

THE FUNCTIONS OF AN ADVISORY COUNCIL FOR
VOCATIONAL AGRICULTURE

by

JAMES LOWELL HUNDLEY

B. S., Kansas State University, 1957

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

Approved by:


Major Professor

L.D.
2648
R4
1967
H8
C2

ACKNOWLEDGMENTS

The author wishes to express his sincere appreciation to William G. Campbell, author of a handbook on thesis writing and Dr. Raymond J. Agan, major professor, for their ideas and suggestions which contributed greatly to the completion of the work.

Most deeply and most directly, the author is indebted to his wife, Shirley Louise Hundley, whose numerous suggestions, wise counsel, and stimulus to scholarship have contributed so greatly to the work.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	2
Procedures Used	5
Definition of Terms Used	8
II. REVIEW OF THE SELECTED LITERATURE	11
III. QUESTIONNAIRE RESULTS	19
IV. SUMMARY AND CONCLUSIONS	33
V. RECOMMENDATIONS	37
BIBLIOGRAPHY	39
APPENDIX	41

LIST OF TABLES

TABLE	PAGE
I. The Advisory Council and Community Relationships	21
II. The Advisory Council as Related to the Teacher	22
III. The Advisory Council in Regards to Public Relations	24
IV. The Advisory Council in Relation to Vocational Agricultural Programs and Classes	25
V. The Advisory Council in Relation to the School Administrator	28
VI. The Advisory Council in Relation to the General School . .	30
VII. The Advisory Council in Relation to Other Areas	32

CHAPTER I

INTRODUCTION

Wieggers in a journal article pointed out that differing interpretations have been made of the statement in the Smith-Hughes Act relative to supervised practice in vocational agriculture. The Congressional Commission designing the Smith-Hughes Act was of the opinion that each school offering vocational agriculture should provide opportunities for practice in agriculture not only on students' home farms but also on a farm operated by the school.¹

Wieggers continued by stating that most schools place the burden of finding opportunities for practice in agriculture upon the student and his parents. He felt that this system had been very successful down through the years even though the Smith-Hughes Act has not required each student to carry out a supervised farming program. There has been increasing evidence, however, that the school must accept more responsibility for providing the needed practice. He also felt that this has been in keeping with the increase in agricultural occupations other than farming.²

¹George W. Wieggers, Jr., "Planning Agricultural Experiences," Agricultural Educational Magazine, 36:27, August, 1963.

²Ibid.

The Problem

Such articles as the one preceding stimulated the author to consider how his work as a teacher of vocational agriculture should be altered to meet the challenges of a changing society. He was aware of the Vocational Education Act of 1963 and its implications for vocational agriculture, i.e., the expansion of the purpose of the program from one of preparing present and prospective farmers for proficiency in farming to one of preparing present and prospective workers in the total field of agriculture, including farming, for proficiency. The author had also been enrolled in Kansas State University classes, as a part of his Bachelor's Degree Program and his Master's Degree Program, which emphasized the importance of Advisory Councils in the proper functioning of a department of vocational agriculture. The department where he was teaching at the time of the study had an Advisory Council which had been appointed by a previous teacher but had been inactive except for an occasional meeting. It was assumed by the writer that the advisory council had not performed any real function of value to the program of vocational agriculture in the school where he was teaching.

The major question for the Master's Degree study of the writer became centered in this area and was stated as: "What are the functions of an advisory council as envisioned by the teacher of vocational agriculture in Kansas?" It was hoped that the study would show other teachers of vocational agriculture some of the areas of service where an advisory council could assist the teacher of vocational agriculture

in better meeting the needs of his students in their field in the expanded program indicated by the new legislation and leaders in the field.

Some basic assumptions of this study were that the advisory council has been a communication link between the community and the school and that the school should know the community's wants and needs. The advisory council has been in a position to supply this information. It was also assumed that Vocational Education has needed close cooperation with the community. It has trained students for specific jobs and productive times. It has needed the experience evaluation in the field to be sure that it's training courses and equipment have been up to date and that it's cooperation for life's work has been useful.

It was a basic observation that vocational education personnel have felt that the advisory council has been a very important part of the program and its activities. It has been felt that a strong advisory council could do much to help the school build strong, responsible citizens; also that the advisory council could become completely familiar with the aims and objectives of vocational education.

It was the purpose of this study to determine the functions of the advisory council for vocational agriculture. The advisory council was defined in this study as a group of citizens appointed by the board of education for the express purpose of advising the program of vocational education in agriculture, advisory to the teacher, the administrator, and the board of education.

The study was based on the experiences of the author who had taught vocational agriculture in Kansas for nine years in three different schools. The teaching had been in schools of 150 students or less. All of the schools taught in by the author were in rural communities. During this experience it was the observation of the writer that school boards were dominated by farmers. Out of the total eighteen school board members from the three schools, there were 78 percent who were farmers and 22 percent who were non-farmers.

The second school taught by the researcher had a school farm of 110 acres. It was the responsibility of the teacher of the school to (1) plan all cropping systems, (2) get the work done, (3) have test plots, (4) care for livestock on the farm, (5) and teach vocational agriculture at the high school. The duties also included the teaching of a young farmer class. The school had no advisory council for the vocational agriculture department. There were three different administrators during the six years the author taught at the school. It was the experience of the writer that each administrator had different ideas as to how much time should have been spent in each of the areas of responsibility of the teacher. Each board member also had and expressed their ideas as to what should have been done.

The researcher was determined to compare the program as envisioned by the teacher of vocational agriculture with the general recommendations that had been made by the State Supervisor for Vocational Education for the programs of Vocational Agriculture in Kansas. It was evident to the

writer that all parties concerned with the public school had varying ideas of what should be done with the vocational agriculture program of the school.

The study as envisioned by the writer was limited to the ability of the teachers in the sample to record accurately their opinions concerning the role of an advisory council. The study was further limited in that no attempt was made to determine the past experience of the teachers with advisory councils nor the amount of background study which they had made, nor supervision given to the teachers from the Kansas State Supervisory staff in vocational agriculture which work as a part of the Kansas State Board for Vocational Education.

Procedures Used

The researcher had a conference with the Kansas State Supervisor of Vocational Agriculture about the use of advisory councils. It was of the opinion of the researcher that the functions of advisory councils for vocational agriculture were not, in all cases clearly defined due to different uses made of the councils and different guide lines and patterns of operation advocated by teachers of vocational agriculture. For example the following were the printed functions of the advisory council at the Dickinson County Community High School, Chapman, Kansas.³

³Procedure for Organizing an Advisory Council at Dickinson County Community High School. Chapman, Kansas. (mimeographed)

- (1) Determine the community needs and promote Vocational Agriculture in the community.
- (2) Aid in locating students for young farmers and adult farmer classes and advise on a suggested course of study.
- (3) Suggest and advise regarding the schools program for agriculture education.
- (4) Serve as an avenue of communication between the Vocational Agriculture Department and the Community.
- (5) Act only to direct its' advice toward the teachers of Vocational Agriculture Teachers, the Principal, and the Board of Education.
- (6) Correlate the work of the department, with the Agriculture Extension and other such agencies.

In comparison, the vocational agriculture advisory council at Fort Scott High School, Fort Scott, Kansas, had the following duties and functions:⁴

- (1) Guide and support the teacher of agriculture, making it possible for him to be more effective, to gain more satisfaction from his work, and to advance more rapidly in his profession.
- (2) Provide a continuing program when teachers change and prevent frequent changes of teachers.
- (3) Assist the agriculture department in resisting inappropriate and unreasonable demands from officials outside the community.
- (4) Develop council and committee members, particularly the younger ones, into valued community leaders.
- (5) Draw minority groups into participation in programs of the school and community as a result of their representation on councils and committees.

⁴Constitution of the Fort Scott Vocational Agriculture Advisory Council, Fort Scott, Kansas. (mimeographed)

- (6) Assist in disseminating new agricultural ideas, since councils and committees may be "our best evening schools."

The author reviewed literature to find out what had been done to determine on a nation-wide basis the functions of advisory councils for vocational agricultura. Included in this part of the study was United States Office of Education materials. After studying the related literature available to the author he developed a preliminary questionnaire. After the questionnaire was developed it was reviewed and checked by agricultural education personnel in the College of Education at Kansas State University and amended according to the suggestions received. Permission was sought and received from C. C. Eustace, State Supervisor of Vocational Agriculture in Kansas, to administer the questionnaires to the teachers who were in attendance at the area conferences. There were eight of the area conferences held across the state within a time period of two weeks. There was at least one area conference in each of the seven Kansas Vocational Agriculture Teacher Association regions. (See map in appendix.)

The questionnaire was given to 69 vocational agriculture teachers in Kansas at the area conferences. No attempt was made to determine if these teachers had or used advisory councils. It was the opinion of the researcher that in order to arrive at the functions of a council it was best to have the teachers who work closest with the council, to give their opinions as to the degree of participation by the council. All questionnaires were completed and returned.

The forty-two items on the questionnaire were divided into seven areas: (1) community, (2) teacher, (3) public relations, (4) vocational agriculture program, (5) school administrator, (6) general school, and (7) other areas.

The data collected through the use of the questionnaire was evaluated in each of the areas.

Definition of Terms Used

Certain terms were set aside for special definition as they applied to this study. The definitions used may or may not have conformed to those of common usage.

Advisory Council. For the purposes of the study, an advisory council was a group of citizens appointed by the board of education for the express purpose of advising the teacher, the administrators, and the board of education concerning the program of vocational education in agriculture.

Function. As used in this study, function was something which was performed, an allotted task, a special duty, an activity which is incumbent upon a person to carry out.

Vocational Agriculture. As used in this study vocational agriculture was the systematic instruction in agriculture of less than college grade in the public schools for those persons 14 years of age or over who had entered upon or who were preparing to enter upon the work of the farm or agriculture related. It included classroom activities and school sponsored organizations such as Future Farmers of America.

Rural Community. As far as this study is concerned rural community is a town of less than 2000 population serving the farm population in the school district.

Future Farmers of America. In this study the Future Farmers of America, commonly known as the FFA, was the national organization of, by, and for boys studying vocational agriculture in public secondary schools under the provisions of the National Vocational Education Acts. It was an integral part of the program of vocational agriculture. The foundation upon which the Future Farmers of America organization was built included leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

Young Farmers. For purposes of this study, young farmers was an instructional program for young farmers established under public supervision and control. The program was organized for young men, regardless of their previous schooling who were becoming established in farming. Those who enrolled were out-of-school young farmers and were provided with systematic instruction under the supervision of a teacher of vocational agriculture.

Department. In this study, department was the branch of the total school system relating to vocational agriculture.

Open House. As used in this study, open house was a special time set aside for parents or interested persons to acquaint themselves with the activities of the vocational agriculture department.

Farm Patrons. For purposes of this study, farm patrons were the farmers who comprised the surrounding farming area served by the school.

Extension Service. As pertains to this study, Extension Service was the Cooperative Extension Service that provided off-campus teaching from universities to carry up-to-date information from the classroom and laboratory to the people and to bring back to the universities those problems in production, utilization, marketing, and social adjustments that could be solved only by careful study and research.

Area Conference. For the purpose of this study, an area conference was a meeting of vocational agricultura teachers held for the purpose of acquainting teachers with the latest techniques of teaching agriculture and was called and conducted by the state supervisors of vocational agriculture.

CHAPTER II

REVIEW OF THE SELECTED LITERATURE

A search of literature related to the study was made by surveying the literature in the Kansas State University library including books and journal articles. No study was found which related directly to this study. Some of the related studies were selected at the option of the writer for inclusion in the report.

It was noted that Bible listed the following points as important in a journal article:⁵

Team work between the professional workers and his advisory committee members will be improved if he has:

- (1) Enough knowledge and understanding of committee organization to provide for effective functioning.
- (2) Leadership skills to provide guidance for the committee.
- (3) Favorable attitudes toward the advisory committee and the contribution it can make.

In further study it was observed by the writer that McComas listed the following as Ten Commandments in Using an Advisory Committee:⁶

- (1) Thou shalt believe, always, in the worth of lay-committees.
- (2) Thou shalt obtain administrators sanction.
- (3) Thou shalt not select the committee thyself.
- (4) Thou shalt impress upon members the importance and nature of their duties.

⁵Bond L. Bible, "Advisory Committee Members Want to Know Their Responsibilities," Agricultural Educational Magazine, 34:4, October, 1961, pp. 81-2.

⁶James McComas. "Ten Commandments in Using Advisory Committees," Agricultural Educational Magazine, 33:277-78, October, 1962.

- (5) Thou shalt not seek to have the committee assume thy responsibility.
- (6) Thou shalt not seat thyself at the head of the committee table.
- (7) Thou shalt guide the committee to identify worthwhile activities and duties.
- (8) Thou shalt provide means of recognition of the committee.
- (9) Thou shalt not use the committee for selfish advantage to the teacher or the department.
- (10) Thou shalt always remember that the advisory committee is not a substitute for an effective teacher with a dynamic program.

It was noted by the author that Woodin in his journal articles stated the following:⁷

The major problem of using advisory committees in vocational agriculture does not seem to be one of organizing new committees, but rather one of continuing to use these committees effectively after they are organized. In all too many cases, teachers have enthusiastically organized advisory committees whose life expectancy has been only one to three years.

Woodin further stated that:

Assuming that the teacher approaches the use of his advisory committee with enthusiasm for what it can accomplish and with unbounding faith in the use of democratic processes and group intelligence, he still needs a plan which can help him to guide the committee over a period of years, since most of the more important advantages of lay participation come through a planned and continuing program.

Woodin continued by listing eleven specific suggestions composed by a committee of Ohio vocational agriculture teachers for the continuing use of advisory committees after their initial organization. Their suggestions were as follows:

⁷ Ralph J. Woodin, "Long-Time Advantages of the Advisory Committee," Agricultural Educational Magazine, 31:6, December, 1958, pp. 133-5.

- (1) As new members are named to the advisory committee they must learn of the committee's objectives and functions as well as its limitations. Copies of a written constitution and bylaws can be of assistance in this task.
- (2) Channels of communication between the Board of Education, the school administration and advisory committee must be maintained through regular usage. Changes in personnel among all three groups suggest that the initial approval of school authorities, while important, must be followed by a constant exchange of information.
- (3) A growing understanding of the administrative framework of the school in which a department of vocational agriculture serves, and the policies under which vocational education programs operate at local, state, and national levels, can serve to make the recommendations of the committee useful and practical.
- (4) Each year's work should be guided by a calendar of activities in order that members may direct their thinking toward future decisions which are to be made. As a further aid to making sound judgments an agenda for each meeting, together with factual information regarding the problem being deliberated, should be mailed to each member a few days in advance of regular meetings.
- (5) A sufficient number of meetings per year should be planned in order that an on-going program may be developed. While more meetings may be needed during certain periods, most teachers believe that less than six meetings per year tends to limit the long-term possibilities of an advisory committee.
- (6) The teacher must plan a continuing program of leadership training for the officers and members of the committee. For example, the teacher may need to help a new chairman to delegate various responsibilities to members, to see that praise and encouragement are given for worthwhile contributions and efforts, and to see that all members participate in committee discussion.
- (7) The committee must be given sufficient responsibility that they feel their work to be important. Committee recommendations must become a basis for action which will improve the local program. It is only as such action takes place that the efforts of the committee and the teacher can be justified. Individual members will find satisfaction only as they see desirable changes resulting from their deliberations.

- (8) A balance between long and short term goals should guide the work of the committee each year. Certain goals may require ten years for their accomplishment while others may be accomplished within a few weeks or months. While a long term goal such as developing a new livestock enterprise in the community may be of the greatest importance, a short term goal such as sponsoring a combine clinic may encourage the committee by its more immediate and visible results.
- (9) Evaluation and re-evaluation must be the continuing theme of committee deliberations. Such evaluation should consider the work of the department of vocational agriculture in total as well as each of its many aspects such as the high school program, the Future Farmer of America, and the Young Farmer program. When changes are made their results should be measured.
- (10) The committee should be encouraged to look beyond the borders of the school community for promising new developments in agricultural education. It is often desirable to study the vocational agriculture programs of other communities. Visits made by the committee to other schools, departments, or communities may be helpful in this regard.
- (11) The school administration must be completely informed of all activities of the committee. This may be accomplished through having the superintendent or principal serve as an ex-officio member of the committee. In case school administrators are absent from meetings, it is important that copies of recommendations and written minutes be provided them, as well as supplemental explanation by the teacher.

Through further research by the writer it was noted that Beam and Scarborough in their journal article stated the following:⁸

The local plan could, moreover, provide for the unique needs of an individual community as well as providing for common elements which seemed to be desirable in programs throughout the State. Teachers of agriculture, principals and superintendents, have suggested such a plan would be practical and that it should contribute materially to the improvement of programs in vocational agriculture.

⁸N. E. Beam and C. C. Scarborough, "Local Planning: A Growing Need In Vocational Agriculture," Agricultural Educational Magazine, 35:1, July, 1962, pp. 5-6.

Beam and Scarborough continued by listing the following as an outline for a local plan for vocational agriculture:

- I. The Community Situation.
 - Mapping the school district.
 - Organizations. Population.
 - A. Agricultural Situation in the School District.
 - Classification of farms.
 - Mechanization. Markets.
 - Agricultural Businesses.
 - B. Educational Situation.
 - Status, Attitudes. Detailed information on present Vocational Agriculture program, adults as well as boys.
- II. Projected Program in Vocational Agriculture.
 - A. Objectives of the program.
 - General. For adults. For high school boys.
 - B. Local Policies.
 - Relationships. Specific duties and responsibilities of the teacher(s) of agriculture.
 - C. Programs Planned for Each Group.
 - High school. Adults. Other groups.
 - Plans for evaluating each program.
 - D. Major trends which may affect vocational agriculture.
 - Changes expected. Adaptation of Vocational Agriculture.

Beam and Scarborough concluded by stating:

The procedure in developing a local plan will vary. There must be an initiator. This will be the responsibility of the local school administrator, but he may delegate this to someone else. A professionally capable person is needed for coordinator. A steering committee of 8 to 14 members will be needed to assume major responsibility for program planning. Additional study groups may be needed for securing needed data not readily available. A consultant is extremely important for the local planners, especially if they are inexperienced.

Local planning of programs in vocational agriculture is a sound procedure in a democratic society. If local people do not know how to plan affective programs, they can learn. State leaders have the responsibility of furnishing a planning guide and consultant help as needed. The local plan would serve the same purpose for the local program as the ~~state~~ plan does for the state program.

It is believed that more responsibility by local people for planning will result in more effective programs in vocational agriculture.

From Albracht's article in the journal the writer observed the following as functions of the Hebron Vocational Advisory Council:⁹

The Hebron vocational agriculture advisory council selects the topics for the first adult and young farmer class meetings. . . . A list of prospective members is prepared. . . .

The council also approves the course outlines for the vocational agriculture classes. . . . The council makes recommendations for improvement and informs the instructor where he could place more emphasis. . . .

The council approves the FFA program of work. The council is informed of the activities of the FFA chapter. . . .

The course of study for the farm mechanics program is approved. . . .

After reviewing project outlook, areas of emphasis are suggested by the advisory council. Sources of good projects are suggested. . . .

In addition, the advisory council is very helpful in securing enrollment for the all day classes and in carrying the work on what is being done by the vocational agriculture department to the people of the community. . . .

It was noted by the writer that Jones stated the following in his journal article:¹⁰

Many advisory councils, it is believed, do not function effectively because vo-ag instructors, school administrators and boards of education fail to understand the purposes of such a

⁹James J. Albracht, "Activities of the Hebron Vocational Agriculture Advisory Council," Agricultural Educational Magazine, 32:6 December, 1959, p. 136.

¹⁰Robert C. Jones, "Organizing and Using Advisory Councils for Vocational Agriculture," Agricultural Educational Magazine, 32:5 November, 1959, pp. 116-7.

council as they pertain to a department of vocational agriculture in meeting the major objectives of vocational education in agriculture. Each of the purposes of an advisory council listed here-with will affect the extent to which the objectives of the vo-ag department are attained.

- (1) To recommend to school administrators long-time plans relating to vocational education in agriculture for in-school youth, young and adult farmer classes.
- (2) To secure the benefit of group thinking in determining the scope and educational objectives of both the annual and long-time programs in agriculture.
- (3) To assist the teacher in planning a well balanced program with the proper emphasis upon certain phases of the educational program--agricultural subject matter, agricultural mechanics, and FFA activities--thereby avoiding program weaknesses before unfavorable situations arise.
- (4) To approve a list of farms considered suitable for on-farm placement training for non-farm boys.
- (5) To provide guidance and stimulation in the development of comprehensive supervised farming programs based upon the major agricultural enterprises in the area.
- (6) To enhance the continuance of the vocational agriculture program when changes in instructors or administrators occur.
- (7) To provide assistance in changing the program to meet new or changing conditions.
- (8) To provide opportunities for the instructor to obtain special help and counsel with specific problems and new undertakings.
- (9) To assist in determining the agricultural education experiences needed in training boys for proficiency in farming or agricultural occupations in the area.
- (10) To help the teacher of agriculture correlate the work of the department with other agricultural organizations and programs in the area.
- (11) To assist in keeping the public informed relative to all phases of the vo-ag program and in relaying public opinion regarding this program back to the department and to the board of education.

- (12) To provide an opportunity for school administrators and boards of education to become more familiar with agricultural problems and rural farm living.
- (13) To assist in correlating the relationship of the vocational agriculture department with the agricultural, business, and commercial organizations in the community.
- (14) To assist a new teacher or a teacher in a new department in obtaining an insight into the agricultural educational requirements of the community.
- (15) To serve in an advisory capacity to the Future Farmers of America chapter.
- (16) To provide assistance in promoting young and adult farmer classes.
- (17) To lend prestige to the vocational agriculture department, thus helping in promoting community good will towards the program.
- (18) To assist in relating the work of the department to the over-all community situation.
- (19) To provide opportunities for those citizens affected by the vo-ag program to have a part directly or indirectly in formulating the program.

Through further research in Phipps Handbook the writer noted the primary functions of an advisory council were listed as:¹¹

- (1) The formulating and recommending of adequate policies for agricultural education.
- (2) The evaluating of these policies as they are applied.
- (3) The recommending of needed revisions in existing policies.

Another function of an advisory council is in helping to plan an annual and long-time program.

¹¹Lloyd J. Phipps, Handbook on Agricultural Education in Public Schools. Danville, Illinois: The Interstate, 1965, p. 50.

CHAPTER III

QUESTIONNAIRE RESULTS

The questionnaire was developed by the author with the advice and council of Dr. Raymond J. Agan. The functions of vocational agriculture advisory councils in Kansas questionnaire consisted of 42 items which dealt with functions of vocational agriculture advisory councils.

Each of the functions was aligned to a rating scale, 1 - always, 2 - most always, 3 - seldom, 4 - very seldom, 5 - never to which the teachers were asked to respond. The functions were grouped into seven areas. They were: community, teacher, public relations, vocational agriculture program, school administrator, general school and other related areas including agriculture, mechanics, young farmer, and Future Farmers of America.

In considering the responses of the teachers, a weighted value was used to determine the degree of participation which the teachers indicated should be exerted by the council. The response, no. 1 - always, was given 4 points; no. 2 - most always was given 3 points; no. 3 - seldom was given 2 points; no. 4 - very seldom was given 1 point and the response no. 5 - never was given no points or zero. The highest possible score which could be assigned to any one of the functions was 276. The lowest score which could be assigned by the responses of the teachers was zero.

The five responses to which the teachers responded were then grouped into three areas: 1 - always and most always, 2 - seldom and very seldom and 3 - never. A percentage of responses given by the teachers was computed for each area.

A total of 69 questionnaires was filled out at the eight area conferences selected by the author and state supervisor to include all areas in the State. The data collected through the use of the questionnaire were evaluated in each of the areas mentioned.

The area receiving the highest total point value average was the community related area (Table I). The item "developing community understanding" had a weighted point value of 243 out of a possible 269. The other 5 items in Table I concerning community relationships and the advisory councils were "adjust program to the needs of the community," with a value of 222; "make community survey to determine needs" with a value of 209; "promote bond issues for building and equipment" with a weighted value of 192, and "resist inappropriate demands from outside the community" with 184 points. It was noted, however, that 9 percent of the teachers felt it should never be a function of the advisory council to resist inappropriate demands from outside the community.

The area related to the functions of the advisory council as related to the teacher in Table II included 7 items. The two top items, "strengthen the security of a successful teacher" and "help the teacher on special problems," were valued at 218 and 217 respectively. Following in line was "assist the teacher" with 195 points. The function "serve as

TABLE I
THE ADVISORY COUNCIL AND COMMUNITY RELATIONSHIPS

Questionnaire No.	FUNCTIONS	RESPONSES			Weighted Point Value
		Always and Most Always	Seldom and Very Seldom	Never	
		%	%	%	
11	Develop community understanding	96	4	0	243
8	Adjust program to the needs of the community	81	18	1	222
18	Make community survey to determine needs	84	16	0	209
20	Promote bond issues for building and equipment	67	32	1	192
29	Resist inappropriate demands from outside the community	65	27	9	184

TABLE II
THE ADVISORY COUNCIL AS RELATED TO THE TEACHER

Questionnaire No.	FUNCTIONS	RESPONSES			Weighted Point Value
		Always and Most Always	Seldom and Very Seldom	Never	
		%	%	%	
17	Strengthen the security of a successful teacher	90	10	0	218
32	Help the teacher on special problems	83	17	0	217
42	Assist the teacher	68	28	4	195
15	Serve as a guide to the teacher	71	28	1	188
22	Recommend qualifications of vo-ag teacher	55	39	6	168
23	Correct teacher's thinking and planning	38	52	10	144
27	Recommend the vocational agricultural teacher's salary	29	56	15	135

a guide to the teacher" was also considered as a function of the advisory council by teachers and was scored at 188 points. The three remaining in Table II were: "recommend qualifications of the vocational agriculture teacher," "correct teacher's thinking and planning," "recommend vocational agriculture teacher salary." These were rated lower on the scale by the teachers and it was noted that 15 percent of the teachers responded it would never be a function of the council to "recommend the vocational agriculture teacher's salary," while 56 percent said it was seldom or very seldom a function of the council.

In Table III, the teachers responses to the 6 functions of the advisory council in regards to public relations were grouped. This area had the third largest overall average with 176 points. There were four items that had scores within a range of 21 points. They included: "inform public regarding vocational agriculture program" with 210, "serve as buffer between community and department" with 197, "participate in an open house," 194, and "acquaint administrator with farm patrons" with 189 points. Two other functions concerned with public relations, "serve as speakers" and "release news," were rated below the average for this area by teachers surveyed, however, 2.8 percent responded that they thought it was never a function of the council to "serve as speakers." A majority of the teachers (54%) felt that "releasing news" should never be a function of the advisory council.

In Table IV was listed the responses given by the teachers concerning the functions of the Advisory Council in relation to vocational

TABLE III
THE ADVISORY COUNCIL IN REGARDS TO
PUBLIC RELATIONS

Questionnaire No.	FUNCTIONS	RESPONSES			Weighted Point Value
		Always and Most Always	Seldom and Very Seldom	Never	
		%	%	%	
38	Inform public regarding vocational agriculture program	84	4	12	210
36	Serve as buffer between community and department	68	30	2	197
3	Participate in an open house	77	19	4	194
37	Acquaint administrator with farm patrons	67	29	4	189
9	Serve as speakers	48	49.2	2.8	164
2	Release news	24	22	54	106

TABLE IV
THE ADVISORY COUNCIL IN RELATION TO VOCATIONAL AGRICULTURAL
PROGRAMS AND CLASSES

Questionnaire No.	FUNCTIONS	RESPONSES			Weighted Point Value
		Always and Most Always	Seldom and Very Seldom	Never	
		%	%	%	
26	Enhance the continuance of the vocational agriculture program	90	10	0	231
21	Visit day school classes	61	33	6	179
34	Set standards for the program	67	24	9	175
31	Visit students programs	58	36	6	173
28	Correlate vocational agriculture program with extension	48	48	4	168
30	Recommend instructional materials	43	48	9	154
19	Recommend length of course	32	56	12	139

agriculture programs and classes. The seven functions responded to by the teachers concerning the vocational agriculture program were as follows: Ninety percent of the teachers felt it was always and most always a function of the advisory council to enhance the continuance of the vocational agriculture program. A majority of the teachers also gave a high rating to the functions of visiting day school classes with 61 percent indicating that always and most always this should be done by the council. Setting standards for the program was indicated as a function by 67 percent of the teachers on an always and most always basis. The function of visiting students' programs was selected by 58 percent of the teachers on an always and most always basis. The function of correlating the vocational agriculture program with extension and recommending instructional materials received the vote of 48 percent of the teachers respectively on an always and most always basis while 48 percent of the teachers felt they were seldom or very seldom functions of the advisory council. It was noted that 9 percent of the teachers responded never to the function of recommending instructional materials while 4 percent felt the council should never correlate vocational agriculture program with extension.

Recommending course length was seldom or very seldom a function of the advisory council as indicated by 56 percent of teachers. Twelve percent of the teachers felt it should never be a function of the advisory council.

In Table V was listed the responses of the teachers concerning the functions of the advisory council in relation to school administrator. Included were 5 items. They were: determine vocational agriculture objectives, recommend vocational agriculture policies, inform administrator on agricultural affairs, interview prospective vocational agriculture teachers, and hire vocational agriculture teachers. The total overall weighted score average of the responses given to the five items was 165 points. This was lower than the average weighted score of any other area and was believed likely to be low by the author because of the concept generally held and set forth in the definition of terms section of this report indicating that the vocational agriculture council should advise and not administer the vocational agriculture program. However, two items received a weighted score of 197 and 216 by teachers surveyed. The items were: determine vocational agriculture objectives and recommend vocational agriculture policies. They received 216 and 197 points respectively. Eighty-four percent of the teachers responded that always and most always it was a function of the council to determine vocational agriculture objectives whereby 74 percent felt it was always and most always a function to recommend vocational agriculture policies. The function of hiring a vocational agriculture teacher received 70 points on the weighted scale and 46.5 of the teachers felt it should never be a responsibility or a function of the advisory council to hire the vocational agriculture teacher. The function of interviewing a prospective vocational agriculture

TABLE V
THE ADVISORY COUNCIL IN RELATION TO THE
SCHOOL ADMINISTRATOR

Questionnaire No.	FUNCTIONS	RESPONSES			Weighted Point Value
		Always and Most Always	Seldom and Very Seldom	Never	
		%	%	%	
12	Determine vocational agriculture objectives	84	14	2	216
1	Recommend vocational agriculture policies	74	24	2	197
35	Inform administrator on agricultural affairs	59	32	9	176
5	Interview prospective vocational agriculture teachers	43	35	22	141
13	Hire vocational agriculture teachers	10	43.5	46.5	70

teacher received 141 points on the weighted scale and it was felt by 22 percent of the teachers that it should never be a function of the council.

In Table VI the responses of the teachers concerning the advisory council in its relationship to the general school received an average rating on the weighted scale of 127 points. The functions were: review progress reports, obtain school farm, obtain funds for financial support of program, select the students for the program and enforce regular attendance. The highest score of the 5 items listed was for the function of reviewing progress reports and it received a weighted score of 197 with 71 percent responding that they thought it was always or most always a function. The function of obtaining a school farm and obtaining funds for financial support of the program received a score of 147 and 152 respectively. The functions of obtaining a school farm and obtaining funds for financial support of the program received a score of 147 and 152 respectively. Forty percent of the teachers thought it was always or most always a function of the council to obtain a school farm while 48 percent thought it was seldom or very seldom a function. Twelve percent responded that it would never be a function of the advisory council to obtain a school farm for the department. Obtaining funds for financial support of the program was a function 43 percent of the teachers felt should be on an always or most always basis. Forty-two percent of the teachers felt it was a function on a seldom or very seldom basis and 15 percent indicated it should never be a function

TABLE VI
THE ADVISORY COUNCIL IN RELATION TO THE GENERAL SCHOOL

Questionnaire No.	FUNCTIONS	RESPONSES			Weighted Point Value
		Always and Most Always	Seldom and Very Seldom	Never	
		%	%	%	
10	Review progress reports	71	28	1	197
16	Obtain school farm	40	48	12	147
39	Obtain funds for financial support of program	43	42	15	152
40	Select the students for the program	12	54	34	83
41	Enforce regular attendance	9	37	54	56

of the council.

In Table VII, the teacher's response to the questions concerning the functions of the advisory council in relation to other areas were tested and placed into groupings. The groupings were: agricultural mechanics, young farmer, and Future Farmers of America. Agricultural mechanics included three areas which received an average of 149 points on the weighted scale. The areas were: visit agriculture mechanics shop (210 points); determine skills to be taught (146 points); and buy shop equipment (192 points). Twenty-nine percent of the teachers surveyed felt that the council should never buy shop equipment. The functions of assisting with off farm placement and planning young farmer program received 197 and 174 points respectively on the weighted scale. The Future Farmers of America grouping was divided into two areas. The area of developing agricultural leadership received 201 points on the weighted scale while the area of recommending adjustments in the Future Farmers of America program of work received 181 points. Seven percent of the teachers responding to the questionnaire indicated that they felt that it would never be a function of the council to recommend adjustments in the Future Farmers of America program of work.

TABLE VII
THE ADVISORY COUNCIL IN RELATION TO OTHER AREAS

Questionnaire No.	FUNCTIONS	RESPONSES			
		Always and Most Always	Seldom and Very Seldom	Never	Weighted Point Value
		%	%	%	
	A. Agricultural Mechanics				
24	Visit agriculture mechanics shop	71	27	2	210
33	Determine skills to be taught	41	49	10	146
7	Buy shop equipment	17	54	29	92
	B. Young Farmer				
4	Assist with off farm placement	68	31	1	197
6	Plan young farmer program	62	29	9	174
	C. Future Farmers of America				
14	Aid in developing agricultural leadership	71	29	0	201
25	Recommend adjustments in the FFA program of work	65	28	7*	181

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study was developed through a concern of the author relating to the changing role of vocational agriculture in its adjustment to meet the demands of a changing society. It was further based on an observation of the writer that the functions assigned to advisory council for vocational agriculture varied greatly from school to school where they were a part of the vocational agriculture structure.

The purpose of this study was to survey the opinions of teachers of vocational agriculture concerning the functions of the vocational agriculture advisory council. The advisory council was defined in this study as a group of citizens appointed by the board of education for the express purpose of advising the program of vocational education in agriculture and were advisory to the teacher, the administrators, and the board of education.

The questionnaire was developed by the author with the advice and counsel of Dr. Raymond J. Agan. Forty-two items which dealt with the functions of vocational agriculture advisory councils were included in the questionnaire which was used in this study. The functions were grouped into seven areas. The seven areas were: community; teacher; public relations; vocational agriculture program; school administrator; general school; and other areas which included agricultural mechanics, Young Farmer, and Future Farmers of America.

The questionnaires were distributed by the state supervisory staff at the area vocational agriculture teacher conferences. Each teacher was asked to complete the questionnaire and express his feelings regarding the degree of participation by the vocational agriculture advisory council. Each of the functions was rated on a five point scale as follows: 1 - always; 2 - most always; 3 - seldom; 4 - very seldom; 5 - never. In considering the responses of the teachers, a weighted value was also used to determine the degree of participation which the teachers indicated should be exerted by the council. The response no. 1 was given 4 points; no. 2 - 3 points; no. 3 - 2 points; no. 4 - 1 point; and no. 5 - no points or zero. The highest possible score for any one of the functions was 276, the lowest possible score was zero. The five responses were then grouped into three areas: 1 - always and most always, 2 - seldom and very seldom and 3 - never. A percentage was figured for each area. A total of 69 questionnaires was filled out at eight area conferences which were selected by the author and the state supervisor for vocational agriculture, to include all Kansas Vocational Agriculture Teachers Association areas in the state. The data collected through the use of the questionnaire was evaluated for each of the areas mentioned.

In summarizing the data it was done by putting the 42 items into five groupings according to the weighted score of each. Groups included group 1 with a point value of 200 or more, group 2 with a point value of 180 to 199, group 3 with a point value of 160 to 179, group 4 with a point value of 140 to 159, and group 5 with a point value of 139 and below.

In group 1 teachers responded to the fact that the 10 items scoring 200 and over should always be included as functions of the advisory council. They included: (a) Develop community understanding; (b) Enhance the continuance of the vocational agriculture program; (c) Adjust program to the needs of the community; (d) Strengthen security of successful teacher; (e) Help teacher on special problems; (f) Determine vocational agriculture objectives; (g) Inform public regarding vocational agriculture program; (h) Visit agricultural mechanics shop; (i) Make community survey to determine needs; (j) Aid in developing agricultural leadership.

From the teachers surveyed, it was indicated that group 2 scored with 180 to 199 points. It was concluded that the following functions that should most always be used as functions of the advisory council were: (a) Recommend vocational agriculture policies; (b) Review progress reports; (c) Serve as buffer between community and department; (d) Assist with off farm placement; (e) Assist the teacher; (f) Participate in an open house; (g) Promote bond issues for building and equipment; (h) Acquaint administrator with farm patrons; (i) Guide the teacher; (j) Resist inappropriate demands from outside the community; (k) Recommend adjustments in the Future Farmer of America program of work. It was felt by the teachers that all of the group 2 functions should always be included as functions of an advisory council for vocational agriculture.

The third group had 8 functions scoring 160 to 179 points. From the teachers that responded it was observed that eight functions from

this group should be included most of the time as functions of the advisory council. The functions were: (a) Recommend qualifications of the vocational agriculture teacher; (b) Serve as speakers; (c) Visit day school classes; (d) Set standards for the program; (e) Visit student programs; (f) Correlate vocational agriculture program with extension service; (g) Inform the administrator on agricultural affairs; (h) Plan Young Farmer program.

Group four had six functions scoring between 140 to 159 points. It was the opinion of teachers surveyed that the six functions in this group could be used as functions of the advisory council if the teacher, administrator and board of education felt they would be needed for that particular school. The functions included: (a) Correct teacher's thinking and planning; (b) Recommend instructional materials; (c) Interview prospective vocational agriculture teacher; (d) Obtain school farm; (e) Obtain funds for financial support of the program; (f) Determine the skills to be taught.

Group five had seven functions scoring 139 points or less. It was the opinion of the teachers surveyed that this group of functions should never be considered as functions of the advisory council. The functions were: (a) Recommend vocational agriculture teacher's salary; (b) Release news; (c) Recommend length of course; (d) Hire vocational agriculture teacher; (e) Select the students for the program; (f) Enforce regular attendance; (g) Purchase shop equipment.

CHAPTER V

RECOMMENDATIONS

It was the opinion of the writer that all schools which have vocational agriculture departments could benefit from the use of advisory councils. It was observed that the business of agricultural education was a bigger job than one man should be expected to carry alone. Therefore the writer felt that advisory councils could be indispensable to help organize, plan, supervise, and evaluate the complete vocational agriculture program. Through the advice and guidance of an active advisory council, it was the belief of the writer that a challenging program in vocational agriculture for high school boys and young and adult farmer classes, should be better organized to meet the agricultural education needs of the community. It was felt that the importance of agricultural education should be stressed and brought to the attention of the people.

In the opinion of the writer, the following should be included as recommendations for the advisory council:

- (1) The council should consist of 15 members which include:
 - (a) Persons who are public spirited.
 - (b) Those interested in the general welfare of the community and are willing to donate time and energy to such duties.
- (2) The council should have 12 meetings each year.
- (3) The director of vocational education or a school representative should instruct the council members regarding the functions and the objectives of vocational education and that the operating policies of the State Plan and the Federal Acts dealing with vocational education should be explained.

- (4) The council members should be kept fully informed as to the progress of the training in which they are interested.
- (5) The school administration should listen to the advice of the council, evaluate it and use it to up-grade the existing program.

It was felt by the writer, the following should be primary functions of the advisory council:

- (1) Council members should visit the schools to observe training, facilities, special assemblies and social gatherings.
- (2) The council should assemble and interpret firsthand information concerning community needs, and inform the school officials so that the needs are recognized as being definite.
- (3) The council should evaluate and help plan a challenging program for the Future Farmer of America and the Young Farmer.
- (4) The council should evaluate the community's agricultural needs and from this data help plan a long time program of education for the vocational agriculture department.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Albracht, James J. "Activities of the Hebron Vocational Agriculture Advisory Council," Agricultural Educational Magazine, 32:6, December, 1959.
- Bean, H. E., and C. C. Scarborough. "Local Planning: A Growing Need in Vocational Agriculture," Agricultural Educational Magazine, 35:5-6, July, 1962.
- Bibla, Bond L. "Advisory Committee Members Want to Know Their Responsibilities," Agricultural Educational Magazine, 34:4, October, 1961.
- Byram, Harold M. Guidance in Agricultural Education. Danville, Illinois: The Interstate, 1959.
- King, Sam W. Organization and Effective Use of Advisory Committees, Trade and Industrial Education, United States Department of Health, Education, and Welfare, Bulletin OE-84009, (Washington: United States Government Printing Office, 1961).
- Krebs, Alfred H. Organizing and Working with Departmental Advisory Councils in the Public Schools. Danville, Illinois: The Interstate, 1965.
- McComas, James. "Ten Commandments in Using Advisory Committees," Agricultural Educational Magazine, 33:277-78, October, 1962.
- Phipps, Lloyd J. Handbook on Agricultural Education in Public Schools. Danville, Illinois: The Interstate, 1965.
- Roberts, Roy W., and Everett Clover. Vocational and Practical Arts Education. Knoxville: Demeter Books, 1961.
- Smith, Wenroy C. "The Role of the Vocational Agriculture Teacher in Policy Making," Agricultural Educational Magazine, 34:71-72, June, 1961.
- Wiagers, George W. "Planning Agricultural Experiences," Agricultural Educational Magazine, 36:27, August, 1963.
- Woodin, Ralph J. "Long-Time Advantages of the Advisory Committee," Agricultural Educational Magazine, 31:6, December, 1958.

APPENDIX

FUTURE FARMERS OF AMERICA

The National Organization for Boys Studying
Vocational Agriculture

Blue Valley FFA Chapter
James L. Hundley, Advisor
Blue Valley High School
Randolph, Kansas 66554

Attached to this is an opinion survey designed to give you the opportunity to express your feelings regarding certain functions of vocational agriculture advisory councils. This study represents one step in the attempt to define more clearly the various functions of the vocational agriculture advisory council in Kansas. The data will be analyzed by James L. Hundley, vocational agriculture teacher, Jack Carinder, superintendent, and Board of Education to establish functions and policies of the advisory council.

The primary purpose of the study is to determine what functions are the most important. There are no "right or wrong" answers to the statements. Your own feelings and opinions based on your knowledge and experiences from the use of an advisory council are important. You need not sign your name if you prefer.

It will be appreciated if you complete the questionnaire and leave it with the Supervisor before you leave the Area Conference tonight. I will be pleased to send you a summary of the results if you so indicate.

Thank you for your cooperation.

Sincerely,

James L. Hundley

FUNCTIONS OF VOCATIONAL AGRICULTURE
ADVISORY COUNCILS IN KANSAS

QUESTIONNAIRE

Below is a list of vocational agriculture advisory council functions. There is one rating scale for each function. On each function circle the degree of emphasis you believe suits the function.

Definition of rating scale:

"Degree of participation by council"

- 1 Always
2 Most always
3 Seldom
4 Very seldom
5 Never

Functions of the Vocational Agriculture Advisory Council	Degree of emphasis (circle one)
1. Recommend Vo-Ag policies	1 2 3 4 5
2. Release news	1 2 3 4 5
3. Participate in an open house	1 2 3 4 5
4. Assist with off-farm placement	1 2 3 4 5
5. Interview prospective Vo-Ag teacher	1 2 3 4 5
6. Plan young farmer program	1 2 3 4 5
7. Buy shop equipment	1 2 3 4 5
8. Adjust program to needs of the community	1 2 3 4 5
9. Serve as speakers	1 2 3 4 5

Functions of the Vocetional Agriculture Advisory Council	Degree of emphasis (circle one)				
10. Review progress reports	1	2	3	4	5
11. Develop community understanding	1	2	3	4	5
12. Determine Vo-Ag objectives	1	2	3	4	5
13. Hire Vo-Ag teacher	1	2	3	4	5
14. Aid in developing agriculturcl leadership	1	2	3	4	5
15. Guide the teacher	1	2	3	4	5
16. Obtain school farm	1	2	3	4	5
17. Strengthen security of successful teacher	1	2	3	4	5
18. Make community survey to determine needs	1	2	3	4	5
19. Recommend length of course	1	2	3	4	5
20. Promote bond issues for building and equipment	1	2	3	4	5
21. Visit day-school classes	1	2	3	4	5
22. Recommend qualifications of Vo-Ag teacher	1	2	3	4	5
23. Correct teachers' thinking and planning	1	2	3	4	5
24. Visit agriculture mechanics shop	1	2	3	4	5
25. Recommend adjustments in the FFA program of work	1	2	3	4	5
26. Enhance the continuance of the Vo-Ag program	1	2	3	4	5
27. Recommend Vo-Ag teachers selery	1	2	3	4	5
28. Correlete Vo-Ag program with extension	1	2	3	4	5
29. Resist inappropriate demands from outside the community	1	2	3	4	5
30. Recommend instructional materials	1	2	3	4	5
31. Visit students programs	1	2	3	4	5

Functions of the Vocational Agriculture Advisory Council	Degree of emphasis (circle one)
32. Help teacher on special problems	1 2 3 4 5
33. Determine skills to be taught	1 2 3 4 5
34. Set standards for the program	1 2 3 4 5
35. Inform administrator on agricultural affairs	1 2 3 4 5
36. Serve as buffer between community and department	1 2 3 4 5
37. Acquaint administrator with farm patrons	1 2 3 4 5
38. Inform public regarding Vo-Ag program	1 2 3 4 5
39. Obtain funds for financial support of program	1 2 3 4 5
40. Select the students for the program	1 2 3 4 5
41. Enforce regular attendance	1 2 3 4 5
42. Assist the teacher	1 2 3 4 5

THE FUNCTIONS OF AN ADVISORY COUNCIL FOR
VOCATIONAL AGRICULTURE

by

JAMES LOWELL HUNDLEY

B. S., Kansas State University, 1957

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

The purpose of this study was to survey the opinions of teachers of vocational agriculture concerning the functions of the vocational agricultura advisory council. The advisory council was defined in this study as a group of citizens appointed by the board of education for the express purpose of advising the program of vocational education in agriculture and were advisory to the teacher, the administrators, and the board of education.

In reviewing the literature issued by the United States Office of Education in relation to advisory councils to vocational education, it was observed that the functions differed according to the area served.

The questionnaire was developed by the author with the advice and counsel of Dr. Raymond J. Agan. Forty-two items which dealt with the functions of vocational agriculture advisory councils were included in the questionnaire which was used in this study. The functions were grouped into seven areas. The seven areas were: community; teacher; public relations; vocational agriculture program; school administrator; general school; and other areas which included agricultural mechanics, Young Farmer, and Future Farmers of America.

The questionnaires were distributed by the state supervisory staff at the area vocational agriculture teacher conferences. Each teacher was asked to complete the questionnaire and express his feelings regarding the degree of participation by the vocational agriculture advisory council. Each of the functions was rated on a five point scale as follows: 1 - always; 2 - most always; 3 - seldom; 4 - very seldom; 5 - never.

In considering the responses of the teachers a weighted value was also used to determine the degree of participation which the teachers indicated should be exerted by the council. The response no. 1 was given 4 points; no. 2 - 3 points; no. 3 - 2 points; no. 4 - 1 point; and no. 5 - no points or zero. The highest possible score for any one of the functions was 276, the lowest possible score was zero. The five responses were then grouped into three areas: 1 - always and most always, 2 - seldom and very seldom, and 3 - never. A percentage was figured for each area. A total of 69 questionnaires was filled out at eight area conferences which were selected by the author and the state supervisor for vocational agriculture, to include all Kansas Vocational Agriculture Teachers Association areas in the state. The data collected through the use of the questionnaire was evaluated for each of the areas mentioned.

The "community related" area received the highest point average. It was found by the researcher that the advisory council had a responsibility in developing community understanding for the program of vocational agriculture. The council served as a link of communication between the patrons in the community and the school.

The second highest point average was in the area of advisory council and teacher relationships. In the opinion of the teachers surveyed according to the responses, it was indicated that it was a function of the council to help guide and assist the teacher on special problems, and to strengthen the security of the successful teacher.

Functions of the advisory council in regard to "public relations" had the third highest point average. Teachers responded favorably to these functions: serving as a buffer between the community and the department regarding vocational agriculture programs; and acquainting administrators with the farm patrons through the participation in an open house.

Teachers felt that the following were functions in relation to the vocational agriculture program: set standards to enhance the continuance of vocational agriculture programs by visiting day school classes and students programs; and to correlate vocational agriculture programs with those of the Extension Service.

It was also the opinion of the teachers surveyed that the council should review progress reports to assist in determining the vocational agriculture objectives and policies; and to inform administrators about agricultural affairs.

The function of the council in regard to the other related areas were listed by the teachers as follows: to assist with off farm placement; to help and review the Future Farmers of America and the Young Farmer programs; and to aid in developing agricultural leadership.

It was also the opinion and the recommendation of the writer that:

(1) The director of vocational education or a school representative should instruct the council members regarding the functions and the objectives of vocational education, and that the operating policies of the State Plan and the Federal Acts dealing with vocational education should be explained.

(2) Council members should be kept fully informed as to the progress of the training in which they are interested.

(3) Council members should visit the school to observe training, facilities, special assemblies and social gatherings.

(4) A function of the council was to assemble and interpret firsthand information concerning community needs, and to inform the school officials of the needs so that the needs are recognized as being definite.

(5) The school administration should listen to the advice of the council, evaluate it, and use it to up-grade existing programs. The advice of the council should be sought frequently about problems which are familiar to them.