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ABSTRACT

This document contains the abstract of each presentation (approximately 50) of the Agricultural Division, American Vocational Association Convention (1976). Topics covered include agricultural education research, teaching and administration of agricultural education, and teacher education in agriculture. The following are sample paper topics: Identification of the Occupational Competencies Needed in the Area of Agri-Chemicals; Factors Related to the Success of New Mexico Vocational Agriculture Teachers as FFA Advisors; Standards for State Programs as Recommended at the National Seminar; Issues in Administration and Supervision; Time Management for the Teacher of Vocational Agriculture; National Ag Occupations Competency Study; Micro Teaching as an Introduction to Teaching Agriculture; Agricultural Teacher Educator Retreat; Role of the State Supervisory Staff in Local Program Articulation; Status of Legislation for Agricultural Education; The Value of Postsecondary Program Standards in State Supervision and Teacher Education; The Views of a State Superintendent of Public Instruction on Agricultural Education; The Role as a Teacher of Farm Management. (HD)

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AMERICAN VOCATIONAL ASSOCIATION



Agricultural Education Division

Houston, Texas

U.S. DEPARTMENT OF HEALTH,
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FOREWORD

The total written record of the proceedings of the Agricultural Division, American Vocational Association Convention in Houston, Texas, December 3-8, 1976, was impressive in both quantity and quality. While the total record might be useful to a few persons it was felt that most persons would prefer an abstract outlining the major points of a presentation. The busy schedules each of you have reinforced this conclusion. Limited funds in the division also require a condensed version of the proceedings to hold down typing, printing, and mailing costs.

It is hoped that the abstract of each presentation will give the essence of the presentation and some factual information. The entire presentation and further information is available from most of the presenters.

Finally, a sincere thanks is due the presenters, recorders, and the Agricultural Division Board who assisted in the collection and preparation of these proceedings.

Rodney W. Tulloch
Proceedings Recorder
Agricultural Education
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AGRICULTURAL EDUCATION RESEARCH MEETINGS

"Determining Employment Opportunities and Using Community Resources In Agriculture-Results and Implications"

Alfred J. Mannebach
University of Connecticut

This paper summarized the findings from a study entitled, "A Survey of Employment Opportunities and Community Resources Having Implications for Programs of Vocational Agriculture" (Mannebach, 1974; Mannebach and Lownds, 1975). The study was divided into two phases. Phase I consisted of the organization, preparation and development of materials for the survey. A description of Phase I of the project and subjective data obtained from teacher-interviewers were presented at the First National Agricultural Education Research Meeting (Mannebach, 1974) and reported in the AATEA Journal (Mannebach, 1975). The primary purpose of the paper was to present the findings of Phase II of the survey and to highlight results and implications. The objectives, methods, and data sources were summarized briefly. For a more detailed description, refer to the Phase I and II final reports.

"The Predictability of Career Choices of High School Seniors"

Marvin L. Copes
Blue River Vocational-Technical Center

and

William B. Richardson
Purdue University

This investigation was designed to make a contribution to the predictability of career choices of high school seniors. The investigation was specifically directed toward the need of information found in the follow-up of graduates.

The review of research literature indicated that career choices of high school students were not highly predictable. However, the literature provides limited evidence of research in measuring the predictability of career choices of high school seniors.

"A Study of the Relationship of Selected Variables with the Morale of Virginia Teachers of Agricultural Education"

Larry E. Miller
University of Missouri

The morale of a teacher has been identified by many researchers as an important variable that contributes to successful teaching. Bentley and Rempel (1970) state that morale is an imprecise although highly important term that some consider to be the emotional and mental reaction of a person to the job. The level of morale is determined by how the needs of an individual are satisfied, the extent to which the individual perceives satisfaction as stemming from the total job situation. They define high morale as being evident when there is interest in and enthusiasm for the job. Morale, according to the definition of Bentley and Rempel (1970), is the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation.

"Identification of the Occupational Competencies Needed in the Area of Agri-Chemicals"

David L. Howell
William Hamilton
Teacher Educators
Purdue University

This research project in agri-chemicals was part of a national strategy for developing competency-based instruction for all career clusters in agri-business, natural resources and environmental protection. A national committee appointed by the U.S. Office of Education of which the project director was a

member has begun the task of developing catalogs of competencies by occupational clusters. This system of assessment and accountability offers the flexibility essential for today's educational problems yet assures positive occupational placement upon program completion. Using this approach, the teacher/manager can diagnose individual training problems and prescribe alternative learning strategies. The single most important decision concerning the quality of any instructional program is based on the performance of the learner. This system of competency-based education provides a valid foundation for programs leading to employment in agri-chemicals occupation.

"Essential Leadership and Personal Development Competencies
Needed in Agricultural Occupations as Identified By
Agricultural Leaders in Ohio"

Michael N. Hampson, L. H. Newcomb, and J. David McCracken
Ohio State University

Since the founding of the FFA in 1928, the organization has been credited as being instrumental in the development of leadership and personal development competencies in youth. However, the leadership and personal development competencies considered essential to successful performance in agricultural occupations were yet to be verified. Vocational educators had not empirically established via task analysis which leadership and personal development competencies should be taught, nor had they identified the importance of each leadership and personal development competency to successful employment in agricultural occupations.

The primary purpose of the study was to answer the research question: What are the leadership and personal development competencies needed in agricultural occupations as identified by agricultural leaders in Ohio?

"The Effectiveness of Instructional Materials Designed to Improve
the Leadership and Character of Vocational
High School Students in Indiana"

David L. Howell
William Richardson
Purdue University

The emphasis of vocational youth organizations has been to encourage leadership and good citizenship in its young people. Sidney P. Marland (1971), former U.S. Commissioner of Education, identified leadership and good citizenship as the major purpose of vocational youth organizations from their inception. Vance and Bregman (1970) reported that the National Institute on the Role of Youth Organizations has stressed the need for student leadership and has conducted extensive work on leadership development. The State of Indiana cited "leadership development activities" and "improved instruction" as goals for its vocational youth organizations in 1974. In order to facilitate the accomplishment of these goals we undertook research and development activities directed toward the development of instructional materials for use by vocational teachers to facilitate teaching leadership and character development.

"Factors Related to the Success of New Mexico Vocational
Agriculture Teachers as FFA Advisors"

Paul R. Vaughn
Virginia Polytechnic Institute and State University

The study was designed to: (1) identify competencies in which a New Mexico vocational agriculture teacher's perceived level of proficiency was related to the degree of success of his FFA chapter, (2) identify characteristics possessed by New Mexico vocational agriculture teachers which showed a significant relationship between that characteristic and the degree of success of the teacher's FFA chapter, and (3) identify characteristics possessed by New Mexico vocational agriculture teachers which showed significant relationship between that

characteristic and the teacher's perceived level of proficiency in advising and supervising FFA activities.

The variables used for investigation were selected from a review of literature and were those thought to be related to the degree of success of an advisor FFA chapter.

"Role of Principals of Vocational-Technical Centers in Virginia
as Perceived by Incumbents, Superintendents, and Teachers"

Elmer Cooper
Maryland State Department of Education

Presented By
David Miller

The recommendations from the study were:

1. Present and prospective principals should be trained to perform the functions identified in the study.
2. Present and prospective staff personnel in role-defining groups should be made cognizant of the functions of the principal which were identified.
3. Teachers and administrators in vocational-technical centers should review the functions of the principal to locate and resolve any incongruences of perception which may prevail.
4. Studies should be conducted to determine specifically the research competencies needed by principals.
5. Research should be conducted to determine the functions of principals of vocational-technical centers which are common to other positions in vocational education.
6. The study should be replicated using a multi-state sample so that the findings can be inferred nationwide.
7. A study of the more controversial functions of the principal should be conducted.

8. A more comprehensive list of functions of principals should be identified to provide a basis for preservice and inservice education.
9. A study of the priorities placed upon various functions by role-defining groups should be conducted with emphasis upon the perceived priorities versus the actual priorities.
10. A study should be conducted to determine why superintendents and principals tend to have congruent perceptions of the principal's role, while teachers seem to perceive the role differently than superintendents and principals.

"The Influence of Student Feedback on Changing Teaching
Behaviors of College Faculty Members"

William G. Smith
Rutgers University

Previous research indicated that student description and feedback had potential for improving instruction. Several variables were cited in other studies as possible threats to the reliability of student evaluations of instructors. Faculty attitudes toward student descriptions of their teaching and feedback from students were not described in the research reviewed.

The need for improving instruction at the college level was documented in the review of the literature. A current trend was discovered that indicated that the use of student evaluations is increasing at the college level.

It was a purpose of this study to measure the influence of student feedback, from a student description, on changing the teaching behaviors of college faculty. Differences in faculty responsiveness to feedback by tenure status were also measured.

A number of moderator variables that appeared to have potential for effecting the reliability and validity of student descriptions were examined, including: timing of administration of the student description; levels of courses described;

types of courses described; and classes of students mean grades in courses described.

The degree to which students perceive the relative importance assigned by instructors to certain general teaching objectives for courses was also investigated.

An assessment was made of faculty attitudes toward student description or evaluation and the potential value of student feedback from such ratings.

"The Projected Supply and Demand of
Teacher Educators in Agriculture"

1977-1981

Gary E. Moore
Purdue University

The purpose of this study was to determine if there would be a surplus or shortage of teacher educators in agriculture over the next five years. A questionnaire was mailed to the chairmen of agricultural education programs in 83 universities. The chairmen were instructed to project their need for faculty and anticipated doctorate output through 1981. Eighty-nine percent of the chairmen responded to this request. By comparing the projected number of doctorates to be produced with the projected number of faculty vacancies, it was revealed that the supply and demand will nearly be equal for the 1977-78 school year but that the supply of doctorates will exceed the demand during the remainder of the 70's.

NASAE FIRST GENERAL SESSION

"Rationale, Standards and Criteria for 12-Month Programs in Agricultural Education"

Participants: Robert Kelley, J. A. Marshall, and Larry Nelson

Quality programs in agricultural education demand the services of teachers of agriculture year-round.

What justification do we have for 12-month employment?

1. Agriculture is a very significant aspect of the economy. It is the number one industry.
2. Farming and other agricultural businesses are complex and the need for training is becoming increasingly important, not less.
3. Since the enactment of the basic Vocational Education Act in 1917, the local program of vocational agriculture has required the services of a teacher for 12 months, primarily because of the instruction and supervision which the teacher provides to high school students, young farmers and adults in agriculture beyond the four walls of the classroom and after regular school hours.
4. Year-round supervision is a necessity, especially during the summer months when farming operations and agricultural businesses are at their peak. Young and adult farmers and other agricultural workers are involved in small to large, complex and diversified agricultural business operations and their training must be applied to specific situations through on-site supervision.
5. The county agricultural agent, the teacher of agriculture's counterpart in the county, is employed for 12 months. Both have the same basic training in agriculture. To make the basic employment period for the teacher less than 12 months would tend to cause the teacher and the community to feel that his services are not as important as those of the county agent and in turn relegates him to a second-class role as an agricultural leader in the county.

6. A basic employment period of less than 12 months will have detrimental effect on attracting capable prospective teachers to enter training programs in the universities and the subsequent employment of highly qualified teachers.
7. Probably the most important work of vocational agriculture teachers is spent when they are supervising, observing, and working with students outside the classroom. To limit or severely curtail this period of instruction would be very damaging to vocational agriculture.

Teachers of agriculture should submit each year to the state office a plan for summer activities and days of teachers' time to be devoted to each.

The teachers organization in each state can play a major role in helping to develop quality programs in each state as well as developing a good public relations program to keep each community informed of what is going on and how teachers are serving the community with good quality agricultural education programs.

If a program at the local level cannot justify the services of a teacher for 12 months, this should be recognized and appropriate actions taken by the local administration and state supervisory staff.

"Standards for State Programs as Recommended
at the National Seminar"

Participants: Lee Traver, Gerald Barton, Julian Campbell,
and Neville Hunsicker

1. National Standards for developing quality programs in vocational education in agriculture/agribusiness should be considered both as standards and criteria for measuring programs.
2. Many of the national standards are statements and would be hard to measure.
3. The field test of national standards have been very fruitful, 42 states have returned the materials to Iowa State University.

4. States should use the national standards as guides to up-date-up-grade standards that can be implemented in their own states.
5. The national standards project will be completed by June 30.
6. Three regional seminars have been set for presenting results of national project and instructional packages to each state. A minimum of four people from each state should plan to attend the regional seminar nearest their state. The four people should be a secondary teacher, post-secondary teacher, teacher educator, and state supervisor. The seminars are tentatively set as follows: Kansas City, March 28-30; Salt Lake City, April 18-20; and Washington, D.C., April 25-27.
7. Perhaps this has been one of the most important projects in many years. It should result in improved programs in agricultural education at the local level when implemented.

NASAE-AATEA JOINT SESSION

"Issues in Teacher Education"

Cayce Scarborough
Auburn University

The underlying philosophy of this paper is that characteristic to any teacher education program is its field orientation and the professional development of the people involved. The complexity of teacher education has raised many issues and the challenge of putting them in priority order would depend upon one's own values and situation.

The major issues identified were as follows: teacher supply, university influences, state department influences, outside influences, philosophy of agricultural education, and standards for teacher education. The issue of teacher supply was dealt with in some detail. It was suggested that this issue be resolved by considering the following: 1) clarify and simplify certification procedures, 2) reduce the number of teachers needed, 3) retain a large number of teachers until retirement, 4) increase the number of students who enroll in agricultural education, and 5) increase the number of graduates who accept jobs as teachers of vocational agriculture. If teacher education is to improve its effectiveness, it needs to know in advance the kind of teacher needed and the nature of the local program situation.

It was further suggested that to resolve other issues, the following should be considered: re-evaluate standards and guidelines, evaluate the degree of specialization in programs, reduce local program enrollments and show how well graduates are doing.

"Issues In Administration and Supervision"

James E. Dougan
Ohio State Department of Education

Present issues and concerns in the administration and supervision of agricultural education programs has been triggered by legislative amendments, the organization of state departments of education and the expansion of programs to meet manpower needs. In order to resolve issues, the leadership needs to be flexible, have decision making skills, and be responsive to teachers and students.

The first issue identified was state leadership. Factors related to leadership included definition, style, commitment, effects, roles, outcomes and power.

State and local planning was mentioned as a second issue. Factors related to this issue were: congressional mandate, direction of planning (up or down), purpose of agricultural education, comprehensive planning, accountability, and plan implementation.

A third issue is the governance of agricultural education. Bureaucracy, advance notice of available funding, amount of local funding, political clout, and action oriented supervision were factors mentioned.

Standards and guidelines for program operation was a fourth issue listed. Related factors included: building on present standards, application on state and local levels, preparation for new legislation, providing for teacher success, and quantifying the standards.

"Personnel Development in Supervision and Teacher Education"

Daryl Parks
Ohio State Department of Education

A major thrust of this presentation was that "you win with people."

The initial part of the presentation described the stage and setting for issues. People are the key to success in supervision and teacher education. Due to the increased organizational complexity and demands on leaders in the last 30 to 40 years, personnel development is essential.

A second part of the presentation asked the question: What leadership roles will be needed for supervision and teacher education? Emphasis was placed upon developing effective instructional and leadership qualities in people.

Thirdly, several implications were made for staff professional development. The following characteristics and traits of staff are needed: broad social and psychological background, curious and analytical, empathetical, change oriented, skilled in management, skilled in teaching and communication, committed and loyal, academic respectability, broad experience base, and use of human approach.

Personnel development changes needed are as follows: positive attitude improvement, utilize more specialists to teach and act, statewide personnel development plan, recruitment, preparatory programs leased on using one's intelligence, and improving team relationships.

Assess, build and re-assess was a formula suggested to improve professional development activities.

NVATA FIRST GENERAL SESSION

Reports were given by all elected members of the Executive Committee. The annual financial report was given by the treasurer, Sam Stenzel.

A report of a special study committee was given by Guy Finstad of Texas.

Greetings were extended by the following:

Dick Vestal, President of the Texas Association
Robert Warmbrod, Ohio, AVA Vice President for Agriculture
J. A. Marshall, Texas, Ag Division Program Chairman

Outstanding Young Member awards were presented by Charles Bourg, Industrial Representative, U. S. Steel Corporation, to:

....Region I.....Eldon H. Betz, Meridian, ID
....Region II.....Harold G. Helton, Altamont, KS
....Region III.....Thomas C. Warren, Rapid City, SD
....Region IV.....P. James Faust, Peebles, OH
....Region V.....Cliff Ricketts, Mt. Juliet, TN
....Region VI.....Charles L. Riggs, Ijamsville, MD

The nominating committee announced that Richard Weber, Louisiana, had been nominated as president. James Guilinger, Illinois, was nominated from the floor.

AGRICULTURAL EDUCATION DIVISION FIRST GENERAL SESSION

"Vocational Agriculture Teacher of the Future"

Frederick McClure
Texas A & M University

1. The vocational agriculture teacher of the future will serve as a "grassroots" tie for the agricultural establishment.
2. Teachers must face and accept the fact that changes in vocational education in agriculture will take place.
3. Teachers must be knowledgeable of changes occurring in agriculture.
4. Teachers of the future must couple efforts to accomplish both types of changes listed in #2 and #3 above.
5. If the teacher is to be truly a part of both the agricultural and the educational "establishments," one must realize that he has to make a choice in approaching change by "strategies" of: a) hallucination, b) confrontation, c) capitulation, and d) cooperation.
6. By using a cooperative approach and considering changing student socio-economic and cultural backgrounds, the teacher can insure that the program is relevant and flexible for students.
7. The vocational agriculture teacher of the future must encourage:
 - a) partnership between business and education
 - b) student inputs
 - c) the use of vocational student organizations as a teaching tool
 - d) a two-way communications flow between students and teacher.

"Future Leadership of State Staffs in Agricultural Education"

Francis Tuttle
Oklahoma State Department of Education

1. Don't deplete size or quality of state staffs.
2. Build measures of quality into state programs to avoid "watering down."
3. Seek strong advisory councils.
4. Pick good state staff members. A basic criterion must be that the member has demonstrated ability to teach successfully.
5. Emphasize that the job of state staff is to help teachers get the job done.
6. Include teacher-education staff in state program planning efforts.
7. Cooperate with and accept views of many people, but establish quality standards to apply to programs.
8. Set pattern for professionalism expected of people in the field.
9. Allocate enough time, resources, and people to state staffs to get job done.
10. Don't become a pawn of other forces.

"Future Role of the Agricultural Educator"

Wayne Saunders
Missouri Farmers Association, Inc.

1. Assist in eliminating the teacher shortage by setting a good example around young, prospective vo-ag teachers; such actions as griping about pay, workloads, and running down the profession are neither professional nor conducive to recruiting people into the profession.
2. Teachers, state staff, and teacher educators are all guilty of actions which drive young people from the profession; that is not our role.
3. Teachers, state staff, and teacher educators must unify their efforts if the profession is to have "clout."
4. Increased attention must be paid to re-educating adults through better young and adult farmer education programs.

5. Deliberate involvement of community agriculturalists in our programs must be sought; they stand ready to help us if we would only call on them.

"Time Management for the Teacher of Vocational Agriculture"

Roy D. Dillon
University of Nebraska

1. Forty vo-ag teachers in Nebraska worked an average of 221 hours per month and 2,652 hours total during the 1975-76 school year; March was the busiest month.
2. Fifty-six percent of the teacher's time was spent in four activities, namely: planning and teaching day vo-ag classes, 31 percent; advising and supervising FFA activities, 11 percent; curriculum planning, 8 percent; and supervising occupational experience programs, 6 percent. Forty-four percent of the time was spent in 23 other duty categories.
3. Age, holding professional office, and not holding part-time jobs made a difference with respect to the number of hours worked per month.

NVATA SECOND GENERAL SESSION

The NVATA Program of Work Report was given by Luther Lalum, Past President.

The following associations were recognized with the Professional State Association Award: Region I...Arizona, Idaho, Montana, Oregon, Utah, Washington, and Wyoming. Region II... Colorado, Kansas, New Mexico, and Oklahoma. Region III...Iowa, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin. Region IV...Illinois, Indiana, Kentucky, Michigan, Missouri, and Ohio. Region V... Georgia, Mississippi, and North Carolina. Region VI...Virginia.

The membership report was given by Sam Stenzel. Total active membership was 9,067, student, 982, for a total of 10,049.

The following associations were recognized for attaining 100% membership by November 1, 1976: Arizona, Idaho, Montana, Utah, Wyoming, Colorado, Oklahoma, Georgia, Mississippi, and Mississippi Magnolia.

Greetings were extended by:

- ...Robert Jones - President, National Association of County Agricultural Agents
- ...George Wiegers, President, AATEA
- ...James Dougan, President, NASAE

The following advisors of National FFA Proficiency Award winners were recognized by Pfizer, Inc., with trophies and cash awards:

- Beef.....George B. Lancaster, Virginia
- Dairy.....Douglas B. Spike, Michigan
- Diversified Livestock.....Rickey N. Griffin, Oklahoma
Troy L. Henry, Oklahoma
- Poultry.....Jerry L. Sibley, Alabama
- Swine.....Dwight M. Jones, Missouri

The Executive Secretary, James Wall, gave his annual report.

Michael Balas, Publications Supervisor, Sperry New Holland, recognized the following Regional Winners of the Agribusiness Career Exploration Award:

- Region I.....Jim Facinelli, Cody, Wyoming
- Region II.....Patrick J. Donnelly, Joes, Colorado
- Region III.....John Porior, Oshkosh, Wisconsin

Region IV.....Bill Gutshall, Chillicothe, Missouri
Region V.....J. T. Black, Greenville, South Carolina
Region VI.....Carroll L. Shry, Jr., Woodsboro, Maryland

Keith Kuehn, Elanco Products Company, explained a new national contest - "Sound Off For Agriculture." Regional winners will receive an expense-paid trip to the Atlantic City Convention in 1977.

Lyle Orwin, Editor, Agri Educator Magazine, was introduced and spoke briefly about the new magazine.

Martin McMillion, Editor, and James Key, Editor Elect, Agricultural Education Magazine, were introduced and both spoke briefly.

NATIONAL AG OCCUPATIONS COMPETENCY STUDY

David R. McClay
National Ag Occupations Study

Remarks made covered five major categories as follows:

1. Background and History of the National Study
2. Contract for directing the completion of the study
3. Progress report of the study
4. Work yet to be done
5. Use of the final report.

AATEA GENERAL SESSION

"Improving Articulation in Agricultural Education"

Arthur Berkey
Cornell University

Twelve keys to effective articulation developed by Bail and Hamilton are as follows:

1. A knowledge of program offerings is essential.
2. Program titles should reflect the actual content and intent of the training.
3. Programs should have clearly defined job titles or families of jobs which graduates may expect to enter.
4. Qualifications for entry into the educational program should be spelled out in detail.
5. A checklist of skills and abilities needed by beginning workers in the specific job titles should be available.
6. Curricula and course offerings must be continually evaluated and updated.
7. Opportunity for work experience in connection with the program is desirable.
8. Students should be provided with guidance and career information at an early date.
9. Previous training in a special instructional area should be recognized.
10. Regular meetings of professional leaders at both levels of instruction are a necessity for good articulation.
11. Teaching staffs in specialized instructional areas should meet regularly to share ideas.
12. Leadership development should be a part of the education program.

INNOVATIONS IN TEACHER EDUCATION IN AGRICULTURE

"Micro Teaching as an Introduction to Teaching Agriculture"

William Drake
Cornell University

Students in Agricultural Education at Cornell University are enrolled in an introductory course the semester prior to their student teaching experience. This course entitled, "Introduction to Teaching Agriculture," is designed to (1) provide an exploratory experience in teaching agriculture, and (2) prepare prospective teachers for participation in resident student teaching. The purpose of the micro teaching episode is to provide an initial opportunity to prepare, teach, and evaluate a limited unit of instruction.

"The Development and Use of an Educational Resource Center for Pre-Service and In-Service Teachers of Vocational Agriculture (& Science)"

William G. Smith
Rutgers University

To fill an obvious need to provide pre-service and in-service teachers with access to and use of a wide range of curriculum materials, teaching aids and other reference materials not usually found in college libraries was major goal.

"Recruitment - Are We Serious About It?"

Dr. John W. Oren, Jr.
Mississippi State University

Purpose: To inform high school students of the career opportunities available with a degree in Agricultural and Extension Education and, therefore, encourage enrollment in the Department of Agricultural and Extension Education at Mississippi State University.

"Teaching Skills Illustrated on Video Tapes"

Jack Pritchard
Oklahoma State University

The question asked by teacher educators for many years is -- How can we most effectively teach prospective teachers the concept and use of a variety of basic teaching skills?

The Agricultural Education Department at OSU in conjunction with the State Department of Vocational-Technical Education decided upon fifteen (15) basic teaching skills to be emphasized in the vocational teacher education departments at OSU. Fifteen color cassette tapes of commercial quality were developed and taped in the studios of the Educational Television Department at OSU.

After exposure and discussion of the skills tapes in theory classes, students are required to incorporate each skill in mini-lesson presentations before his/her peers. During the presentation, video tapes are made for both group and individual analysis and consultation.

The color cassette video tapes are now being used in the AGED 4103 methods course. A noticeable improvement has been noted by both the department and the cooperating teachers involved in the student teaching program.

" 'Road' Scholar's Tour or Seminar on Wheels"

Curtis Weston
University of Missouri

1. To provide teachers of agriculture with the opportunity for first-hand observation of new, strong, and innovative agricultural programs in high schools, vocational-technical schools, and post-secondary schools.
2. To provide opportunities for teachers to discuss observations with teachers, administrators, boards of education, and students at the schools visited.
3. To provide teachers an opportunity to react with each other regarding observations made.

4. To provide each participant the incentives to make definite plans for possible changes in their programs as a result of observations and discussions.

"Agricultural Teacher Educator Retreat"

Harold R. Crawford
Iowa State University

The overall purpose of having a teacher education retreat is to provide an opportunity in a relaxed environment for staff and advanced graduate students to interact, plan, explore and prepare for the coming year.

"Consultative Services for Agriculture Teachers"

Larry P. Rathbun
California Polytechnic State University

Each teacher educator has had the experience of visiting a local Vo-Ag teacher who was in need of technical or professional assistance. Each of us have also probably left that teacher or one of his colleagues, recognizing that we, personally, were unable to meet this teacher's need due either to our own professional limitation, or a lack of time, travel, opportunity or some other constraint.

We at Cal Poly, San Luis Obispo, in cooperation with the State Department of Education, Bureau of Agricultural Education and the Educations Profession Development Act, have initiated a project to expand the sphere of technical and professional assistance available to the local Vo-Ag teacher. The key to our project is a neighboring Vo-Ag teacher who has been identified by fellow teachers and state supervisors as "Expert" in a selected area of the total Vo-Ag program.

Our procedure has been to survey every Vo-Ag teacher in the state, asking him or her to self identify areas of particular expertise. The survey forms were reviewed by a state supervisor and a committee of fellow teachers for the purpose

of confirming the most appropriate areas in which this "Expert or Consultant Teacher" could be of greatest value to fellow teachers.

As requests are received from local Vo-Ag teachers, our staff in-service coordinator matches the request with a nearby "Expert consultant teacher." Permission is obtained from the consultants' school administration for release of the consultant for a period of 1-3 days, as required. The funded project pays the travel expenses and honorarium of the consultant. The school district seeking assistance agrees to release the local Vo-Ag teacher for the period of time that the consultant is visiting the school.

"Strategy for Follow-Up of New and Returning
Vocational Agriculture Teachers"

Windal L. Wyatt
Colorado State University

1. To identify problems, if any, that new and returning vocational agriculture teachers are having and help them solve those problems. If the problems are a result of a weakness in the pre-service program, adjustments can be made to correct the situation for future graduates.
2. To assist in improving the performance of the vocational agriculture teacher.
3. To improve the self confidence of the vocational agriculture teacher.
4. To assist the teacher in feeling at ease and confident to seek help and assistance when problems arise.
5. To assist the teacher in becoming aware of the policies and procedures of the program in Colorado.
6. To assist in developing a desirable working relationship between the local administration and the vocational agriculture teacher.
7. To assist in developing a sound and desirable working relationship between State Office Supervisor, Teacher Educator and the vocational agriculture teacher.

NASAE GENERAL SESSION

"Role of the State Supervisory Staff in Local Program Articulation"

Dr. Richard Adams, Superintendent
Upper Valley JVSD, Piqua, Ohio

The idea is more important on this topic than statistics. Sometimes statistics may not be pertinent to the subject.

The role of state supervisory staff is important and difficult to totally review in time available.

The role of supervisors at the state and local levels:

A. Local Roles (at the delivery system)

1. Teacher educator role - including instructional leader and curriculum developer function
2. Instructional leader
 - a. promote good teaching practices (master teacher in appropriate backgrounds)
 - b. student advocate (protects students from incompetent instructors)
 - c. not easily threatened, mentally alert and healthy
 - d. encourage and coordinates professional growth of instructors. (Evaluation is part of staff development) Must be in classroom, labs, etc.
3. Curriculum Developer
 - a. insist on up-to-date course of study
 - b. work closely with advisory committee
 - c. keep up-to-date on curriculum development technique
 - d. seek out special expertise if necessary
 - e. utilize community resources

Instructional leaders and curriculum developers functions have implications for preparation and inservice education of supervisors.

4. Local supervisors are many other things
 - a. communicator
 - b. organizer
 - c. coordinator
 - d. evaluator
 - e. establish good relationships
 - f. catalyst
5. Supervision is a difficult series of tasks - but can be mastered.
6. Supervision is not some other things at the local level
 - a. checking attendance
 - b. counting dollars
 - c. tour guide

B. State Role:

1. Work with vocational education, planning programs, inservice education and leaders
 - a. supplement and complement local supervisors activities
 - b. coordinate activities
 2. Continue to provide special expertise to support local programs
 - a. facilities planner
 - b. curriculum planner
 - c. teaching methodology
 - d. adult education
 - e. state level inservice for teachers
 3. Promote efficiency and effectiveness
 4. State supervisor is not a direct supervisor of instruction.
- C. Supervision is best of teaching and administration

1. Involved with teaching and learning - especially the local supervisor.

2. Leadership role with impact on more education than one could influence as a classroom teacher.
3. Good supervision demands the selection of the right people for the position.

D. Characteristics of a good supervisor

1. Mentally healthy, secure, a real person
2. Successful teaching experience
3. Good organizer
4. Set good example in dress, habits and attitude
5. Motivator
6. Good judgment
7. Good at self-evaluation
8. Belief in vocational education

In the final analysis, that as supervisors it is our job to be leaders, followers, or get out of the way.

AATEA AND NASAE JOINT SESSION

"Identifying Research Concerns of the Agricultural Education Profession"

Bob R. Stewart
University of Missouri

The National study conducted for the Agricultural Division Research Committee of the AVA which surveyed teachers, supervisors, and teacher educators, reported the following conclusions:

1. The five areas of greatest concern to teachers, supervisors, and teacher educators in agricultural education, ranked in descending order, are:
 - Curriculum development
 - Funding
 - Teacher Education
 - Teacher Shortage
 - Evaluation
2. Teachers, supervisors, and teacher educators in agricultural education basically do not differ in their ratings of concerns in agricultural education. The exception noted in the seven areas of greatest concern was in the area of funding.
3. Agricultural educators from the central, eastern, southern, and western regions basically do not differ in their ratings of concerns in agricultural education. The exception noted in the seven areas of greatest concern was in the area of teacher shortage.
4. Funding is a greater concern for teachers than for teacher educators.
5. The professionals in the central region have a greater concern about the teacher shortage than do professionals in the other regions.

"Status of Legislation for Agricultural Education"

Gordon Swanson
University of Minnesota

Reviewed trends in legislation - recent 1960 on (revenue-sharing, money controlled by elected officials, block grants) and effects of the GAO Report.

Highlighted the new legislation:

- temporary native (5 years);

- state-level authority, governance;
- emphasis on evaluation (28 studies called for);
- omission of specific fields (except for Home Economics, IA and Guidance);
- no mention of aged or youth organizations.

Proposed activities in legislation:

- inputs to hearings on rules and regulations;
- inputs to hearings on state plans;
- an effort in drafting legislation for Agricultural Education (prior to 1980) that would ear-mark funds.

POSTSECONDARY PROGRAM

"The Value of Postsecondary Program Standards in State Supervision and Teacher Education"

Lawrence H. Erpelding, Jr.
The Ohio State University

There is a strong signal coming from the postsecondary ranks which calls for help from teacher education and state supervision. The strong signal coming from your ranks is - when 70,000 plus students enroll in postsecondary agricultural education programs below the baccalaureate degree level in 1975-76 compared to an enrollment of nearly 2,000 in 1965.

The great majority of students enrolled in two-year postsecondary programs prepare for para-professional and mid-management positions. Postsecondary students and employers of graduates expect the subject matter taught to be of sufficient breadth and depth to qualify for these kinds of positions. Thus the postsecondary agricultural education teacher must be a specialist in the technical area taught as well as competent in serving as the director of learning.

Teacher education has long accepted responsibility for preparing a cadre of high school teaching professionals capable of teaching prospective and practicing agriculturalists the knowledges and skills required in their chosen occupations. However, the strong signal from postsecondary education remains--teacher education faculty must acquire and allocate resources to adequately serve those who desire to teach and those who are now teaching in postsecondary agricultural education programs.

The purposes of postsecondary teacher education efforts should be the initial preparation and continuing professional development of agricultural education teachers in community colleges, technical institutes and area vocational-technical schools. Thus I am hopeful that the standards which are in the process of being

solidified will more firmly establish and give greater visibility to post-secondary education in the arena of agricultural education.

Postsecondary Program Standards can be extremely valuable to state supervisors and teacher educators.

1. Standards communicate a commitment to the clientele served.
2. Standards will help provide state supervision and teacher educators with direction and prioritize resource allocations.
3. High standards will promote high quality programs.
4. Standards communicate expectations to teachers and local administrators.
5. High standards will help raise the quality of the entire agricultural education profession.

"Criteria for Identifying High Quality Programs as
Developed at 1976 National Seminar"

James Ferries
Lakeshore Vo-Tech, Wisconsin

Presentation was built around the following four major points:

1. The development of new ideas and the implementation of these ideas.
2. Uniformity of programs.
3. Articulation between secondary and postsecondary through this type of conference.
4. Economics of program development through the type of program such as the seminar in Kansas City.

"Guidelines for a National Postsecondary Student Organization"

Eldon E. Aupperle
Black Hawk College, Illinois

I. Rationale - Background

There has evolved a new, dynamic and challenging program in Agriculture/Agribusiness and related occupational training of less than the baccalaureate degree in the past few years. The 1976 data shows:

Postsecondary institutions	451
Postsecondary programs	1,464
Curriculum related organizations (groups).....	171
Total student enrollment	71,067

II. Historical Background

A. National Seminar for Leaders in Postsecondary Institutions of Agriculture/Agribusiness/Natural Resources Occupations

1. Held in Bloomington, Minnesota, October 1-4, 1973
2. Task Force XI - Promoting and Developing Curriculum Centered Post-secondary Student Organizations.
3. Thrust #1: All postsecondary agricultural/agribusiness/natural resource students should have available as part of their instructional program a student organization related to their career objectives and training program.
 Thrust #2: All postsecondary institutions having two or more agriculture career centered student organizations form a coordinating council for organization.
 Thrust #3: That a national ad hoc committee be appointed and organized to study the further development of career centered student organizations.
4. Special mention of Suggested Guidelines for promoting and Developing Curriculum Centered Post-Secondary Student Organizations in Agriculture/Agribusiness/Natural Resources and Related Occupations by Maynard J. Iverson, Teacher Education, University of Kentucky.

B. National Ad Hoc Committee on Postsecondary Career Centered Student Organization

1. Monday, December 9, 1974, in the Biennial Room, Montelcone Hotel, New Orleans, Louisiana.
2. A chart was developed to coordinate the career-oriented student organizations on local, state and national level was developed.
3. Identify the Organizational Committee to develop the state and national affiliation concepts.
4. Other suggestions:
 - a. State model was needed.
 - b. Eight separate curriculum related clubs or organizations are envisioned.
 - c. State and national organizations could provide focus for many things such as leadership development activities, etc.
 - d. Mutually consistent state organizations would help to develop a national organization.
 - e. Funds should be acquired to promote development when guidelines are completed.

C. National Postsecondary Agricultural Student Organization Development Committee

1. Anaheim, California, Saturday, December 6, 1975.
2. Thrust - Design a program of activities, set objectives and further discuss the implementation of the organization at the state and national levels moving from planning into existence.
3. Meeting to be held in Quad Cities area on evening of February 25 and day of February 26, 1976. E.R. Aupperle in charge of all arrangements.

D. National Postsecondary Agriculture and Related Occupations Student Organization Development Committee

1. Moline, Illinois, February 25 and 26, 1976. Black Hawk College.
2. Guidelines for the Promotion of a National Postsecondary Agriculture and Related Occupation Student Organization were developed.
3. Aupperle and Brown will be attending the National Seminar in Kansas City in March and will represent the committee at the functions.
4. Gundlach, Aupperle and Olcott will represent the committee and meet with the FFA Board of Directors and the FFA Foundation Board of Trustees in the latter part of July.

III. Guidelines for the Promotion of a National Postsecondary Agriculture and Related Occupations Student Organization

- A. Organizational Role
- B. Objectives
- C. Implementation

IV. Where from here?

- A. Organizational meeting in early 1977 in Midwest.
- B. One or two interested people per state.
- C. Finalize aims and objectives.
- D. Develop proposed constitution and bylaws.
- E. Determine and adopt name of group.
- F. Identify means of selection of person to coordinate.
- G. States to implement the program.
- H. Program to be planned for more than one year.

NASAE BREAKFAST

"A Challenge Ahead"

Richard L. Irvin
Collins United Methodist Church
Houston, Texas

On being equal to the occasion! Communication is the real heart of meeting the "At-hand situation." These areas aid in being equal to each occasion.

1. Be at the right place at the right time! Every opportunity is valuable and meaningful.
2. "Get with it" Involvement! To be involved with a situation is the best "ally" or "tool" to help a leader.

AATEA BREAKFAST

"1976 AATEA Distinguished Lecture"

B. Harold Anderson
Colorado State University

Delivered remarks concerning Philosophy of Standards in Agricultural Education. First basic standards must again be examined. Many programs in recent years may have forgotten quality programs for the sake of enrollments. Quotes from professional journals and teachers show many changes in professional orientations of some agricultural educators and their lack of concern about the basic vocational objective--placement in gainful employment. VoAg program standards should be based on "need to know", leave "nice to know" items for general education. Many times "legislation has been substituted for sound programs." Too many have defended standards on the basis that it is in the State Plan rather than basing it on sound educational philosophy.

NVATA FINAL GENERAL SESSION.

Two proposals to amend the Bylaws were voted upon. The proposal to increase active dues from \$10 to \$15, life membership from \$100 to \$150, associate membership from \$5 to \$7.50, and add associate life membership, \$75, passed by a vote of 164 to 27.

The proposal to change Executive Committee to Board of Directors, to change the title of Executive Secretary to Executive Director and to change the title of Assistant to the Executive Secretary to Associate Executive Director passed by a unanimous vote.

It was announced that Richard Weber, Louisiana, had been elected president for 1976-1977.

Retiring alternate Vice Presidents were presented with certificates. The following newly elected alternate vice presidents were introduced:

Region I.....Tom Jones, Tucson, Arizona
 Region II.....Robert Tuttle, Eckert, Colorado
 Region III.....Gene Wissenburg, Newman Grove, Nebraska
 Region IV.....Dale Butcher, West Lafayette, Indiana
 Region V.....Troy Caruthers, Ocala, Florida
 Region VI.....David A. Miller, Baltimore, Maryland

Newly elected vice presidents for Region II and IV were introduced. They are:

Region II.....Albert Timmerman of Texas
 Region IV.....Robert McBride of Ohio

NASAE FINAL SESSION

"The National Scene - Assisting States in Developing and Conducting Quality Programs"

Richard Carlson
Department of Health, Education and Welfare

1. Three of five people entering job market are women.
2. Agricultural Education people are professional.
3. Agriculture people have tremendous strength.
4. There are many good things happening in Agricultural Education.
 - a. Developing National Standards for Quality Programs
 - b. Competency Study being conducted by Dr. David McClay
5. USOE Staff must get out in states and assist with program development
6. Major thrust of new Legislation is quality.
7. Make sure policies and procedures will insure quality programs.
8. Be sure agriculture gets its share of new staff members in USOE office.
9. Don't just talk about programs, start working together to get job done.
10. Agriculture groups must begin to cooperate with all groups
11. Expand agriculture programs in all areas.

"A Report on the National Advisory Council for Vocational Education and the National Bicentennial Conference on Vocational Education"

Don McDowell
National Advisory Council for Vocational Education

1. Don McDowell will be retiring January, 1979.
2. Vocational Education has a mandate - it must produce.

The Role of:

The National FFA Board of Directors
The National FFA Foundation, Inc., Board of Trustees
The National FFA Alumni in the Administration and Supervision of
State Programs of Agricultural Education

AGRICULTURAL EDUCATION DIVISION GENERAL SESSION

"The Views of a State Superintendent of Public
Instruction on Agricultural Education"

Barbara Thompson
State Superintendent of Public Instruction, Wisconsin

I often hear that agriculture will become unimportant as the number of family farms and farmers declines. But we have to be very careful how we use statistics of this nature. Job opportunities in the field of agriculture are greater than ever; your current teacher shortage is proof of that.

This afternoon I will be discussing my perceptions regarding the role and present status of vocational education, agriculture education, and agribusiness education as viewed in the context of the total educational process. I will point out some directions that I envision to be important in future planning to improve agricultural education.

There is a realistic need for more vocational education in the secondary schools of our nation.

The phenomenal growth of Agribusiness has given birth to new challenges for vocational educators in the agricultural field. There is no business like Agribusiness, whether we speak of the soybeans and other grains of this country, food processing, forestry, fertilizer and seed business or the effect it has on the world's economy, balance of trade, and world relations. From my vantage point as a State Superintendent of Public Instruction, I believe the improvement, growth and expansion of agricultura and agribusiness education dictate a need for a definition of new directions in education in five specific areas: training, recruitment, curriculum planning/assessment, in-service education, and articulation.

The first area deals with the mission and scope of training programs.

The second area directs our attention to the encouragement, recruitment, and training of enough qualified people to meet emerging needs.

We must intensify our efforts to encourage women, minorities, handicapped, and urban students to prepare for and seek positions in agriculture education.

The third area of concern is curriculum planning and assessment.

The fourth area stresses need to develop strong programs in in-service education.

In the fifth and last area, I suggest that increased articulation among administrators, vocational agriculture teachers, college supervisors, and state departments of public instruction should be taking place at both the secondary school and post-secondary school levels. This cooperative, ongoing dialogue can be most fruitful in yielding constructive suggestions for program development and revision.

For my last two topics today, I would like to discuss the concept of the 12-month teaching contract for vocational agricultural teachers and the tremendous value of youth organizations. Needless to say, I feel that vocational agriculture has contributed greatly to making American agriculture second to none in the world. Agriculture teachers can take a great pride in this accomplishment.

I issued a statement from my office in support of vocational agriculture programs operating on a 12-month basis. It received wide circulation in our state and around the nation.

In some quarters I was criticized for that statement. But generally it was accepted well. I want to take this opportunity to thank those here today who agreed and took the time to write encouraging letters to me.

I hold in deep admiration the continued demonstration of leadership and worthy accomplishments of your agricultural youth organizations. I have observed your programs through personal visits in our state, and I have watched closely the activities of the FFA, both in our state activities and the National FFA Convention.

I believe it is extremely important that continued support be given for our agricultural youth organizations at the local, state, and national levels.

In closing, as you can see, I feel that vocational education--yes, vocational agriculture continues to contribute toward making America--American Agriculture--second to none in this world. And talk of community involvement! The whole educational world is watching with jealousy your unique ability to tie school work with the community and the home.

You are holding in your capable hands the future of this great nation. Agriculture affects the well-being of every person in this country and many around the world. I ask that each of you, as supervisors, teacher educators, state supervisors, and friends of agriculture, continue your fine efforts to seek well-designed and qualitative programs in vocational agriculture!

ROLE OF ADULT EDUCATION IN AGRICULTURE

"The Role as a Teacher of Farm Management"

Gene Frances
Blooming Prairie High School, Minnesota

Individualized Instruction in Farm Management

1. Regular Consultation visits to each individual family at their farm business are the most effective instruction.
2. Most consultation visits should have a well-defined purpose.
3. The purpose of the visit should correlate with:
 - a. The progression of the family through a planned management program.
 - b. The seasonality of various farm tasks.
 - c. In sequence with previous class discussions.
4. Farm records = farm analysis and interpretation. (Records do very little good unless utilized.)
5. A good program of management instruction helps the farm family to:
 - a. Set priorities for the use of their time, talents, capital, and other resources.
 - b. Plan intelligently, using all available resource information.
 - c. Devote all resources to the operation.
 - d. Match capabilities and equipment to the job.
 - e. Realize it's the extras that count.
 - f. Recognize and attempt to control or reduce risk.
 - g. View the business as a whole, yet analyze the various parts.
6. Farm consultation visits should generally be scheduled well in advance - Use a calendar.
 - a. Both family and instructor should be aware of some possible tasks to be accomplished.
 - b. However, the instruction must be flexible and adapted to each individual situation.
7. Longer term members of the management program can serve as resource personnel for more effective teaching.
8. The instructor must have a sincere desire to help the farm family improve their ability to make sound farm and family decisions.

"Developing and Carrying Out Adult Education"

Charles E. Miller
Union County Schools, Kentucky

In my opinion there are three major prerequisites to an adult education program in agriculture, no matter how great the need.

1. Local school board & superintendent that believes in it and wants it.
2. A state director or supervisor who believes in the adult phases of agricultural education. Robert Kelley, Kentucky's State Director, when teaching in high school, had good adult programs and as our current state director believes in them now. I know he would like for every teacher in Kentucky to have a good adult program.
3. Teacher-training personnel who firmly believes in the importance of adult farmer education, and who would emphasize its role in community development and better rural family living.

Some personal learnings have come from the program that I believe to be fundamental in adult farmer education.

1. Farmers have genuine current problems that become multiplied as years go by. (Much different from high school students.)
2. Adequate preparation for class sessions is essential. 4:1 ratio.
3. Modern farmers are busy. Each class session may take 150 or more farmer hours. Teacher must be prepared.
4. If teacher is poorly prepared, attendance falters, and will eventually suffocate. (Close your "alert door" for 3 months and see how far behind you become.) They won't come because they're friends. I don't have one out of the number that attends just because he likes me.
5. 150-180 men are too many to do intensive follow-up work with. (My belief) 60-80 farmers would be ideal; one class with 65.
6. Must have a "live" course of study that deals with current problems.

7. Promptness in class session beginning and closing time example. Same with visitation. Just hanging around on a farm unit is detrimental.
8. Follow-up instruction (farm, office at my home, or study tours) are the real effective teaching methods. (Discussing with the enrollee the ideas and conclusions reached in class sessions is important.)
9. Use specialists (university and industry)