, their equipment and layout and supervise the installation of new and replacement equipment.

Teachers of the agriculture programs hired at the JVS or career center will be interviewed by the agriculture supervisor. Again, because of the supervisor's background, the most qualified teacher can be recommended for the position to the director and superintendent. Local supervisors may solicit names of individuals qualified to teach from the state department of education or a university where agricultural education is offered. These two groups normally keep an up-to-date list of graduates or industry persons in need of employment.

In-service training of teachers is essential. The supervisor must be the leader and promoter to upgrade teaching and technical skills. At the vocational center, many teachers qualify for certification based on the number of years of experience in their related field. Supervisors assist in seeing that these teachers receive the teacher training needed to be an effective teacher. Teachers certified on the basis of experience must participate in workshops during

(Continued on Page 14)

## Local Supervision in Agricultural Education

(Continued from Page 13)

the first two summers and be observed by a university professor during their teaching.

Another one of the administrative duties of supervision is to conduct departmental meetings and conferences with the agricultural staff as a group and individually concerning administrative policies, methods, difficulties and so forth. Sometimes these meetings will not necessarily pertain to the agricultural industry, but to the school operation as a whole.

It is not uncommon that agriculture supervisors will also be in charge of some other program areas such as machine trades, auto mechanics, cosmetology or business and office education. Agriculture supervisors, in this respect, can be much more beneficial to agriculture programs since their background is in that area. However, some administrative procedures can be related to all areas across the programs of education.

One of the responsibilities of supervision is to prepare appropriations requests for the programs. Again, the agriculture background of the supervisors will allow them to make the proper decisions in the changing educational setting. There must be a good rapport in working with the teachers to determine the amount of money that should be spent in each program.

As all administrators must do, the supervisor must establish and maintain good relations with community organizations, especially those involved in the agriculture industry. This will assist in making decisions regarding necessary program changes.

### Supervisory Role

Probably 75 percent of the supervisor's time is spent in supervisory functions and legitimately so. Keeping in mind that the purpose of supervision is to assist in student learning, a supervisor must be accountable. Much time is spent in laboratories and classrooms to evaluate both student and instructor activity and to offer constructive help in the improvement of learning conditions.



Planning and conducting local programs of vocational agriculture requires the joint efforts of teachers and local supervisors. (Photograph courtesy of Kirby Barrick.)

Formal observations are normally set since the supervisor must evaluate the teacher for renewal of contracts. However, just as important are the informal observations and suggestions made that will help students learn. That is the basis of any type of formal or informal evaluation — to help teachers become better teachers so that the students will learn. The improvements that a supervisor may suggest will probably range from a change in the curriculum or course of study to a suggestion of using colored pens on the overhead transparency projector.

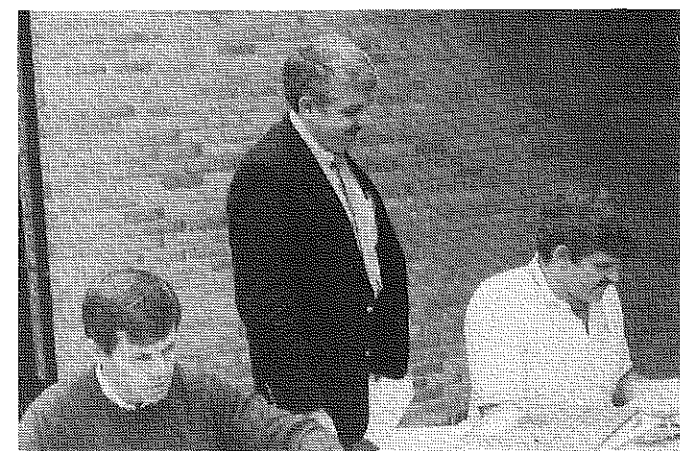
Along with making suggestions to improve learning conditions, a supervisor must be aware of any safety violations or unsafe conditions. Students in laboratories must wear their safety glasses and the proper attire at all times. Fire extinguishers must be easily accessible. Welders and other equipment must be properly grounded and in good condition. The shops must be kept neat, clean and organized. All these and many other items can be controlled by the supervisor's frequent observations of the labs. It is the supervisor's responsibility to see that the instructors enforce the safety precautions and rules.

### Coordination Role

An agricultural supervisor must develop a well organized plan for program supervision throughout the VEPA (Vocational Education Planning District). Unlike teachers at the JVS, teachers at the home schools are not responsible directly to the agricultural supervisor. Therefore, more of the activities with the home school programs are coordination.

The agriculture supervisor will probably coordinate the activities of the home schools in the agriculture and FFA fields. Notices and letters of correspondence may originate from the supervisor's office. The supervisor may also make suggestions or recommendations to the home school vocational agriculture instructors without them being threatened with dismissal, since the supervisor has no control over the hiring of those teachers.

An agriculture supervisor must organize activities with state services. These may include achievement testing and teacher development. A good example of teacher development coordination activities might be the Supervised Occupational Experience Program Workshops now being



Local supervisors assist with FFA evaluation activities. (Photograph courtesy of Kirby Barrick.)

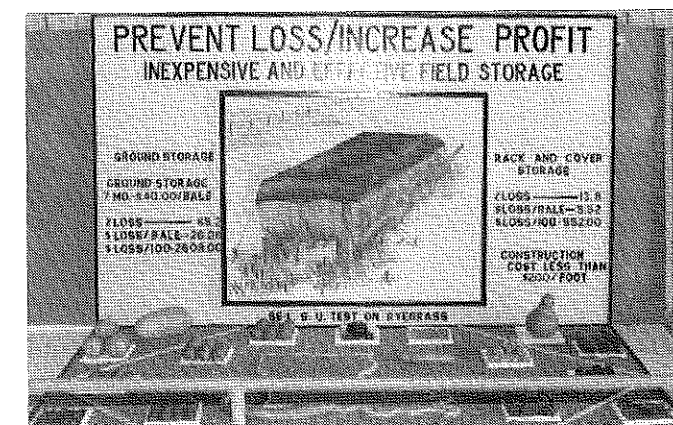
held throughout Ohio. Local supervisors are coordinating these activities by providing the facilities and assisting in the instruction of these workshops.

Several reports must be submitted to the state department of Education. Among these are the Supervised Occupational Experience Program Report, the Superior Chapter Award Application, and an Annual Vocational Agriculture Report. It has been found that, in general, vocational agriculture supervisors complete their reports more accurately and efficiently than those who do not have the opportunity.

Many teachers do not understand how to complete reports correctly or simply procrastinate in doing so. The agriculture supervisor can assist in the completion of these reports and may assist the principal of home schools in filling out accountability reports.

Supervisors may or may not participate in coordination of activities and services in relation to student selection, placement and follow-up. Student selection is normally a responsibility of the guidance department, but placement and follow-up may be part of the agriculture supervisor's responsibilities because of technical background and relationship with the community. Students who are in an agribusiness field must have a training plan and agreement to participate in the program. A supervisor must coordinate these activities with the student, the teacher, the employer and the parents.

Supervision is a conglomeration of responsibilities. However, the real reason most supervisors become supervisors is to improve learning by improving instruction. Conditions surrounding learning and pupil growth must be studied and improved. The facilities, equipment and materials, goals and objectives, methods, students and, most of all, teachers and teaching abilities and methods must be analyzed and evaluated. This cannot take place



Increasing the public's awareness of the need for improved agricultural practices is one of the duties of the local supervisor of agricultural education. (Photograph courtesy of J. C. Simmons, Louisiana, Department of Education.)

behind a desk. Supervisors must be in the classrooms, and laboratories on a regular basis to accomplish this task successfully.

Sometimes local supervisors may consume a lot of time with student disciplinary matters or other activities not directly related to improving instruction, which may limit the amount of time available for observation of programs. When this happens, supervisors must manage their time to the maximum benefit.

Local supervisors meet regularly in Ohio with the state department of education agricultural education supervisors and agricultural education university faculty to discuss current problems, concerns, goals and progress. Because of the large area and number of teachers that state supervisors are responsible for, it is sometimes difficult for them to communicate goals, procedures and information and follow-up. This is where the local supervisor can be beneficial to both state supervisors and teachers. It is another management duty carried out by the local supervisor.

Education is continuously changing, and supervision is not exempt from change. It has been hinted that local supervision in Ohio may become less specific in nature. Supervisors then could supervise programs for which they would not have background or experience. As it is in Ohio today, most supervisors work with programs out of the agriculture area anyway. However, expertise in agriculture may be lost if home economics, business and office education or trade and industrial supervisors become the leaders and technical resources of agricultural programs. Hopefully, mistakes made in making state supervision generic rather than program-specific will not be repeated at the local level.

Agricultural expertise is an important ingredient in keeping a strong tie between upper management and the production unit. Strong local supervision in agricultural education can provide that link.



The local supervisor coordinates activities with teacher training institutions to help teachers from industry gain the competency and credits needed for certification. (Photograph courtesy of Gilbert Guiler, The Ohio State University.)

Coming in July . . .

**PLANNING, ORGANIZING and TIME MANAGEMENT**



# State Level Leadership For Vocational Agriculture

Perhaps, more than at any other time in history, agricultural education is evidencing the importance of and need for program leadership from the national level down to the local department. However, in light of recent funding cuts, the program leadership role for agricultural education at the state level is passing in review. Every effort should be exerted to improve and preserve that role in the best interest of vocational agriculture.

Leadership is a captivating, but quite frequently, a confusing and frustrating concept. It can be powerful in that it permeates so many aspects of our daily life and work, yet leadership is puzzling in that, despite its prevalence and fascination, it is still so poorly understood.

*It is frequently true that neither the leaders nor the led understand the dynamics of behavior and human interaction which constitutes effective leadership. We are, for example, very inaccurate in our predictions of who will be good leaders . . . Yet all around us we have a visible and written history of individuals who have provided dramatic leadership.<sup>1</sup>*

Regardless of the absence of a clean and definitive description of leadership, however, there is a need for strong, responsive, sophisticated leadership in all organizations. Effective leadership is absolutely necessary in the structure and operation of the vocational agriculture and in the achievement of its purposes.

This article is directed toward equating some established leadership principles in guiding effective programs of vocational agriculture at the state level.

## Leadership in Context

Leadership means responsibility. When one decides to become a leader there is a high price to pay. Leadership devours time, saps energy, strains



BY DARRELL L. PARKS

(Editor's Note: Dr. Parks is Director of Vocational and Career Education for the Ohio Department of Education, 907 Ohio Department Building, 65 South Front Street, Columbus, Ohio 43215.)

nerves, tests wills, and makes anyone in such a role fair game for public sniping, criticism, misunderstanding and abuse.

*A good leader has the responsibility to bear up under his or her burdens, to keep the goal in focus, and no matter what great personal turmoil is encountered, reflect only on the positive things to those who are dependent upon such leadership.<sup>2</sup>*

In other words, leadership requires commitment, courage, and perseverance and anyone who does not want to lead should not be thrust into a leadership role.

Leadership also implies purpose and direction. State program leaders in vocational agriculture must assume responsibility for purposeful activity and not waste time and energies on fragmented and aimless tasks. Leaders must accept the responsibility for "making a difference"; for looking back over the statewide program at a given point in time and readily determining that the organization is better off; and the clientele are positively influenced as a result of leadership efforts.

Specific functions of leadership include planning, decision-making guiding and exemplifying (role-modeling).

## Leadership Activities

Within the framework of state leadership in developing programs of

vocational agriculture, several specific activities can be noted and should perhaps be discussed briefly.

### Establishing goals.

Periodically it would seem advisable for a state staff for vocational agriculture to spend some time reflecting upon where it is and where it should be one, three, or five years hence. Such an investment of time and reflection could conceivably pay big dividends in charting direction and establishing goals for the future.

### Planning

Pursuant to goal-setting, planning a course of action for achieving goals seems to be an appropriate next step if purpose and direction are to be realized. Both the goal setting and planning processes must enlist and use a broad base of leadership staff and teacher involvement to be effective and salable.

### Cultivating linkages.

Vocational agriculture and the FFA have a rich heritage of support and interest from the standpoint of the private agricultural sector as well as the public in general. Because of their unique position in education and agriculture, state leadership personnel in vocational agriculture must recognize and fulfill their responsibilities in working closely with private and public sectors as well as legislative entities for the benefit and general welfare of the program.

### Consolidating resources.

In order to develop and maintain a comprehensive instructional and leadership development program, state leadership should take the lead in soliciting and unifying support via the agricultural business/industry sector as well as state foundations and/or similar efforts within the larger educational community.

Additionally, certain other resources may be accessible and although any one might be too small to make a sig-

nificant impact, the appropriate combination and management of resources may contribute appreciably to the realization of selected goals or desired outcomes.

### Promoting.

It almost goes without saying that one of the key duties of state leadership is program promotion. State newsletters, magazines, media blitzes and feature articles are but a few ways to address this responsibility.

### Inservicing

Keeping the constituency up-to-date is another major function of state leadership. State FFA officer training, regional and chapter seminars, leadership camps, and technical and professional teacher meetings illustrate much of the up-dating that can be accomplished.

### Gatekeeping.

Program monitoring and enforcement of standards is an integral part of state leadership. Consistent and uniform application of program guidelines and performance criteria is imperative to any program's overall harmony, success and credibility.

### Recognizing outstanding achievements.

FFA and YFA recognition and incentive awards programs have done more, perhaps, than any other facet of vocational agriculture in stimulating young men and women to higher goals and accomplishments. Also, the fulfillment of this particular responsibility on the part of state leadership includes recognizing and honoring outstanding supporters of the program via service and financial contributions.

Although these eight major points of emphasis were not intended to be all

inclusive, hopefully they do suggest the importance and essentialness of state leadership in program development activities related to a dynamic vocational agriculture program.

## Leadership in Practice

Leaders come in all shapes, sizes, hair colors and from varying backgrounds, however, there are some things that leaders can do that make a difference. Alfonso (3) suggests eight such practical ideas for educational leadership, but with a few modifications, it is proposed that these points are equally applicable to state program leadership in vocational agriculture.

1. *Think positively.* Emphasize what is good; do not dwell on people's weaknesses, but rather on their strong points. Give frequent and public recognition to the achievements of teachers. Let them know that they are important and that you value their work. Do not hesitate to give praise; give it liberally. The old adage applies here: Praise publically; criticize in private.

2. *Give credit to others.* Even if you had the major responsibility for an achievement (and after all, maybe you only think you did), be willing to let others get the credit. If you insist on taking all the credit for yourself, you will have a tough time finding any followers the next time around.

3. *Respond enthusiastically to ideas.* When teachers have "ideas", nourish them, encourage them; do not respond coolly or disinterestedly, and do not try to alter them to make them fit your own agenda. When a teacher comes to you with an "idea", it is a very important moment in his or her life. How you respond tells a teacher how much

you value him or her, and it may even determine whether he or she ever puts forth an idea again.

4. *Set goals for yourself.* Keep an up-to-date list of things you want to accomplish and set them within a time frame; commit yourself to achieving some specific tasks by a specific date. When you start work on a Monday morning, know what you want to get done by that day, by Wednesday, by the end of the week, the month, the year. Lay out for yourself both short-range and long-range tasks and try to stay on schedule!

5. *Mind your priorities.* Sometimes the high-priority task is also an unpleasant one and we avoid it by allowing ourselves to be diverted by easier but inconsequential tasks. Do not let your real priority get away from you. Write it down as a reminder and leave it out in plain view on your desk where it will call for attention every time you sit down.

6. *Do some self-evaluation.* Periodically; once a month, semiannually, yearly; write down what you have done or what you have achieved; the emphasis should be on accomplishment rather than activity. This is a kind of progress report, a way of knowing your batting average in respect to your goals. It is also a means of being accountable to yourself and to the profession.

7. *Get into the field.* A good leader needs to be familiar with what goes on around the state. Good leadership cannot be provided exclusively from your office. Include yourself as frequently as possible in the real world of teacher/student interaction. And if you have

(Continued on Page 18)



Quality supervision requires involvement of the high school principal and other local administrators. (Photograph courtesy of Paul Peterson.)



Local administrators should be involved during monitoring visits as one performs "gatekeeping" activities. (Photograph courtesy of Paul Peterson.)

## A State Without A Supervisor

(Continued from Page 17)

still got your skills, do not hesitate to do some actual demonstration teaching yourself. It will enhance your credibility dramatically!

8. *Be accessible.* Let people see you; give them a chance to talk with you. Make it easy for them to see you by being visible and available. Do not behave in such a way that it forces them always to seek you out; some may never do it. Go where they are; meet them on their own turf. They might find it easier to talk if they are in their own familiar environment. An open-door policy is fine, but some will never walk through it; you may need

to go where they are. Try to set aside, or find, some time regularly when you can get out of your office and visit with teachers and students informally.

### In Summary

State leadership plays a key role in the development and improvement of vocational agriculture. It lends purpose and direction on a statewide basis and serves as an invaluable connector function between the local departments and other components essential to a viable and comprehensive program. Each state's program leadership must be tailored specifically to the needs, op-

portunities and interests of its clientele and the agricultural industry. With good, positive thinking and democratically oriented state leadership, a state vocational agricultural program will enjoy purpose, direction and success. Without such leadership at the state level, local departments will experience disunity, fragmentation and the absence of collective and coordinated program benefits that a central agency can and should provide.

### References

- Alfonso, Robert J., "Leadership for Improved Living", *THE HEART OF INSTRUCTION, SERIES #73*. Ohio Department of Education Division of Vocational Education, 1977. p. 4.  
*IBID.* paraphrased, p. 4.  
*IBID.* paraphrased, pp. 9, 10.

threaten to destroy not only the agricultural industry but the entire democratic system. Think about it! We should hide our heads in shame for allowing it to happen.

What to do? First and foremost is to convince farmers that survival will depend upon their own political efforts and involvement. Nobody can or will do it for them — current conditions are testimony to that. But how can farmers get involved? Where should they begin? For starters, teach them how to contact and effectively communicate with legislators and how to participate in hearings. Help them become aware of proposed legislation and regulations

that affect agriculture. Stress the importance of involvement in political campaigns and selection of candidates sympathetic to agriculture. Encourage farmers to become active in politically aggressive farm organizations — there is strength in numbers. Take a field trip to Washington for a visit with your legislators, and invite them or their aides to meet periodically with your classes.

If you will but challenge and encourage them, adult/young farmer groups will develop their own strategies for involvement. It may be just what is needed to breathe life into a class and make adult/young farmer

participation an exhilarating experience. Whatever you do, do not delay. We have waited far too long already.

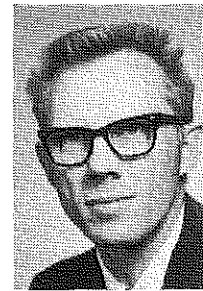
### References

- Burhoe, Steven A. and Bob R. Stewart, "The Identification of Instructional Priorities for Future Programming in Adult Education in Agriculture." *JOURNAL OF AATEA*, Spring 1983, 26-33.  
 Mannento, Joas E. and Layle D. Lawrence, "Major Problems Which Hinder the Adoption of Agricultural Innovations as Perceived by State Extension Directors and County Agent Association Presidents." R.M. Staff Paper 81-3, 1981, West Virginia University, Morgantown.  
 Stephens, Donald G., "Expectations from Enrollees from Jackson County Young Farmer Programs." M.S. Thesis, 1976, West Virginia University, Morgantown.

## ARTICLE

# A New Dimension In Adult Education

As vocational agriculture teachers gear up to begin formal classes in adult/young farmer work again, the inevitable question will arise: What topics should be covered this year? And the inevitable, simplistic answer will be that offerings must be based on needs of class members. We have all been taught this principle, and it is an excellent plan.



By  
**LAYLE D. LAWRENCE**  
*(Editor's Note: Dr. Lawrence is a Professor of Agricultural Education at West Virginia University, Morgantown, West Virginia 26506.)*

But involvement in a recent research study (Mannento & Lawrence, 1981) caused this writer to question total dependence on traditional processes and raised the question, "Are we, as teachers, or farmers themselves, always capable of recognizing the most urgent needs?" Ask a fellow teacher or a group of farmers what should be taught in an adult/young farmer class. Most likely, responses will center around increasing production or improving efficiency [research by Stephens (1976) and Burhoe and Stewart (1983) tend to confirm this speculation]. Of course, these factors are fundamental to the farmer's success and most readily come to mind.

### Innovation Inhibitors

The study which gave rise to concern was designed to obtain consensus of state extension directors and presidents of county agricultural agent associa-

tions regarding the question, "What are the major factors that hinder adoption of innovations by farmers?" Eight items emerged as serious constraints. They were:

- High interest rates (which seriously reduce long term investments)
- Inflation has raised production costs without a corresponding increase in commodity prices
- High costs of land and equipment
- High energy costs with its uncertain availability
- Increased government interference and regulation
- Shaky national economy
- Pressure for more remunerative use of land in densely populated areas
- Inadequacy of farm records

Read the list again. Based on the eight statements — major obstacles for

farmers — what should be taught in adult/young farmer classes? Use of farm records? Practices which will increase production? Methods of improving production and energy efficiency? Credit usage? Yes, all these but more.

### New Direction

How utterly blind we have been for the past 60 years! We have concentrated on production so intensely we have been unable to see the forest for the trees. The first seven problems listed will never be solved by increasing production or improving efficiency. No matter how productive or efficient they are, conditions for farmers will not improve unless and until they become deeply involved in the political process. The political process has generated the economic and political decisions that have eliminated nearly 60 percent of the family farms in the country since 1950. It is the origin of inflation and price controls and embargoes and acreage allotments and environmental regulations and confiscatory taxes and labor laws and consumer subsidies and . . . the list goes on. Laws, regulations and actions spawned by the process have reduced farm prices, in real dollars, to the lowest point of the century and

## TEACHING TIP

# FFA JACKET RENTAL PROGRAM

A "helpful hint" for a more effective FFA chapter comes from Gene Eulinger, Lathrop, Missouri, teacher of vocational agriculture. To make an FFA jacket available to all members, Gene has put the following procedure into use.

"One of the distinguishing marks of the Future Farmers of America Organization is the distinctive blue and gold jackets worn by its members. Hundreds of thousands of young people all over America make their presence known by wearing them on the local, state, and national level. Because I believe that it is important to members to feel a part of the national organization by having an FFA jacket, I have developed a jacket rental program in cooperation with our local FFA Alumni Chapter. This program is designed to help those students who cannot afford to buy a jacket, who are growing too fast to make the purchase of a jacket practical, or who are not fully convinced that they will stay in FFA for all four years of high school.

With this third group, we often find that the pride they feel while wearing the jacket encourages them to stay with the program.

"A copy of the jacket rental program agreement follows. The basic rules are that the student pays \$5.00 for one school year's rental and agrees to abide by the care and use standards outlined. With the rental fee, the Alumni Chapter has the jacket cleaned at the end of the year and also has one of the members' mothers letter the jacket with the student's name. All jackets have been donated by parents and ex-members. Five offers of jackets were received when the program was proposed and there are ten jackets available at the present time.

"Jackets that have not been rented are available for other members' use for pictures, attendance at contests and conventions, etc. We have found that this program not only aids members but also helps the chapter as a whole to take pride in its association with other

young people all across the nation."

### FFA Jacket Rental Agreement

1. The jacket shall be worn according to the rules in the FFA Manual.
2. If someone rents a jacket then decides to buy one, \$5.00 less cost of lettering will be applied toward the purchase of the new jacket if bought during the first semester.
3. If the jacket is destroyed, you will pay no less than 60 percent of a new jacket price or amount set by the officers.
4. Jackets should be dry cleaned only and not washed.
5. Renters agree to additional rules set by chapter.
6. Jackets are to be returned one week before close of school year.
7. Failure to abide by the above rules will result in forfeiture of the jacket.

Signed \_\_\_\_\_  
 Date \_\_\_\_\_

### Remaining 1985 Themes

July	Planning, Organizing and Time Management
August	Evaluation of Vocational Agriculture
September	The Teacher of Vocational Agriculture
October	Elementary and Pre-Vocational Programs
November	Teaching Tips
December	Future Programs in Agricultural Education

July 1984 - June 1985

Note: The Author Index presents author's names, month(s) of issue with article(s), and page number in the issue.

Annis, William . . . . . May, 19	Gartin, Stacy A. . . . . May, 4	Nelson, Clifford L. . . . . Jan., 19
Arey, Barry Z. . . . . July, 5	Gartin, Stanton J. . . . . May, 10	Nolting, Greg . . . . . Nov., 14
Baggett, Connie D. . . . . Feb., 4	Gasbarro, Anthony F. . . . . Oct., 10	Odell, Ralph . . . . . July, 18
Barrett, Laverne A. . . . . Nov., 7	Gathercoal, Forrest . . . . . March, 5	Olsen, Les . . . . . June, 7
Barrick, R. Kirby . . . . . Dec., 20; Nov., 20; June, 4	Giesemann, John T. . . . . April, 5	Osborne, Ed. . . . . May, 7
Baughner, Earl . . . . . Sept., 21	Good-Hamilton, Robin . . . . . Feb., 8	Owens, Jr., Thad O. . . . . Dec., 19
Bell, A.P. . . . . Feb., 22	Goolsby, Michael L. . . . . May, 12	Parks, Darrell L. . . . . June, 16
Bell, Lloyd . . . . . May, 5	Groves, Ramsey . . . . . Oct., 7	Parrish, Dennis . . . . . Aug., 11
Berkey, Arthur L. . . . . Dec., 21	Hansen, Herbert . . . . . Sept., 19	Perritt, Dale . . . . . Sept., 16
Birkenholz, Bob . . . . . Dec., 9	Harrington, Pat . . . . . April, 16	Perry, Cynthia S. . . . . Jan., 16
Bowen, Blannie E. . . . . April, 4	Heath, Betty . . . . . July, 20	Pilgrim, David A. . . . . July, 14
Browne, Susan F. . . . . May, 19	Hemming, Clarence J. . . . . Aug., 22	Pricer, Karen . . . . . Aug., 10
Bruwelheide, Ken . . . . . Feb., 13	Henderson, Eric . . . . . Oct., 21	Ratcliff, Dale . . . . . April, 14
Buriak, Philip . . . . . Aug., 15	Henderson, Jan . . . . . Aug., 7	Register, Sue . . . . . July, 12
Burke, Stanley R. . . . . Dec., 4	Herren, Ray . . . . . March, 11	Richardson, Margaret . . . . . March, 17
Bussey, William . . . . . June, 13	Hill, George C. . . . . March, 9	Rohrbach, Norman . . . . . Nov., 9
Byerly, Dean L. . . . . Sept., 9	Holmberg, Bruce . . . . . Dec., 9	Rothenberger, Barbara . . . . . Sept., 7
Camp, William G. . . . . July, 20; March, 4	Holz, Edward . . . . . March, 15	Scanlon, Dennis C. . . . . Feb., 4
Case, Larry D. . . . . June, 5	Horkheimer, Dwight . . . . . April, 10	Schneider, Robert M. . . . . July, 7
Cattron, David . . . . . Aug., 17	Hovis, Rob . . . . . June, 11	Schumann, Herb . . . . . June, 13
Cepica, M.J. . . . . April, 18	Igo, Carl G. . . . . April, 18	Shinn, Glen C. . . . . Sept., 13
Chapman, Bob . . . . . Nov., 9	Jacobs, Clinton . . . . . Sept., 4	Slocombe, John W. . . . . Sept., 22
Chase, Shirley A. . . . . March, 18	Janke, Joel C. . . . . Dec., 13	Soobitsky, Joel R. . . . . Jan., 6
Claycomb, Don M. . . . . Nov., 4	Jubenville, Alan . . . . . Oct., 6	Stump, Ned . . . . . Oct., 13
Clouse, James P. . . . . May, 22	Kajihara, Ken . . . . . March, 20	Sutphin, H. Dean . . . . . Dec., 11, 21; March 17
Coffey, David M. . . . . July, 4	Kennedy, Tony . . . . . Oct., 11	Swanson, Burton E. . . . . Jan., 3
Cole, Lee . . . . . Nov., 5; March, 5	Kirts, Carla A. . . . . Oct., 4	Tanner, Randall . . . . . Oct., 18
Collins, James R. . . . . Feb., 15	Knowles, Ginny A. . . . . March, 9	Tansam, Kajih John . . . . . Jan., 12
Connot, Randy . . . . . July, 12	Koehnen, Timothy . . . . . Jan., 15	Thompson, Dale E. . . . . Aug., 5; March, 20
Conrads, John A. . . . . July, 9	Lawrence, Layle D. . . . . June, 18	Thuemmel, William L. . . . . Jan., 21
Cox, David E. . . . . May, 20	Lelle, Mark . . . . . March, 13; May, 15	Toole, Patrick F. . . . . Feb., 10
Craft, Jim . . . . . Aug., 19	Leuenberger, James M. . . . . Dec., 7	Townsend, Chris . . . . . Aug., 4
Crunkilton, John R. . . . . Dec., 17; Feb, 19	Lindley, William I. . . . . Jan., 8	Tyrrell, Michael . . . . . Feb., 17
Curry, Thomas L. . . . . Nov., 17	Long, Gilbert A. . . . . July, 16	Wallace, Dennis . . . . . Oct., 16
Dill, Calvin F. . . . . May, 19	Luft, Vernon D. . . . . April, 22	Waltz, Freddie C. . . . . Nov., 17
Downey, Rebecca S. . . . . Feb., 5	Makin, Richard C. . . . . March, 18	Wheeler, George . . . . . March, 7
Drueckhammer, David C. . . . . Nov., 22	Malpiedi, Barbara J. . . . . April, 7	White, James D. . . . . Nov., 22
Eddowes, Jean . . . . . Feb., 10	Mannebach, Alfred J. . . . . June, 9	Williams, David L. . . . . July, 14
Elliott, Graydon Edward . . . . . April, 20	McBreen, Edna L. . . . . Jan., 16	Williamson, Bruce . . . . . Dec., 5
Ethridge, Jim . . . . . Aug., 17	McCarthy, David A. . . . . Sept., 11	Witt, Eldon . . . . . May, 7
Farrell, Joe . . . . . Sept., 4	McCracken, David . . . . . Dec., 20	Wonacott, Michael . . . . . March, 18
Forney, Darrell L. . . . . May, 16	Meaders, O. Donald . . . . . Jan., 10	Yahya, Ismail bin . . . . . Jan., 22
Foster, Rick . . . . . July, 12	Mohr, Margi A. . . . . Feb., 15	Zidon, Mark . . . . . April, 22
Francis, Gene V. . . . . Nov., 11	Moore, Gary E. . . . . Jan., 22; March, 13	
Gamage, Lennie . . . . . Jan., 5	Morton, Raymond H. . . . . Dec., 16; Jan., 12	
Garrison, James M. . . . . March, 15	Myers, Alan . . . . . Dec., 11	

WANTED: Book Reviewers

One of the services that THE AGRICULTURAL EDUCATION MAGAZINE provides for its readers is the review of publications that address agriculture and agricultural education. The Book Review Editor receives current publications from over 50 publishers in the United States and from some foreign countries. Individuals who are interested in reviewing publications should write for a

copy of the books available for review. Upon receiving the list, the reviewer should choose 2-3 titles and send their request to the Book Editor. One of the books will be sent to the reviewer along with directions for completing the review. Upon the completion of the review, the book becomes the property of the reviewer who can then look forward to seeing their name in print in an

upcoming issue of THE AGRICULTURAL EDUCATION MAGAZINE.

Anyone interested in reviewing publications should send their request to:

Dr. Lon Moeller  
Book Review Editor  
Box 2220  
South Dakota State University  
Brookings, SD 57007

Subject Index to Volume 57

Book Reviews

THE MYTH OF THE FAMILY FARM: AGRIBUSINESS DOMINANCE OF U.S. AGRICULTURE, by Ingolf Vogeler Reviewed by Martin B. McMillion . . . . . July	UNDERSTANDING CROP PRODUCTION, by Neal C. Stoskopf Reviewed by Anita Stuever . . . . . July	BASIC ANIMAL NUTRITION AND FEEDING, by D.C. Church and W.G. Pond Reviewed by William L. Love . . . . . August	ANIMAL SCIENCE AND INDUSTRY, by Duane Acker Reviewed by S. Elaine Long . . . . . September	AGRICULTURAL COMPUTER PROGRAMMING: A PRACTICAL GUIDE, by Richard A. Levins and W. Charles Walden Reviewed by Jimmy G. Cheek . . . . . October	COMMUNICATION STRATEGIES: A GUIDE FOR AGRICULTURAL CHANGE AGENTS, by Herbert F. Lionberger and Paul H. Gwin Reviewed by Rose L. Jones . . . . . October	HERBICIDE RESISTANCE IN PLANTS, edited by Homer M. Lebaron and Jonathan Gressel Reviewed by Tara Lane Sunderhaus . . . . . October	TEACHER EDUCATION IN AGRICULTURE, edited by Arthur L. Berkey Reviewed by George Wardlow . . . . . October	USE OF COMPUTERS FOR NATIONAL DEVELOPMENT, edited by G.P. Tottle, Reviewed by Fred Reneau . . . . . October	TEACHING AGRICULTURE THROUGH PROBLEM SOLVING, by John R. Crunkilton and Alfred H. Krebs Reviewed by H. Dean Sutphin . . . . . November	INTRODUCTION TO INSECT PEST MANAGEMENT, edited by Robert L. Metcalf and William H. Luckmann Reviewed by Phil Hamilton . . . . . March	RECENT ADVANCES IN ANIMAL NUTRITION 1983, by W. Haresign Reviewed by Therald Quayle . . . . . March	PRINCIPLES OF DAIRY SCIENCE, by G.H. Schmidt and L.D. Van Vleck Reviewed by Thomas J. Piekarski . . . . . March	FARM PLANNING AND CONTROL, by C.S. Barnard and J.S. Nix Reviewed by James W. Legacy . . . . . March	AN APPLE FOR THE TEACHER - FUNDAMENTALS OF INSTRUCTIONAL COMPUTING, by George H. Culp and Herbert Nickles Reviewed by W. Wade Miller . . . . . May	CAPITAL INVESTMENT ANALYSIS: USING DISCOUNTED CASH FLOWS, by George L. Casler, Bruce L. Anderson and Richard D. Aplin Reviewed by J. Dale Oliver . . . . . May
--	--	--	---	--	--	---	--	--	---	--	--	--	--	---	---

Editorials

Sales and Service: Generic, by Larry E. Miller . . . . . July	Looking for Leadership, by Larry E. Miller . . . . . August	Providing Competence, by Larry E. Miller . . . . . September	The New Eliticism, by Larry E. Miller . . . . . October	Adults Want You, by Larry E. Miller . . . . . November	Post Secondary Agricultural Education: Finding an Identity, by Larry E. Miller . . . . . December	Agricultural Education in Development by Larry E. Miller . . . . . January	Rewarding Exceptional Teachers by Larry E. Miller . . . . . February	Keep the Faith, by Larry E. Miller . . . . . March	Our Agenda, by Larry E. Miller . . . . . April	Resiliency, by Larry E. Miller . . . . . May	Supervision is Imperative, by Larry E. Miller . . . . . June
---	---	--	---	--	--	---	---	--	--	--	--

FFA Conventions and Contests

Filling the Empty Shell by Mark Lelle . . . . . May	Keeping Contests in Perspective by Ed Osborne and Eldon Witt . . . . . May	Leadership Development Internship, by David E. Cox . . . . . May	Rich Sources of Inspiration, by Stacy A. Gartin . . . . . May	A Sponsor's View: We're Putting Our Trust In You by Michael L. Goolsby . . . . . May	A Time For Evaluation, by Stanton J. Gartin . . . . . May	Time for Reflection, by Darrell L. Forney . . . . . May	The Wrong Message from Contests, by Lloyd Bell . . . . . May
--	---	--	---	---	---	---	--

Innovative Student Management Strategies

Classroom Management: Understand, Anticipate and Plan, by Ray Herren . . . . . March	The 4 "F'S" That Equal An "A" In Classroom Management, by James M. Garrison and Edward Holz . . . . . March	Legal Concerns and Classroom Control by Lee Cole and Forrest Gathercoal . . . . . March	Solutions to Discipline Problems by William G. Camp . . . . . March	Special Needs Students: A Management Challenge by George C. Hill and Ginny A. Knowles . . . . . March	A Step In Time Saves Nine: Handling Discipline Situations, by Mark A. Lelle and Gary E. Moore . . . . . March	Student Management on Field Trips by George Wheeler . . . . . March
---	--	--	--	--	--	--

International Agricultural Education

The Association For International Agricultural Education: Professional With Passports, by William L. Thuemmel . . . . . January	Catalyst For African Development by Edna L. McBreen and Cynthia S. Perry . . . . . January	FFA Celebrates International Youth Year by Lennie Gamage . . . . . January	How You Gonna Keep 'Em Down On The Farm? by Raymond H. Morton and Kajih John Tansam . . . . . January	Improving Agriculture In Developing Countries by Ismail bin Yahya and Gary E. Moore . . . . . January	International Youth Year Opportunities and Benefits by Joel R. Soobitsky . . . . . January	A New Model For International Agricultural Education by Clifford L. Nelson . . . . . January	Objectives of Brazilian Technical Agricultural Schools by Timothy Koehnen . . . . . January	Rural Youth In The Less Developed Areas by William I. Lindley . . . . . January	Serving Rural Youth Around The World by Burton E. Swanson . . . . . January	Vocational Agriculture Helps Rural Youth: Japan and Taiwan, by O. Donald Meaders . . . . . January
--	---	---	--	--	---	---	--	--	--	---

Other

Agribusiness Placement Students - What Are They Like, by David A. Pilgrim and David L. Williams . . . . . July	Business and Vocational Education . . . . . July	Marriage for the Future!, by John A. Conrads . . . . . July	A Cooperative Learning Experience by Ralph Odell . . . . . July	SOEP - Making A Good Tool Better by Gilbert A. Long . . . . . July
---	--	---	--	---

Educational Opportunities Belong To All Students  
by Clarence J. Hemming ..... August

Effective Use of School Based SOE  
by Arthur L. Berkey and H. Dean Sutphin ..... December

Learning by Doing or Learning Without Doing . . .  
Which is Better? by Raymond H. Morton ..... December

Post Secondary: Fulfilling Needs  
by Thad O. Owens, Jr. .... December

SOE for a New Generation  
by Kirby Barrick and David McCracken ..... December

SOEP: Manifesting Our Philosophy  
by John R. Crunkilton ..... December

Assistantships and Fellowships in Agricultural Education  
by A.P. Bell ..... February

The Agricultural Teacher: The Key In Program Improvement  
by James P. Clouse ..... May

State Level Leadership for Vocational Agriculture  
by Darrell L. Parks ..... June

A New Dimension in Adult Education  
by Layle D. Lawrence ..... June

Emphasizing Adult Education  
by Herb Schumann ..... June

**SOEP: Adults**

Considering The Older Adult In Agriculture,  
by David C. Drucekhammer and James D. White ..... November

The Cover: It's Milking Time, by Don M. Claycomb ..... November

On-Farm Instruction For Farm Families,  
by Gene V. Francis ..... November

On-Site Instruction For Adults,  
by R. Kirby Barrick ..... November

On-The-Job Instruction With Adults,  
by Greg Nolting ..... November

Preparing Teachers For On-Farm Adult Instruction,  
by Lee Cole ..... November

Strengthening Adult SOE Programs,  
by Norman Rohrbach and Bob Chapman ..... November

Using The Farm Site In Teaching Adults,  
by Laverne A. Barrett ..... November

Using Tours To Teach Adults,  
by Freddie C. Waltz and Thomas L. Curry ..... November

**SOEP: Forestry, Conservation and Recreation**

Forestry: Inexpensive and Popular,  
by Eric Henderson ..... October

Forestry SOEP: Headache or Heartbeat,  
by Dennis Wallace ..... October

The Importance of SOEP's in Forestry,  
by Randall Tanner ..... October

Megatrends Without Agriculture?, by Carla A. Kirts ..... October

Prairie Heights School Farm: SOEP in Conservation,  
by Ned Stump ..... October

Vocational Agriculture and Forestry: A Position,  
by Anthony F. Gasbarro ..... October

Vocational Agriculture and Forestry: A Reaction,  
by Tony Kennedy ..... October

Vocational Agriculture and Recreation Management: A Position,  
by Alan Jubenville ..... October

Vocational Agriculture and Recreation Management: A Reaction,  
by Ramsey Groves ..... October

**SOEP: Horticulture**

Education For Employment In Horticulture,  
by Jim Ethridge and David Catron ..... August

Horticulture In A Production Agriculture Area,  
by Jim Craft ..... August

Horticulture SOEP: Hawaiian Style,  
by Dale E. Thompson ..... August

Keeping Students on Task, by Jan Henderson ..... August

Mechanical Competencies in Horticulture,  
by Philip Buriak ..... August

Quality Bekons, by Chris Townsend ..... August

Success Story: Montgomery County Joint Vocation School,  
Clayton, Ohio - In School Flower Shop, by Karen Pricer ..... August

Success Story: Montgomery County Joint Vocational School,  
Clayton, Ohio — Projects For Urban Students,  
by Dennis Parrish ..... August

**SOEP: Mechanics**

Occupational Experience . . . A Catch 22?,  
by Glen C. Shinn ..... September

Pre-Occupational Preparation for Mechanized Agriculture,  
by David a McCarthy ..... September

SOE In Ag Mechanics - A Point Guide System,  
by Dale Perritt ..... September

SOE In Agricultural Mechanics: Teacher Education's Responsibility,  
by John W. Slocombe ..... September

SOE In Mechanics for Horticulture,  
by Barbara Rothenberger ..... September

SOE In Mechanics — Now Is The Time,  
by Clinton Jacobs ..... September

SOE In Mechanics for the Technical Institute Program,  
by Dean L. Byerly ..... September

SOEP In Mechanics for Production Agriculture,  
by Joe Farrell ..... September

Teaching Appropriate Knowledge and Skills,  
by Earl Baugher ..... September

Teaching Safety Through SOEP,  
by Herbert Hansen and Herschell P. Weeks ..... September

**SOEP: Post Secondary**

PAL/PEER Bridges the Gap,  
by Bob Birkenholz and Bruce Holmberg ..... December

Post Secondary SOEP: A Prognostication,  
by Stanley R. Burke ..... December

Resources for Post Secondary SOEPs,  
by Bruce Williamson ..... December

Supervising Post Secondary SOE Programs,  
by Joel C. Janke ..... December

Time Saving Teaching Techniques,  
by H. Dean Sutphin and Alan Myers ..... December

Values of SOE to Business and Industry,  
by James M. Leuenberger ..... December

**SOEP: Sales and Service**

Meeting Rural Needs Through Sales and Service,  
by Barry Z. Arey ..... July

Organizing Placement Programs,  
by Rick Foster, Randy Connot and Sue Register ..... July

SOE: Sales and Service — Now Is The Time!,  
by David M. Coffey ..... July

Supervised Work Experience: A Must for Post Secondary Programs,  
by Robert M. Schneider ..... July

**The Supervisor: Local, State and National**

Local Supervision in Agricultural Education  
by William A. Bussey ..... June

National Leadership - A Team Approach  
by Larry D. Case ..... June

Some Schools Are Making A Mistake, by Rob Hovis ..... June

A State Without A Supervisor - What We Take For Granted  
by Alfred J. Mannebach ..... June

Supervision - An Evolution to Extinction  
by R. Kirby Barrick ..... June

The Supervisor - A State Perspective  
by Les Olsen ..... June

**Using Microcomputers in Agricultural Education**

Using Microcomputers for SOEP Records  
by William G. Camp and Betty Heath ..... July

Computer Aided Vegetable Crop Production  
by Ken Kajihara and Dale Thompson ..... March

An Evaluation System for Microcomputer Courseware  
by Richard C. Makin, Shirley A. Chase  
and Michael Wonacott ..... March

Looking Beyond Agricultural Education for Microcomputer Software  
by Margaret Richardson and Dean Sutphin ..... March

A Cut Above Literacy: Using Microcomputers  
in Agricultural Education, by Blannie E. Bowen ..... April

From Barn Doors to Printouts: Teaching Adults  
to Use Computers, by Pat Harrington ..... April

Getting Teachers to Adopt and Use Microcomputer  
Technology, by Dale Ratcliff ..... April

Microcomputers in Cooperative Extension  
by Graydon Edward Elliott ..... April

Suggestions for Using Microcomputers in Vocational  
Agriculture, by Vernon D. Luft and Mark Zidon ..... April

Teaching with Agricultural Computer Network  
by Dwight Horkheimer ..... April

Using Microcomputers for Instruction and Management  
by John T. Giesemann ..... April

Using Microcomputers to Manage FFA Activities  
by Barbara J. Malpiedi ..... April

Work Smarter, Not Harder  
by M.J. Cepica and Carl G. Igo ..... April

**Vocational Agriculture and the Handicapped Student**

Adapting Equipment for the Handicapped  
by Ken Bruwelheide ..... February

... Are They Being Served?  
by Dennis C. Scanlon and Connie D. Baggett ..... February

Attitudes and the Handicapped  
by James R. Collins and Margi A. Mohr ..... February

The Land Laboratory: Success for the Special Needs Student  
by Michael Tyrrell ..... February

Plants Breed Success, by Robin Good-Hamilton ..... February

Preparing Agricultural Teachers of the Handicapped  
by John R. Crunkilton ..... February

Support Services for Handicapped Students  
by Patrick F. Toole and Jean Eddowes ..... February

Teaching the Disadvantaged and Handicapped  
by Rebecca S. Downey ..... February

Using FFA To Meet The Needs of Disadvantaged  
and Handicapped Students, by Susan F. Browne, Clavin F. Dill  
and William Annis ..... May

**TEACHING TIP**

**Tractor Safety**

Some tips concerning tractor safety are offered by John Beeler, vocational agriculture teacher, Lancaster, Missouri. States John, "Originally, I wanted to teach the following rule of tractor safety: Why you should lock the brakes together when driving on the highway. To demonstrate the idea, I had students cut away a car differential to observe what happened when engine speed remained constant and

one wheel stopped. "However, the old car rear end took up considerable shop space so the students cut the axles and housings down to 34", including tires and wheels. They mounted it on a frame. Afterwards, this was used not only for safety demonstrations but to help students see how the differential works. It has created a lot of hands-on interest in the class and a student plans

to add a cutaway transmission and a hydraulic brake display to it next year as a shop project. When it is finished, it will include a cutaway transmission, rear end, and working brake system and still not take up much shop area."

If you have a student interested and proficient in agricultural mechanics, you may find this idea a worthy project for your department.

**SUBSCRIPTION RENEWAL**

Use this form to renew your subscription to THE AGRICULTURAL EDUCATION MAGAZINE. If your subscription is separate from your professional dues package, you will need to subscribe now to continue receiving each issue of the magazine. Subscription prices are \$7 per year. Foreign subscriptions are \$10 (U.S. Currency) per year for surface mail and \$20 (U.S. Currency) for airmail (except Canada).

Please enter my subscription to THE AGRICULTURAL EDUCATION MAGAZINE  NEW  CHECK OR MONEY ORDER IS ENCLOSED.  RENEWAL  PLEASE SEND BILL (PLEASE ENCLOSE PURCHASE ORDER).

Mailing Address: \_\_\_\_\_ Billing Address (if different from mailing address): \_\_\_\_\_  
Name: \_\_\_\_\_ Name: \_\_\_\_\_  
Address: \_\_\_\_\_ Address: \_\_\_\_\_  
Post Office: \_\_\_\_\_ Post Office: \_\_\_\_\_  
State: \_\_\_\_\_ Zip: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Send this subscription form to: Glenn A. Anderson, Business Manager 1803 Rural Point Road  
THE AGRICULTURAL EDUCATION MAGAZINE Mechanicsville, Virginia 23111

# Stories in Pictures

## NVATA Events



**NVATA Board of Directors**

Pictured are the members who will serve on the 1984-85 NVATA Board of Directors. Seated, left to right: Myron Sonne, President-Elect, Letcher, South Dakota; Walter Schuh, President, Bow, Washington; Sam Stenzel, Executive Director, Alexandria, Virginia. Standing, left to right: Carroll L. Shry, Vice President NVATA Region VI, Woodsboro, Maryland; Jim Wells, Vice President NVATA Region V, Rogersville, Tennessee; E. Craig Wiget, Vice President NVATA Region IV, Mt. Blanchard, Ohio; Richard Aide, Vice President NVATA Region III, Fox Lake, Wisconsin; Ralph L. Thomas, Vice President NVATA Region II, Woodward, Oklahoma; and Duane Watkins, Vice President NVATA Region I, Thermopolis, Wyoming.



**1984 Sound Off For Agriculture Awards**

Left to right: Max E. Riffin, Advisor-Agricultural Communications, Elanco Products Company, Indianapolis, Indiana; Dan Sample, Nampa, Idaho; Keith Park, Sulphur Springs, Texas; Andy Rowe, Marengo, Iowa; Brenda Oldfield, West Liberty, Kentucky; and Eugene Doss, Edison, Georgia.



**1984 Outstanding Teacher Awards**

Left to right: Michael Balas, Supervisor - Marketing Training Materials, Sperry New Holland, New Holland, Pennsylvania; Fred A. Beckman, Weiser, Idaho; Joe Farrell, Hill City, Kansas; Glen Holman, Darien, Wisconsin; Jamie Potts, Kirksey, Kentucky; Herbert Lackey, McDonald, Tennessee; and Frederic H. Stillwagen, Allentown, Pennsylvania.



**1984 Outstanding Young Member Awards**

Left to right: John F. Coy, Manager-Corporate Support Program, Deere and Company, Moline, Illinois; Dennis Digenan, Wells, Nevada; Michael Womochil, Concordia, Kansas; Brad Greiman, Algona, Iowa; Jada B. Mason, Mayfield, Kentucky; Ricky E. Joyner, Goldsboro, North Carolina; and Frederick H. Doepkins, Upperco, Maryland.